

2005 Physical Education

Intermediate 1

Finalised Marking Instructions

These Marking Instructions have been prepared by Examination Teams for use by SQA Appointed Markers when marking External Course Assessments.

Assessment Descriptions and their application

Additional guidance on assessment is given below.

In applying these assessment descriptions markers are directed to:

use the appropriate description together with their professional judgement to award marks to the various parts of each question.

The appendix outlines the main Outcomes which candidates should be demonstrating in their answers to each part of the question. It is important to remember that often more than one competency can be demonstrated by a candidate in some of the answers as is indicated in the following pages.

Outcome 1 – Describe performance in an activity

Candidates should be awarded **high marks** if they provide a clear description in terms of the main features of a performance.

Candidates should be awarded **half of the marks** if they provide a broad description in terms of the main features of a performance.

Candidates should be awarded **low marks** if they provide some description in terms of the main features of a performance.

Outcome 2 – Use knowledge and understanding to analyse performance

Candidates should be awarded **high marks** if they analyse performance using relevant key concept knowledge.

Candidates should be awarded **approximately half of the marks** if they make an appropriate analysis of performance using relevant key concept knowledge.

Candidates should be awarded **low marks** if they make a limited analysis of performance using some key concept knowledge.

Outcome 3 – Monitor a programme of work

Candidates should be awarded **high marks** if they make clear suggestions about programmes of work that are likely to lead to performance development.

Candidates should be awarded **approximately half of the marks** if they make broad suggestions about programmes of work that are likely to lead to performance development.

Candidates should be awarded **low marks** if they make some suggestions about programmes of work that are likely to lead to performance development.

Outcome 4 – Review the development process

Candidates should be awarded **high marks** if the review provides a clear description of the effects on performance and future developments.

Candidates should be awarded **approximately half of the marks** if the review provides a broad description of the effects on performance and future developments.

Candidates should be awarded **low marks** if the review provides some description of the effects on performance and future developments.

2005 Physical Education: Intermediate 1

Question 1		Marks
(a)	<ul style="list-style-type: none"> • Uses knowledge and understanding to give a clear description of the importance of the demand. • Uses knowledge and understanding to give some description of the importance of the demand. <p>• Marks should be awarded, as indicated above, for the second demand.</p> <p>Clear description Some description</p>	<p>2 marks</p> <p>1 mark</p> <p>2 marks</p> <p>1 mark</p>
(b)	<ul style="list-style-type: none"> • Gives a clear description of strength in performance. • Gives some description of strength in performance. 	<p>2 marks</p> <p>1 mark</p>
(c)	<ul style="list-style-type: none"> • Gives a clear description of weakness in performance. • Gives some description of weakness in performance. 	<p>2 marks</p> <p>1 mark</p>
(d)	<ul style="list-style-type: none"> • Uses knowledge and understanding to give clear suggestions about a programme of work which is likely to lead to performance development. • Uses knowledge and understanding to give broad suggestions about a programme of work which is likely to lead to performance development. • Uses knowledge and understanding to give some suggestions about a programme of work which is likely to lead to performance development. 	<p>3 marks</p> <p>2 marks</p> <p>1 mark</p>
(e)	<ul style="list-style-type: none"> • Mental factor selected. • Uses knowledge and understanding to give a clear suggestion how the mental factor selected would affect training. • Uses knowledge and understanding to give some suggestions how the mental factor selected would affect training. 	<p>1 mark</p> <p>2 marks</p> <p>1 mark</p>
(f)	<ul style="list-style-type: none"> • Gives clear examples of goals or targets set to improve performance. • Gives broad examples of goals or targets set to improve performance. • Gives some examples of goals or targets set to improve performance. 	<p>3 marks</p> <p>2 marks</p> <p>1 mark</p>

Question 1		Marks
(g)	<ul style="list-style-type: none"> • Gives a clear description of how performance compared to a model performer at the end of their programme of work. • Gives a broad description of how performance compared to a model performer at the end of their programme of work. • Gives some description of how performance compared to a model performer at the end of their programme of work. 	<p>3 marks</p> <p>2 marks</p> <p>1 mark</p>

Question 2		Marks
(a)	<ul style="list-style-type: none"> • Uses knowledge and understanding to give a clear explanation why this aspect of fitness is important to performance. • Uses knowledge and understanding to give a broad explanation why this aspect of fitness is important to performance. • Uses knowledge and understanding to give some explanation why this aspect of fitness is important to performance. <p>Marks should be awarded as indicated above for the second aspect of fitness selected.</p> <p>Clear explanation Broad explanation Some explanation</p> <ul style="list-style-type: none"> • Marks should be awarded as indicated above for the third aspect of fitness selected. <p>Clear explanation Broad explanation Some explanation</p>	<p>3 marks</p> <p>2 marks</p> <p>1 mark</p> <p>3 marks</p> <p>2 marks</p> <p>1 mark</p> <p>3 marks</p> <p>2 marks</p> <p>1 mark</p>
(b)	<ul style="list-style-type: none"> • Relevant test named. • Uses knowledge and understanding to give a clear explanation why this test was a good way to measure fitness. • Uses knowledge and understanding to give some explanation why this test was a good way to measure fitness. • Uses knowledge and understanding to give a clear description of results and the information they gave about fitness levels. • Uses knowledge and understanding to give some description of results and the information they gave about fitness levels. 	<p>1 mark</p> <p>2 marks</p> <p>1 mark</p> <p>2 marks</p> <p>1 mark</p>
(c)	<ul style="list-style-type: none"> • Gives a clear description of training session used to improve fitness. • Gives a broad description of training session used to improve fitness. • Gives some description of training session used to improve fitness. 	<p>3 marks</p> <p>2 marks</p> <p>1 mark</p>

Question 2		Marks
(d)	<ul style="list-style-type: none"> • Gives a clear description how performance has changed due to training programme. • Gives a broad description how performance has changed due to training programme. • Gives some description how performance has changed due to training programme. 	<p>3 marks</p> <p>2 marks</p> <p>1 mark</p>

Question 3		Marks
(a)	<ul style="list-style-type: none"> • Gives clear description of Preparation Phase. • Gives some description of Preparation Phase. • Gives clear description of Action Phase. • Gives some description of Action Phase. • Gives clear description of Recovery Phase. • Gives some description of Recovery Phase. 	2 marks 1 mark 2 marks 1 mark 2 marks 1 mark
(b)	<ul style="list-style-type: none"> • Provides a clear description of method used to gather information about skill or technique. • Provides some description of method used to gather information about skill or technique. • Marks should be awarded as indicated above for the second method. Gives clear examples of results obtained. Gives some examples of results obtained. 	2 marks 1 mark 2 marks 1 mark
(c)	<ul style="list-style-type: none"> • Uses knowledge and understanding to give a clear description of practices used to improve the weak skill or technique. • Uses knowledge and understanding to give a broad description of practices used to improve the weak skill or technique. • Uses knowledge and understanding to give some description of practices used to improve the weak skill or technique. • Marks should be awarded as indicated above for the second practice. 	3 marks 2 marks 1 mark
(d)	<ul style="list-style-type: none"> • Gives a clear description how factor affected performance during practice. • Gives some description how factor affected performance during practice. 	2 marks 1 mark

Question 4		Marks
(a)	<ul style="list-style-type: none"> • Gives clear description of structure, strategy or composition used. • Gives a broad description of structure, strategy or composition used. • Gives some description of structure, strategy or composition used. 	<p>3 marks</p> <p>2 marks</p> <p>1 mark</p>
(b)	<ul style="list-style-type: none"> • Uses knowledge and understanding to give a clear explanation why their choice was important to their SS&C. • Uses knowledge and understanding to give some explanation why their choice was important to their SS&C. • Marks should be awarded as indicated above for the second and third choices. 	<p>2 marks</p> <p>1 mark</p>
(c)	<ul style="list-style-type: none"> • Gives a clear description of personal strengths within structure, strategy or composition used. • Gives a broad description of personal strengths within structure, strategy or composition used. • Gives some description of personal strengths within structure, strategy or composition used. 	<p>3 marks</p> <p>2 marks</p> <p>1 mark</p>
(d)	<ul style="list-style-type: none"> • Gives a clear description of personal weaknesses within structure, strategy or composition used. • Gives a broad description of personal weaknesses within structure, strategy or composition used. • Gives some description of personal weaknesses within structure, strategy or composition used. 	<p>3 marks</p> <p>2 marks</p> <p>1 mark</p>
(e)	<ul style="list-style-type: none"> • Uses knowledge and understanding to give a clear description of steps taken to overcome weaknesses. • Uses knowledge and understanding to give a broad description of steps taken to overcome weakness. • Uses knowledge and understanding to give some description of steps taken to overcome weakness. 	<p>3 marks</p> <p>2 marks</p> <p>1 mark</p>
(f)	<ul style="list-style-type: none"> • Gives a clear description of how, when reviewing performance, the development process can be assessed. • Gives some description of how, when reviewing performance, the development process can be assessed. 	<p>2 marks</p> <p>1 mark</p>

[END OF MARKING INSTRUCTIONS]