

2006 Physical Education

Intermediate 1

Finalised Marking Instructions

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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 for markers 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 Appendix II (following).

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 **approximately 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.

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Question 1		Marks
(a)	<ul style="list-style-type: none"> • Uses knowledge and understanding to give a clear description of the importance of quality. • Uses knowledge and understanding to give some description of the importance of quality. <p>Marks should be awarded, as indicated above, for the second quality.</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 method use. • Gives a broad description of method use. • Gives some description of method use. 	<p>3 marks</p> <p>2 marks</p> <p>1 mark</p>
(c)	<ul style="list-style-type: none"> • Gives a clear description of difference. • Gives a broad description of difference. • Gives some description of difference. <p>Marks should be awarded as indicated above for the second difference.</p> <p>Clear description of difference. Broad description of difference. Some description of difference.</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>
(d)	<ul style="list-style-type: none"> • Description makes clear suggestions about session from programme of work that is likely to lead to performance development. • Description makes broad suggestions about session from programme of work that is likely to lead to performance development. • Description makes some suggestions about session from 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"> • Gives a clear suggestion of how motivation was sustained. • Gives a some suggestion of how motivation was sustained 	<p>2 mark</p> <p>1 marks</p>
(f)	<ul style="list-style-type: none"> • Gives a clear description of a change to performance • Gives some description of a change to performance 	<p>2 mark</p> <p>1 marks</p>

Question 2		Marks
(a)	<ul style="list-style-type: none"> Relevant aspects of fitness named 	1 mark each
(b)	<ul style="list-style-type: none"> Uses of knowledge and understanding to give a clear explanation how the performance was affected. Uses of knowledge and understanding to give some explanation how the performance was affected. Marks should be awarded as indicated above for the second aspect of fitness. Clear explanation. Some explanation. 	2 marks 1 mark 2 marks 1 mark
(c)	<ul style="list-style-type: none"> Relevant test named Gives a clear description of test. Gives a broad description of test. Gives some description of test. 	1 mark 3 marks 2 marks 1 mark
(d)	<ul style="list-style-type: none"> Relevant method of training selected. Description makes clear suggestions about relevant session from programme of work that is likely to lead to performance development. Description makes broad suggestions about relevant session from programme of work that is likely to lead to performance development. Description makes some suggestions about relevant session from programme of work that is likely to lead to performance development. 	1 mark 4 marks 2/3 marks 1 mark
(e)	<ul style="list-style-type: none"> Makes clear suggestions about use of principles of training in programme of work that is likely to lead to performance development. Makes broad suggestions about use of principles of training in programme of work that is likely to lead to performance development. Makes some suggestions about use of principles of training in programme work that is likely to lead to performance development. 	3 marks 2 marks 1 mark

Question 2		Marks
(f)	<ul style="list-style-type: none">• Makes clear suggestions about appropriate monitoring of programme of work.• Makes some suggestions about appropriate monitoring of programme of work	2 marks 1 mark

Question 3		Marks
(a)	<ul style="list-style-type: none"> • Gives a clear description of information collection • Gives a some description of information collection 	2 marks 1 mark
(b)	<ul style="list-style-type: none"> • Uses knowledge and understanding to give clear explanation of why information was collected in described way. • Uses knowledge and understanding to give some explanation of why information was collected in described way. 	2 marks 1 mark
(c)	<ul style="list-style-type: none"> • Gives a clear description of skill/technique. • Gives a broad description of skill/technique. • Gives some description of skill/technique. 	3 marks 2 marks 1 mark
(d)	<ul style="list-style-type: none"> • Gives a clear description of skill/technique. • Gives a broad description of skill/technique. • Gives some description of skill/technique. 	3 marks 2 marks 1 mark
(e)	<ul style="list-style-type: none"> • Description makes clear suggestions about a practice which is likely to lead to performance development. • Description makes broad suggestions about a practice which is likely to lead to performance development. • Description makes some suggestions about a practice which is likely to lead to performance development. 	3 marks 2 marks 1 mark
(f)	<ul style="list-style-type: none"> • Description makes clear suggestions about an increase in difficulty which is likely to lead to a performance development. • Description makes broad suggestions about an increase in difficulty which is likely to lead to a performance development. • Description makes some suggestions about an increase in difficulty which is likely to lead to a performance development. 	3 marks 2 marks 1 mark
(g)	<ul style="list-style-type: none"> • Provides a clear description of change in performance. • Provides some description of change in performance. • Marks should be awarded as indicated above for the second change in performance. • Clear description • Some description 	2 marks 1 mark 2 marks 1 mark

Question 4		Marks
(a)	<ul style="list-style-type: none"> • Gives a 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 reason for the use of the structure, strategy or composition. • Uses knowledge and understanding to give a broad reason for the use of the structure, strategy or composition. • Uses knowledge and understanding to give some reason for the use of structure, strategy or composition. 	<p>3 marks</p> <p>2 marks</p> <p>1 mark</p>
(c)	<ul style="list-style-type: none"> • Uses knowledge and understanding to give a clear description of how space or creativity were used. • Uses knowledge and understanding to give some description of how space or creativity were used. 	<p>2 marks</p> <p>1 mark</p>
(d)	<ul style="list-style-type: none"> • Gives a clear description of weakness in structure, strategy or composition used. • Gives a broad description of weakness in structure, strategy or composition used. • Gives some description of weakness in structure, strategy or composition used. 	<p>3 marks</p> <p>2 marks</p> <p>1 mark</p>
(e)	<ul style="list-style-type: none"> • Makes clear description of change(s) that are likely to lead to performance development • Makes broad description of change(s) that are likely to lead to performance development • Makes some description of change(s) that are likely to lead to performance development 	<p>3 marks</p> <p>2 marks</p> <p>1 mark</p>
(f)	<ul style="list-style-type: none"> • Provides a clear description of change in performance. • Provides a broad description of change in performance. • Provides some description of change in performance. 	<p>3 marks</p> <p>2 marks</p> <p>1 mark</p>
(g)	<ul style="list-style-type: none"> • Gives a clear description of how change was investigated. • Gives a broad description of how change was investigated. • Gives some description of how change was investigated. 	<p>3 marks</p> <p>2 marks</p> <p>1 mark</p>

[END OF MARKING INSTRUCTIONS]