

Standard Grade Physical Education

A Marking Guide to Evaluating
Foundation, General and Credit Levels

2004

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Introduction

These guidelines have been produced to support the assessment of Standard Grade Physical Education at all levels. Criteria have been designed to clarify acceptable candidate responses to questions in the Evaluating section where they are asked to describe actions or performances and to ensure marks are awarded fairly and consistently. Examples on how to apply the criteria and award marks are contained in the Appendices to this document.

The criteria could prove useful to everyone involved in the examination process, from Question Paper setters to Markers and Examiners. By applying the criteria in a consistent manner, differentiation between Foundation, General and Credit level candidates should be evident.

In applying the criteria, it should be noted that where a response at Foundation level may be awarded mark(s), a similar response at Credit level may not.

CRITERIA

Responses in Evaluating

All questions/parts of questions should be worth 2 marks unless they are:

- a) “Place in order” type questions
- b) “Tick the correct box” type questions.

This should allow limited responses to gain some credit by awarding 1 mark where appropriate.

Where candidates are required to describe actions or performances, the following criteria should be applied:

Foundation level

Candidates will be given credit for identifying generic skills such as “Pass”, “Catch” etc, and will be awarded 1 mark. To gain a second mark, candidates will need to do one of the following:

- a) Identify a skill specific to or appropriate to the activity eg “Chest Pass”.
- b) Offer some description of the skill eg “Pass forwards”.

General level

Candidates will gain no credit for identifying generic skills but will earn 1 mark for identifying a skill specific to or appropriate to the activity, eg “Push pass”. To gain a second mark, candidates will have to offer some description of the skill identified, eg “Push pass **forwards**”.

Credit level

Candidates will not be rewarded for **identifying** skills, specific or otherwise, but will be required to submit two items of description to access full marks, eg

“Push pass”	0 marks
“Push pass forwards ”	1 mark
“ Fast push pass forwards ”	2 marks

Credit candidates will be required to offer three pieces of information to access full marks. At this level, candidates will be required to **identify** which piece of action/performance they are describing and **describe in detail** the action/performance by submitting **two** pieces of information.

This approach will allow candidates a clear progression route and will enable Foundation level candidates to access marks while at the same time clarifying the different level of response required at General and Credit levels.

Exceptions

In areas such as gymnastics, trampolining and diving many of the names of skills specific to the activities contain descriptive words, eg “Front somersault”, “Tuck somersault”, “Straddle jump”, etc. General and Credit level candidates identifying a specific skill with a name which contains elements of description should be rewarded appropriately, eg

“Somersault”	0 marks	General and Credit levels
“ Front somersault”	1 mark	General and Credit levels
“ Tuck front somersault”	2 marks	General and Credit levels
“ Tuck somersault with knees to chest ”*	1 mark	General and Credit levels
“ Front somersault with knees to chest ”	2 marks	General and Credit levels

*As the phrases “tuck” and “knees to chest” both describe the same action, only 1 mark is awarded.

In these types of activities it can be more difficult to differentiate between General and Credit levels; therefore care should be taken during the Question Paper setting stage to ensure Credit level papers do not include too many questions containing these activities.

The following appendices contain further examples of how these marking criteria could be applied.

Applying criteria

This appendix contains some sample answers showing how the criteria could be applied and shows how Credit level candidates are awarded marks for identifying a skill which has descriptive words in its title.

EXAMPLE 1

Q1. Describe one action the boy performs.

A1. Passes the ball

- 1 mark at Foundation level (candidate identifies a skill, but no description)
- 0 marks at General or Credit levels (candidate not awarded marks for generic answers)

A2. Chest passes the ball

- 2 marks at Foundation level (candidate identifies a skill specific to the activity)
- 1 mark at General level (candidate identifies a skill specific to the activity but no description)
- 0 marks at Credit level (candidate not awarded marks for identification of skill only)

A3. Passes the ball forwards

- 2 marks at Foundation level (candidate identifies a skill and offers some description)
- 1 mark at General level (candidate gains mark for description)
- 1 mark at C (candidate gains mark for description)

A4. Chest passes the ball forwards

- 2 marks at Foundation level (candidate identifies a skill and offers some description)
- 2 marks at General level (candidate identifies a skill specific to activity and offers some description)
- 1 mark at Credit level (candidate offers some description)

A5. Chest passes the ball quickly forwards

- 2 marks at Foundation, General and Credit levels (all candidates offer two pieces of information)

In activities where the name of a skill contains “descriptive” words Credit level candidates should be rewarded in full for naming a skill if the name contains **two** descriptive terms, eg

<i>Forward tuck somersault</i>	2 marks
1 mark for forward	
1 mark for tuck	
0 mark for somersault (this is identification of what is being described)	

Where there is repetition, marks should only be awarded for one correct answer, eg

<i>Forward somersault</i>	1 mark
<i>Tuck somersault</i>	1 mark

EXAMPLE 2

Q2. Describe one action the boy performs.

A1. A jump

- 1 mark at Foundation level (candidate identifies a skill)
- 0 marks at General and Credit levels (candidate awarded no marks for generic answers)

A2. A straddle jump

- 2 marks at Foundation level (candidate identifies a skill)
- 1 mark at General level (candidate identifies a skill, but no description)
- 1 mark at Credit level (candidate identifies a skill with a descriptive word in its title)

A3. A straddle jump legs apart

- 2 marks at Foundation level (candidate identifies a skill)
- 1 mark at General level (candidate identifies a skill, but no description as “straddle” and “legs apart” are both the same)
- 1 mark at Credit level (candidate identifies a skill, but no description as “straddle” and “legs apart” are both the same)

A4. A straddle jump legs straight

- 2 marks at Foundation, General and Credit levels (all candidates identify a skill and two pieces of information ie “straddle” and “legs straight”)

Awarding marks

The following information is intended to clarify how marks can be awarded to candidates and should be used in conjunction with the official Marking Instructions.

Foundation level

In the Evaluating section of the Question Paper candidates are asked to describe actions/performance and will be awarded marks for generic answers such as “passes”, “shoots”, “runs” etc. Where two marks are available, generic answers will earn only one mark unless they have some further, relevant qualification.

EXAMPLE 1

Passes	1 mark
Passes forwards	2 marks
Passes quickly	2 marks
Passes accurately	2 marks
Passes high	2 marks
Passes with 2 hands	2 marks
Passes with stick	2 marks

For one mark the candidate has identified the skill.

For two marks the candidate has identified the skill and offered some description.

These are the **minimum** requirements to access the marks.

EXAMPLE 2

Passes	1 mark
Chest passes	2 marks
Push passes	2 marks

For 1 mark the candidate has identified the skill.

For two marks the candidate has identified a specific skill relevant to the activity being observed, thereby offering further qualification to the generic skill of passing.

General level

In the Evaluating section of the Question Paper candidates are asked to describe actions/performance but will **not** be awarded marks for generic answers such as “passes”, “shoots”, “runs” etc.

Where two marks are available, candidates must either:

- a) identify a specific skill or action to gain one mark **and** offer a further relevant qualification for the second mark;
- or**
- b) offer **two** qualifications to a generic response.

EXAMPLE 1

Passes	0 mark	Passes	0 mark
Chest passes	1 mark	Push passes	1 mark
Chest passes quickly	2 marks	Push passes backwards	2 marks

Where no marks are awarded, the candidate fails to describe a specific action or skill. For 1 mark the candidate has identified a specific action/skill relevant to the activity. For 2 marks the candidate has identified a specific relevant action/skill **and** qualified it with some description.

EXAMPLE 2

Passes	0 mark	Shoots	0 mark
Passes with stick	1 mark	Shoots with right hand	1 mark
Passes with stick to right-hand side	2 marks	Shoots with right hand from close to basket	2 marks

Where no marks are awarded, the candidate fails to describe a specific action or skill. For 1 mark the candidate has offered one qualification to a generic response. For 2 marks the candidate has offered two qualifications to a generic response.

Credit level

In the Evaluating section of the Question Paper candidates are asked to describe actions/performance, but **will not** be awarded marks for identifying specific actions/skills. Marks will only be awarded for the quality of the description of the action/skill.

EXAMPLE 1

Passes	0 mark	Chest passes	0 mark
Chest passes to right	1 mark	Chest passes quickly to right	2 marks

Where no marks have been awarded, no description is offered although candidate is identifying the action to be described.

For 1 mark the candidate has identified the action to be described “the chest pass” which gains no marks and then offered some description “to right”.

For 2 marks the candidate has identified the action to be described “the chest pass” which gains no marks and then offered two pieces of description “right” and “quickly”. This meets the minimum requirements to gain 2 marks.

EXAMPLE 2

No 9 passes to team mate (Identifies action to be described)	0 marks
No 9 spin passes to team mate (Identifies action to be described)	0 marks
No 9 passes with two hands to team-mate. (Describes “two hands”)	1 mark
No 9 passes with two hands to team-mate on his left (Describes “2 hands” and “on his left”)	2 marks

EXAMPLE 3

In some activities such as gymnastics, trampolining and diving, the technical name for a skill/technique often contains descriptive words, eg “Front somersault”. Credit level candidates should not be penalised if the identification of the skill contains descriptive words, eg

(i) Somersault	0 marks
(ii) Front somersault	1 mark
(iii) Tuck front somersault	2 marks
(iv) Tuck somersault with bent knees	1 mark
(v) Tuck somersault with knees together	2 marks

In example (iii) “tuck” and “bent knees”/“knees to chest” are the same and marks cannot be awarded twice for repetition.

In example (v) knees can be apart or together in a “tuck” therefore candidate has supplied two pieces of information.

Exemplars

The following examples have been based on the 2002 General level paper where, for the purposes of this exemplification, two marks have been allocated to each separate part of all questions. Specimen answers to all the Part A questions have been provided, showing the differentiation between the levels. It should be remembered that these criteria only apply to the “Description of action” questions.

Question 1 Part A

The action shows boys practicing their football skills by performing a series of passes. Describe **four** actions of the attacking team in the blue.

Sample answers	Explanation of marking scheme	Marks allocated at each level		
		F	G	C
Action 1 Passes ball	F candidate identifies action carried out G & C candidates not awarded marks for generic answer	1	0	0
Passes ball forward	F candidate identifies and qualifies with some description of action G candidate offers some description of action C candidate not awarded marks as they fail to identify which pass (eg 1st)	2	1	0
1st pass forward	F candidate identifies and qualifies with some description of action G candidate offers some description of action C candidate identifies and offers some description	2	1	1
Pass forward with right foot	F candidate identifies and qualifies with description of action G candidate offers two items of description of action C candidate not awarded marks as they fail to identify which pass (eg 1st)	2	2	0
1st pass forward with right foot	All candidates offer clear identification with two items of description	2	2	2
Action 2 Passes ball	F candidate identifies action carried out G & C candidates not awarded marks for generic answer	1	0	0
Passes ball back	F candidate identifies and qualifies with some description of action G candidate offers some description of action C candidate not awarded marks as they fail to identify which pass (eg 2nd)	2	1	0
2nd pass backwards	F candidate identifies and qualifies with some description of action G candidate offers some description of action C candidate identifies and offers some description	2	1	1
Pass ball back with right foot	F candidate identifies and qualifies with description of action G candidate offers two items of description of action C candidate not awarded marks as they fail to identify which pass (eg 2nd)	2	2	0
2nd Pass backwards with right foot	All candidates offer clear identification with two items of description	2	2	2

Sample answers	Explanation of marking scheme	Marks allocated at each level		
		F	G	C
Action 3 Passes ball	F candidate identifies action carried out G & C candidates not awarded marks for generic answer	1	0	0
Passes ball back	F candidate identifies and qualifies with some description of action G candidate offers some description of action C candidate not awarded marks as they fail to identify which pass (eg 3rd)	2	1	0
3rd pass backwards	F candidate identifies and qualifies with some description of action G candidate offers some description of action C candidate identifies and offers some description	2	1	1
Pass ball back with left foot	F candidate identifies and qualifies with description of action G candidate offers two items of description of action C candidate not awarded marks as they fail to identify which pass (eg 3rd)	2	2	0
3rd pass backwards with left foot	All candidates offer clear identification with two items of description	2	2	2
Action 4 Passes ball	F candidate identifies action carried out G & C candidates not awarded marks for generic answer	1	0	0
Passes ball forwards	F candidate identifies and qualifies with some description of action G candidate offers some description of action C candidate not awarded marks as they fail to identify which pass (eg 4th)	2	1	0
4th pass forwards	F candidate identifies and qualifies with some description of action G candidate offers some description of action C candidate identifies and offers some description	2	1	1
Pass ball forwards with right foot	F candidate identifies and qualifies with description of action G candidate offers two items of description of action C candidate not awarded marks as they fail to identify which pass (eg 4th)	2	2	0
4th pass forwards with right foot	All candidates offer clear identification with two items of description	2	2	2

Note: To avoid candidates gaining marks for repetition, care should be taken during the Question Paper setting stage to cover a variety of actions/performances in the video clips (in the examples above, the video clips for all 4 actions showed “passes”). In this instance, Credit level candidates were only awarded marks if they identified the number of the pass (ie 1st, 2nd etc) for each action.

Question 2 Part A

The action shows boys practicing their water polo skills.

Describe **in the correct order** the actions of the highlighted player. Action iii has been completed for you.

Sample answers	Explanation of marking scheme	Marks allocated at each level		
		F	G	C
(i) Swims	F candidate identifies action G & C candidates not awarded marks for generic answer	1	0	0
Swims forwards	F candidate identifies and qualifies with some description of action G & C candidates offer some description of action	2	1	1
Swims forwards with ball	All candidates identify and offer two items of description	2	2	2
(ii) Passes	F candidate identifies action G & C candidates not awarded marks for generic answer	1	0	0
Passes to left	F candidate identifies and qualifies with some description of action G & C candidates offer some description of action	2	1	1
Passes to left with right hand	All candidates identify and offer two items of description	2	2	2
(iii) Answers given				
(iv) Swims	F candidate identifies action G & C candidates not awarded marks for generic answer	1	0	0
Swims forwards	F candidate identifies and qualifies with some description of action G & C candidates offer some description of action	2	1	1
Swims forwards with ball	All candidates identify and offer two items of description	2	2	2
(v) Throws ball	F candidate identifies action G & C candidates not awarded marks for generic answer	1	0	0
Throws ball with right hand	F candidate identifies and qualifies with some description of action G & C candidates offer some description of action	2	1	1
Throws ball forward with right hand	All candidates identify and offer two items of description	2	2	2

This question (2) also has two parts where the same answers apply. Credit level candidates are advantaged by not having to identify the action being described as this is an order question. As long as the actions flow in sequence they are correct.

Question 3 Part A

This piece of action shows a boy performing two volleyball passes. Watch the highlighted player.

(i) Describe **two** differences between pass 1 and pass 2.

Sample answers	Explanation of marking scheme	Marks allocated at each level		
		F	G	C
Difference 1 Ball goes further	F candidate describes a difference G & C candidates fail to identify which pass goes further	1	0	0
1st pass goes further	All candidates identify a difference with some description (further)	1	1	1
Ball goes further and higher	F candidate describes two qualities of difference G & C candidates fail to identify which pass goes further/higher	2	0	0
1st ball goes further and higher	All candidates identify two qualities of difference	2	2	2
Difference 2 Ball goes to different player	F candidate describes a difference G & C candidates fail to identify which pass or player	1	0	0
Pass 2 is softer	All candidates identify a difference with some description (softer)	1	1	1
Each pass goes to different player	All candidates identify and describe one difference	2	2	1
Pass 2 is softer and slower	All candidates identify and describe two qualities of difference	2	2	2

Note Candidates are not awarded marks for describing similar differences ie “further and higher” and “lower and nearer” both describe distance and height and are regarded as repetition. To gain marks, separate differences need to be described.

(ii) Describe **two** parts of his performance which are similar in pass 1 and pass 2

Sample answers	Explanation of marking scheme	Marks allocated at each level		
		F	G	C
Similarity 1 Gets side on	F candidate describes a similarity G & C candidates fail to identify action, or describe in sufficient detail	1	0	0
Gets side on to net	F candidate describes a similarity G candidate describes a similar action relevant to the activity C candidate fails to identify the similarity described	1	1	0
Before passing gets side on	All candidates identify and offer some description of action (timing)	2	2	1
Before passing gets side on to net	All candidates identify and offer some description of action (timing and position)	2	2	2
Similarity 2 Hand position	F candidate identifies a similarity G & C candidates fail to describe action identified	1	0	0
Passes from above head	F candidate identifies skill and offers some description G candidate describes a similar action relevant to the activity C candidate fails to identify the similarity described	2	1	0
Both passes from above head	F candidate identifies and offers some description G candidate identifies and offers some description of a similar action relevant to the activity C candidate identifies and offers some description (mark awarded only for description)	2	2	1
Both passes overhead and from same place at net	All candidates identify and clearly describe similarity	2	2	2

Question 4 Part A

The piece of action shows two girls playing badminton.

Describe in detail **three** shots performed by the highlighted player.

Sample answers	Explanation of marking scheme	Marks allocated at each level		
		F	G	C
Shot 1 Serve	F candidate rewarded for generic answer G & C candidates not awarded marks for generic answer without description	1	0	0
High serve	F candidate awarded marks for identifying skill specific to activity G candidate awarded mark for identifying skill specific to activity C candidate awarded mark for naming skill which has descriptive term in its name	2	1	1
High serve to back of court	All candidates name skill and offer two pieces of description	2	2	2
Shot 2 Lob	F candidate awarded marks for generic answer G & C candidates not awarded marks for generic answer only	1	0	0
Lob to back of court	F candidate rewarded for generic answer plus some description G & C candidates offer some generic identification of shot “lob” plus some description (mark awarded for description)	2	1	1
Underarm clear	F candidate awarded full marks for identification of skill specific/relevant to the activity G candidate awarded mark for identification of skill specific/relevant to the activity C candidate awarded mark for naming skill which has descriptive term in its name	2	1	1
Underarm backhand clear	All candidates identify and offer two items of description	2	2	2
Shot 3 Shot to middle	F candidate awarded mark for generic answer. Neither “shot” nor “middle” on their own would suffice but combined give a sense of the shot played. G & C candidates fail to either identify or describe in enough detail to merit a mark	1	0	0
Overhead to middle	F candidate rewarded for greater detail at this level G candidate identifies specific shot but insufficient detail to merit 2nd mark C candidate identifies but description lacks sufficient detail	2	1	0
Overhead to middle of court	F & G candidates identify and describe in sufficient detail C candidate identifies and offers sufficient detail to earn 1 mark	2	2	1
Overhead forehand to middle of court	All candidates identify and offer two items of description	2	2	2

Question 5 Part A

The action shows a boy practicing his cricket skills.

Describe in detail the actions of the cricketer as he bowls the ball.

Sample answers	Explanation of marking scheme	Marks allocated at each level		
		F	G	C
Preparation Runs up	F candidate awarded mark for generic answer G & C candidates gain no marks for generic answer without description	1	0	0
Runs up fast	F candidate awarded marks for generic answer with some description (fast) G & C candidates awarded mark for description (fast) of generic answer. The piece of action to be described is identified in the question therefore the C candidate does not have to distinguish which piece of action is to be described	2	1	1
Runs up fast, ball in right hand	All candidates offer two items of description to the run up	2	2	2
Arm action Swings arm	F candidate awarded mark for generic answer G & C candidates gain no marks for generic answer without description	1	0	0
Swings/circles straight arm	F candidate awarded marks for generic answer with some description (straight) G & C candidates awarded mark for description (straight) of generic answer	2	1	1
Swings right arm in a circle	All candidates identify (swing) and offer two items of description (right arm/circle)	2	2	2
Follow through/recovery Follow through	All candidates 0 marks as they are merely repeating the question	0	0	0
Slows down	F candidate awarded mark for generic answer G & C candidates gain no marks as they fail to identify what slows down	1	0	0
Slows down his run	F candidate offers full description at this level G & C candidates identify what slows down	2	1	1
Slows down his run and drifts to the left	All candidates identify and offer two items of description	2	2	2