



2014 Physical Education

Intermediate 2

Finalised Marking Instructions

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Part One: General Marking Principles for: Physical Education Intermediate 2

This information is provided to help you understand the general principles you must apply when marking candidate responses to questions in this Paper. These principles must be read in conjunction with the specific Marking Instructions for each question.

- (a) Marks for each candidate response must always be assigned in line with these general marking principles and the specific Marking Instructions for the relevant question. If a specific candidate response does not seem to be covered by either the principles or detailed Marking Instructions, and you are uncertain how to assess it, you must seek guidance from your Team Leader/Principal Assessor.
- (b) Marking should always be positive ie, marks should be awarded for what is correct and not deducted for errors or omissions.

GENERAL MARKING ADVICE: Physical Education Intermediate 2

The marking schemes are written to assist in determining the “minimal acceptable answer” rather than listing every possible correct and incorrect answer. The following notes are offered to support Markers in making judgements on candidates’ evidence, and apply to marking both end of unit assessments and course assessments.

1. **Outcome One**
Explain performance in an activity
 - a Methods selected and used for observing and recording data are valid.
 - b Data gathered is valid.
 - c Performance strengths and weaknesses are explained.
 - d Development needs are explained.
2. **Outcome Two**
Use knowledge and understanding to analyse performance
 - a Relevant key concepts and key features are selected and used to analyse performance.
 - b Relevant information sources are used to plan performance development.
 - c A programme of work is designed to meet identified needs.
3. **Outcome Three**
Monitor a programme of work
 - a A relevant programme of work to meet identified needs is completed.
 - b The content of the programme of work is monitored.
 - c Performance development is monitored.
4. **Outcome Four**
Review the analysis and development process
 - a The effectiveness of the analysis and development process is explained.
 - b The effects on performance are explained.
 - c Future development needs are described.

Part Two: Marking Instructions for each Question

Question		Expected Answer(s)	Max Mark	Additional Guidance
1	(a)	<p>Key Concept Model Performance.</p> <p>Possible Responses/Marking Criteria</p> <p>Description of a Model Performance A good response will include reference to the range and qualities that are evident in a model performer's repertoire. Reference may be made across the range of demands required in performance ie – technical, physical, skill and mental related.</p> <p>LO 1 & 2</p>	4	
1	(b)	<p>Key Concept Model Performance.</p> <p>Possible Responses/Marking Criteria</p> <p>Model Performance Comparison Candidates should compare their own performance to the performance described in Part (a). Reference to the range of qualities should be evident.</p> <p>LO 1 & 2</p>	4	
1	(c)	<p>Key Concept Model Performance.</p> <p>Possible Responses/Marking Criteria</p> <p>Benefits of Models of Performance Some responses you may consider;</p> <ul style="list-style-type: none"> • To be able to identify strengths and weaknesses • Helps with motivation – the desire to be more like the model performer • Helps to set short and long term goals. <p>LO 2</p>	4	

Question		Expected Answer(s)	Max Mark	Additional Guidance
1	(d)	<p>Key Concept Mental.</p> <p>Possible Responses/Marking Criteria Candidates should show Knowledge and Understanding of mental factors eg control of confidence, concentration, motivation, determination, aggression and stress, and why these factors affected your whole performance.</p> <p>LO 2 & 3</p>	4	
1	(e)	<p>Key Concept Mental.</p> <p>Possible Responses/Marking Criteria Candidates should show KU of the different methods eg imagery / visualisation, deep breathing. Relaxation techniques and mental rehearsal. In golf when applying visualisation – having a picture in your mind of what trajectory the flight of the ball will take to the heart of the green etc. Candidates should show the effect using the methods have on their whole performance.</p> <p>LO 2</p>	4	

Question		Expected Answer(s)	Max Mark	Additional Guidance
2	(a)	<p>Key Concept Technical, Physical, Personal and Special Qualities of performance.</p> <p>Possible Responses/Marking Criteria</p> <p>Qualities In relation to any of the qualities selected a description should be offered of the performance strengths.</p> <p>Candidates may demonstrate acquired Knowledge and Understanding in respect of:</p> <p>Technical Qualities: Reference may be made to a repertoire of skills eg <i>dribbling, passing, shooting etc is consistent and accurate</i>. This may be accompanied by clarification of success rate or quality of execution or PAR. Reference may also be made to the classification of skills demanded, eg simple/complex etc.</p> <p>Physical Qualities: Reference may be made to more than one aspect of fitness. To support acquired or applied Knowledge and Understanding the candidate must describe how the selected aspect of fitness affects quality performance. Eg <i>high levels of Cardio Respiratory Endurance, Speed Endurance helped maintain pace and track my opponents continuously...</i></p> <p>Personal Qualities: Reference may be made to inherent qualities, eg <i>qualities such as being determined or confident or competitive...etc, helped because opponents felt threatened....</i></p> <p>Special Qualities: Reference may be made to the ability to create opportunity, deceive opponents, make performance look more dynamic, apply flair, had the ability to choreograph routines, link skills...etc. Eg <i>These unique qualities helped to fake intent and so wrong foot opponents...The routine was exciting to watch...This helped gain more points etc.</i>LO 1 & 2</p>	4	

Question		Expected Answer(s)	Max Mark	Additional Guidance
2	(b)	<p>Key Concept Technical, Physical, Personal and Special Qualities of performance</p> <p>Possible Responses/Marking Criteria</p> <p>Qualities In relation to any of the qualities selected a description should be offered of the performance weaknesses.</p> <p>Candidates may demonstrate acquired Knowledge and Understanding in respect of:</p> <p>Technical Qualities: Reference may be made to a repertoire of skills eg <i>dribbling, passing shooting etc</i>. Reference may also be made to the classification of skills demanded, eg simple/complex etc.</p> <p>Physical Qualities: Reference may be made to more than one aspect of fitness. To support acquired or applied Knowledge and Understanding the candidate must describe how the selected aspect of fitness affects quality performance.</p> <p>Personal Qualities: Reference may be made to inherent qualities, eg <i>qualities such as being determined or confident or competitive...</i></p> <p>Special Qualities: Reference may be made to the ability to create opportunity, deceive opponents, make performance look more dynamic, apply flair, had the ability to choreograph routines, link skills ...etc.</p> <p>LO 1 & 2</p>	4	

Question		Expected Answer(s)	Max Mark	Additional Guidance
2	(c)	<p>Key Concept Planning and managing personal performance improvement.</p> <p>Possible Responses/Marking Criteria</p> <p>Gathering Information on Performance Strengths or Weaknesses A link to identified strengths and or weaknesses may be evident. To substantiate claims reference should be made to one or more of the following:</p> <ul style="list-style-type: none"> • Movement Analysis (Observation checklist, Match Analysis sheet) • Preparation/Action/Recovery: Mechanical Analysis of force, levers, propulsion etc • Consideration of Quality: reflecting on whether your skill or technique was controlled/fluent, or fast/slow? • Video – Comparison of your performance with that of a model performer. The video allowed playback, freeze frame. <p>Questionnaire: Questions should be relevant to and have responses such as 'done well', 'needs improvement' or mark your performance on a graded scale.</p> <p>LO 1 & 2</p>	4	
2	(d)	<p>Key Concept Planning and managing personal performance improvement.</p> <p>Possible Responses/Marking Criteria</p> <p>Candidates should outline a goal from their Technical, Physical, Personal and Special Qualities.</p> <p>LO 2</p>	4	

Question		Expected Answer(s)	Max Mark	Additional Guidance
2	(e)	<p>Key Concept Planning and managing personal performance improvement.</p> <p>Possible Responses/Marking Criteria</p> <p>Setting goals A good response will suggest the importance of establishing short term goals to help reach longer term goals. Examples should be offered to show understanding about performance gains as a result of setting realistic/attainable goals.</p> <p>LO 2</p>	4	

Question		Expected Answer(s)	Max Mark	Additional Guidance
3	(a)	<p>Key Concept Physical, skill-related and mental types of fitness.</p> <p>Possible Responses/Marking Criteria</p> <p>Physical fitness- <i>eg in badminton CRE is needed to last long rallies and keep my skill level high the whole time. Speed and strength are important to give power so that the smash is difficult to return.</i></p> <p>Skill related fitness- <i>eg in badminton having good agility will allow me quick movement... to reach the shuttle or change direction if necessary and return the shuttle to put my opponent under pressure-also... good timing will allow me to hit the shuttle at the correct place giving me more chance to win a point because my opponent struggles to return it.</i></p> <p>Mental fitness – <i>eg in badminton I need to be able to concentrate for the whole match... concentrate on each shot.... being focussed... be determined to win....Not being distracted. etc.</i></p> <p>ALL REPSONSES ARE POSITIVE</p> <p>LO 1 & 2</p>	4	

Question		Expected Answer(s)	Max Mark	Additional Guidance
3	(b)	<p>Key Concept Physical, skill-related and mental types of fitness.</p> <p>Possible Responses/Marking Criteria</p> <p>Physical fitness- <i>eg in badminton CRE is needed to last long rallies and keep my skill level high the whole time... Speed and strength are important to give power so that the smash is difficult to return.</i></p> <p>Skill related fitness- <i>eg in badminton having good agility will allow me quick movement... to reach the shuttle or change direction if necessary and return the shuttle to put my opponent under pressure-also... good timing will allow me to hit the shuttle at the correct place giving me more chance to win a point because my opponent struggles to return it.</i></p> <p>Mental fitness – <i>eg in badminton I need to be able to concentrate for the whole match... concentrate on each shot... being focussed... be determined to win... Not being distracted. etc.</i></p> <p>ALL REPSONSES ARE NEGATIVE</p> <p>LO 1 & 2</p>	4	

Question		Expected Answer(s)	Max Mark	Additional Guidance
3	(c)	<p>Key Concept Planning, Implementing and monitoring training.</p> <p>Possible Responses/Marking Criteria</p> <p><u>Principles of training</u> The answer must refer to the principles of training. Most of the following principles should be referred to: specificity to activity; person and performance; progressive overload; frequency; intensity; duration; adaptation; rest/recovery; over training; reversibility. You should have a description of how they were applied to programme <i>Eg I made sure the training was specific to the weakness identified...; also demands of activity...; I trained 3 times per week with rest every other...; allowed body to recover ...; applied overload after week 3 ...; increased number of sets ...; training became harder and body adapted to new load ...; as I was getting fitter...; variety within programme....; prevent boredom and keep motivation high.</i></p> <p>LO 2</p>	4	
3	(d)	<p>Key Concept Planning, Implementing and monitoring training.</p> <p>Possible Responses/Marking Criteria</p> <p><u>The importance of planning and monitoring training using particular methods</u> Methods used could include: video; observation schedules; training diary; logbook; personal evaluation or game/performance analysis.</p> <p>LO 2 & 3</p>	4	

Question		Expected Answer(s)	Max Mark	Additional Guidance
3	(e)	<p>Key Concept Planning, Implementing and monitoring training.</p> <p>Possible Responses/Marking Criteria</p> <p>The candidate should make reference to the types of changes in their programme over time. Eg change of duration, intensity. Candidates must give reasons to why these changes may happen.</p> <p>LO 4</p>	4	

Question		Expected Answer(s)	Max Mark	Additional Guidance
4	(a)	<p>Key Concept Fitness assessment in relation to personal performance and the demands of activities.</p> <p>Possible Responses/Marking Criteria</p> <p><u>Accurate collection and recording of data</u> <u>Gathering data</u> The description of the method could be within the activity. A diagram may feature in the answer for example a time related observation schedule within football showing information relevant to the particular aspect selected, which was speed and/Cardio Respiratory Endurance. In the answer the candidate may make reference to the process as to how the information was gathered. A narrative account of what was done. Methods could include video/performance profiles/checklists/ stroke counts/breath counts/pulse counts/feedback-reliability and validity of method should be apparent. Methods could come from out with activity. For example: Standardised tests will also be described, these could include: Physical –12 minute Cooper test, Sit and reach test, Harvard step test, Bleep test. Skill related – Illinois agility test, Ruler drop, Alternate hand throw Mental-Questionnaires or self-evaluation tests, internal/external feedback.</p> <p>LO 1 & 2</p>	4	

Question		Expected Answer(s)	Max Mark	Additional Guidance
4	(b)	<p>Key Concept Physical, skill-related and mental types of fitness.</p> <p>Possible Responses/Marking Criteria Effect of aspect of fitness is explained.</p> <p>LO 1 & 2</p>	4	
4.	(c)	<p>Key Concept Principles and methods of training.</p> <p>Possible Responses/Marking Criteria</p> <p><u>Appropriate methods of training to improve physical /skill related and mental fitness</u></p> <p>The candidates' responses will depend on the choice of activity and the aspect of fitness selected. Various methods of training could be chosen and some candidates may choose a one session or a block of time to describe what they did. Training methods could be within activity, out with or combination and involve some of the following methods Fartlek; continuous; conditioning; interval; circuit; weight training; relaxation; breathing; rehearsal.</p> <p><i>Eg I used interval training for swimming ...; warm up of 8 lengths multi stroke...; then some stroke improvement...; then main set...; 6x50 metre swim with a minute rest between each set...; then sub set...; 6x50....; 45 sec recovery...;</i></p> <p>LO 2</p>	4	

Question		Expected Answer(s)	Max Mark	Additional Guidance
4	(d)	<p>Key Concept Planning, Implementing and monitoring training.</p> <p>Possible Responses/Marking Criteria</p> <p>Must relate to the training method selected. Easy to add progressive overload Easy to set up Enjoyable</p> <p>LO 2 & 3</p>	4	
4	(e)	<p>Key Concept Planning, Implementing and monitoring training.</p> <p>Possible Responses/Marking Criteria</p> <p>Future Development Needs The candidate should identify a future development need from to further improve their performance.</p> <p>LO 3 & 4</p>	4	

Question		Expected Answer(s)	Max Mark	Additional Guidance
5	(a)	<p>Key Concept The concept of skill and skilled performance.</p> <p>Possible Responses/Marking Criteria</p> <p>Candidates should explain why the skill was a strength.</p> <p>LO 1 & 2</p>	4	
5	(b)	<p>Key Concept The concept of skill and skilled performance.</p> <p>Possible Responses/Marking Criteria</p> <p>Candidates should explain why the skill was a weakness.</p> <p>LO 1 & 2</p>	4	
5	(c)	<p>Key Concept The development of skill and refinement of technique.</p> <p>Possible Responses/Marking Criteria</p> <p>Detailed programme of work relevant to performance/development needs. Specific practices used must show progression.</p> <p>LO 2</p>	4	

Question		Expected Answer(s)	Max Mark	Additional Guidance
5	(d)	<p>Key Concept The development of skill and refinement of technique.</p> <p>Possible Responses/Marking Criteria</p> <p>Candidate must show knowledge of principles of effective, clear objectives. Achievable progressive stages, effects of boredom and fatigue. Must relate to how they were used to develop skill/techniques.</p> <p>LO 2</p>	4	
5	(e)	<p>Key Concept The development of skill and refinement of technique.</p> <p>Possible Responses/Marking Criteria</p> <p>Candidates should show KU of how improvement programme has helped develop your skills and techniques.</p> <ul style="list-style-type: none"> • Fewer errors • More points won • More consistency • Specific skill improvements • Confidence <p>LO 4</p>	4	

Question		Expected Answer(s)	Max Mark	Additional Guidance
6	(a)	<p>Key Concept The development of skill and refinement of technique.</p> <p>Possible Responses/Marking Criteria</p> <p>Stages of learning A good response may give appropriate explanations relevant to the stage of learning described.</p> <p>Examples may be included to highlight their understanding in context; this may be generic or linked to a specific skill/technique.</p> <p>At the preparation stage a performer will be reliant on a lot of instruction/feedback. The performer is learning about the sub routines of the skill/technique. Success rate/ effectiveness is not refined. eg –shadow practice.</p> <p>At the practice stage, a performer will still be reliant on instruction/ feedback but will be developing ability to self evaluate. The performer is more able to link the sub routines of the skill/technique; the execution of the skill is recognisable but the success rate/effectiveness is still not consistent or highly effective. eg – Repetition Drills.</p> <p>At the automatic stage, a performer will be less reliant on instruction/feedback with an ability to self evaluate and identify weaknesses. The performer is able to link the sub routines of the skill/technique; the execution of the skill is recognisable with control and consistency. eg – combination drill.</p> <p>LO 2</p>	4	

Question		Expected Answer(s)	Max Mark	Additional Guidance
6	(b)	<p>Key Concept The development of skill and refinement of technique.</p> <p>Possible Responses/Marking Criteria</p> <p>Practices should be related to the stages of learning.</p> <p>Should be a 2/2 split LO 1 & 2</p>	4	
6	(c)	<p>Key Concept The development of skill and refinement of technique.</p> <p>Possible Responses/Marking Criteria</p> <p>Reference to appropriate data methods to facilitate comparison of improvements. Observation schedule, focus observation, Scatter Diagram, Diary.</p> <p>LO 2 & 3</p>	4	

Question		Expected Answer(s)	Max Mark	Additional Guidance
6	(d)	<p>Key Concept The development of skill and refinement of technique.</p> <p>Possible Responses/Marking Criteria</p> <p>To see whether improvements have been made. To see whether changes are required to practices.</p> <p>LO 2 & 3</p>	4	
6	(e)	<p>Key Concept The development of skill and refinement of technique.</p> <p>Possible Responses/Marking Criteria</p> <p>Whole performance development Responses should include next development need and how this is currently affecting performance.</p> <p>LO 4</p>	4	

Question		Expected Answer(s)	Max Mark	Additional Guidance
7	(a)	<p>Key Concept The structures, strategies and/or compositional elements that are fundamental to activities.</p> <p>Possible Responses/Marking Criteria</p> <p>Select a relevant structure, strategy or composition The candidate must describe their role/performance within the Structure, Strategy or Composition. These will include fast break/zones/1-3-1/horse shoe offence in basketball/man/man defence Football 4-2-4/4-3-3/3-5-2 Badminton front – back – side – side Gymnastics particular sequence – routine Volleyball – rotation Hockey penalty corner – For example, in tennis I used a serve volley strategy – I would serve fast and hard to opponent – follow my serve – get into net and position quickly – use a volley to win point – from opponents return.</p> <p>Recognising the demands of individual roles during performance. For example, in basketball as a centre my role was to rebound the ball in offence and block out in defence etc.</p> <p>LO 1 & 2</p>	4	

Question		Expected Answer(s)	Max Mark	Additional Guidance
7	(b)	<p>Key Concept Identification of strengths and weaknesses in performance.</p> <p>Possible Responses/Marking Criteria</p> <p>Data collection on role/performance Description of the method(s) used must be offered; a diagram may feature to support answer. A range of relevant methods will be selected ie Observation schedule, Coach Feedback, Video. Information relevant to the particular aspects of the Structure, Strategy or Composition will be relevant.</p> <p>LO 1</p>	4	
7	(c)	<p>Key Concept Identification of strengths and weaknesses in performance.</p> <p>Possible Responses/Marking Criteria</p> <p>Candidates should show KU to why the methods selected in (c) were appropriate. Eg</p> <ul style="list-style-type: none"> • Identifying specific strengths and weaknesses • Enables targets to be set <p>Video evidence can be stored and played back, slow motion etc to allow players to reflect on their performance as a team or as individuals.</p> <p>Should be a 2/2 split LO 1 & 2</p>	4	

Question		Expected Answer(s)	Max Mark	Additional Guidance
7	(d)	<p>Key Concept Information processing, problem-solving and decision-making when working to develop and improve performance.</p> <p>Possible Responses/Marking Criteria</p> <p>Candidates select two of the elements and explain why they are important to their structure, strategy or composition, eg speed in a Fast Break, being able to move the ball quickly down the court to out-number the defence to score easy lay-up.</p> <p>Width – the benefits of using width in Football to create more space.</p> <p>Linking movements in Dance so that motifs link together fluently, showing a better standard of performance.</p> <p>LO 2</p>	4	
7	(e)	<p>Key Concept Information processing, problem-solving and decision-making when working to develop and improve performance.</p> <p>Possible Responses/Marking Criteria</p> <p>Candidates should make reference to the types of the decisions and why this was important in their SSC. Examples must be given.</p> <p>LO 2</p>	4	

Question		Expected Answer(s)	Max Mark	Additional Guidance
8	(a)	<p>Key Concept Information processing, problem-solving and decision-making when working to develop and improve performance.</p> <p>Possible Responses/Marking Criteria</p> <p>Select a relevant structure, strategy or composition The candidate must describe the Structure, Strategy or Composition. Some will also make reference possibly to the role they played as well. These will include fast break/zones/ 1-3-1/horse shoe offence in basketball/man/man defence Football-4-2-4/ 4-3-3/3-5-2 Badminton front-back-side-side Gymnastics particular sequence-routine Volleyball-rotation Hockey penalty corner- For example <i>in tennis I used a serve volley strategy-I would serve fast and hard to opponent-follow my serve – get into net and position quickly-use a volley to win point-from opponents returned.</i></p> <p>LO 2</p>	4	
8	(b)	<p>Key Concept Information processing, problem-solving and decision-making when working to develop and improve performance.</p> <p>Possible Responses/Marking Criteria</p> <p>The benefits of various systems of play Eg <i>benefits in football a 3-5-2 formation is easier to dominate midfield.....; can cover wide areas of pitch.....; has a variety of attack options linking midfield and forwards.</i></p> <p>Could be a personal response</p> <p>LO 1 & 2</p>	4	

Question		Expected Answer(s)	Max Mark	Additional Guidance
8	(c)	<p>Key Concept The structures, strategies and/or compositional elements that are fundamental to activities.</p> <p>Possible Responses/Marking Criteria</p> <p>The limitations of various systems of play Eg Limitations ...; <i>defence can be exposed...; by long passes ...; played straight from defence...; midfield can be bypassed.</i></p> <p>Could be a personal response</p> <p>LO 1 & 2</p>	4	

Question	Expected Answer(s)	Max Mark	Additional Guidance
8	<p>(d)</p> <p>Key Concept Information processing, problem-solving and decision-making when working to develop and improve performance.</p> <p>Possible Responses/Marking Criteria</p> <p>They may then show evidence of problem solving and decision making to make their performance more effective. The candidate may decide to change structure, strategy or composition completely For example in <i>basketball we were playing a 2-1-2 zone ...opposition had good outside shooters...scored frequently ...we changed to half court man/.man defence to stop them...this led to less successful shots as they were under more pressure ...forced them to try and drive to basket They made more mistakes ...scored less baskets as they were poor at driving to basket...we won more turnovers and could attack more</i></p> <p>The candidate may decide to alter the structure, strategy or composition For example <i>in football we played a 4-4-2 formationwe found when attacking all 4 players in midfield would be up the park....supporting the forwards ...when the attack broke down the opposition often broke quickly....our midfield were slow to get back...our defence was under pressure...we adapted the structure, strategy or composition by having one player....holding in midfield in front of back four ...one midfield supporting strikers...and two in middle to move back and forward as necessary...this led to a more balanced attack and defence and allowed us to prevent the opposition breaking quickly. holding midfielder was able to delay attackallow others to get back</i></p> <p>The candidate may also decide to complete a training programme to address weaknesses.</p> <p>LO 2 & 3</p>	4	

Question		Expected Answer(s)	Max Mark	Additional Guidance
8	(e)	<p>Key Concept Information processing, problem-solving and decision-making when working to develop and improve performance.</p> <p>Possible Responses/Marking Criteria</p> <p>Candidate must select two and describe situations in their performance where each was important.</p> <p>Should be a 2/2 split</p> <p>LO 2</p>	4	

[END OF MARKING INSTRUCTIONS]