



**2004 Physical Education**

**Standard Grade**

**Foundation/General/Credit**

**Finalised Marking Instructions**

**Knowledge & Understanding**

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## **2004 Physical Education – Standard Grade**

### **Foundation Level**

#### **Marking Instructions**

1. In section 2 K&U questions markers are directed in each question to note where it is essential that students **must** state an activity in their answer to gain marks.
2. Activities used in K&U answers should be within the bounds of Physical Education or School Sport ie unacceptable activities – *Darts, Snooker, Pool*

**Foundation Level**

**Knowledge and Understanding**

**Question 6**

**Part A (i) 1 mark for each correct activity**

Example

Basketball, Football, Rugby, Hockey

**(ii) 1 mark for each correct activity**

Example

Volleyball, Tennis, Squash, Dance, Badminton

**TOTAL = 4 MARKS**

**Part B**

**If no activity given no marks awarded.**

**No marks awarded unless a different activity is given for Activity 2.**

**Marks may be awarded if candidates choose the same method of deciding tie/draw.**

**The response must reflect a feasible way of deciding a winner if there is a tie/draw**

**2 marks for detailed description**

**1 mark for limited description**

Example 1

Activity 1 – Hockey

We played an extra seven minutes each way. (2 marks)

Limited description

Activity 1 – Hockey

We played extra time. (1 mark)

Example 2

Activity 2 – Football

We played extra time until one team scored a golden goal. (2 marks)

Limited description

Activity 2 – Football

We played golden goal. (1 mark)

**TOTAL = 4 MARKS**

## Question 7

### Part A

T	F
✓	
	✓
	✓
✓	

**TOTAL = 4 MARKS**

- Part B (i) Marks may be awarded if no activity is given  
1 mark for appropriate response**

Example

Activity – Badminton  
Skill/technique – Overhead Clear (1 mark)

- (ii) 2 marks for detailed explanation  
1 mark for a limited explanation**

I played this shot for the whole game without tiring. (2 marks)

Limited Explanation

I was able to keep going (1 mark)

- (iii) 1 mark for appropriate response**

Press-ups/bench press/arm curls/pull downs (1 mark)

Example

- (i) Activity – Cycling  
Skill/technique – Cycling (1 mark)**

- (ii) 2 marks for detailed explanation  
1 mark for a limited explanation**

I was able to repeat the action for the length of the race/  
I was able to keep going for the whole race (2 marks)

Limited explanation

I was able to keep going (1 mark)

- (iii) 1 mark for appropriate response**

Lunges/step-ups/squat thrusts. (1 mark)

**TOTAL = 4 MARKS**

## Question 8

### Part A 1 mark for each correct response

Activity	How the results are decided
Football	<b>Most goals</b>
<b>eg 100 meters sprint</b>	Fastest time
Gymnastics	Marks for the quality of performance
Javelin	<b>Longest throw</b>
<b>eg Badminton</b>	First to reach a set amount of points

**TOTAL = 4 MARKS**

### Part B 2 marks for detailed description 1 mark for a limited description

#### Example

Name a creative activity – Gymnastics

- (i) I made up movements to link my skills together/to form a sequence. (2 marks)

#### Limited description

I used different moves/I made up a sequence (1 mark)

### 2 marks for detailed description 1 mark for a limited description

- (ii) I held my balances for longer/  
In my balance I pointed my toes. (2 marks)

#### Limited description

I pointed my toes/stayed steady (1 mark)

**TOTAL = 4 MARKS**

## Question 9

### Part A 1 mark for each relevant example No marks for selecting activity

<u>Activity</u>	<u>Role/position</u>	<u>Skill</u>	<u>Technique</u>
Hockey	Winger	Dribbling	Indian Dribble
Football	<b>Striker (1)</b>	<b>Shooting (1)</b>	<b>Volley (1)</b>
Netball	<b>Centre (1)</b>	<b>Passing (1)</b>	<b>Chest (1)</b>

**TOTAL = 6 MARKS**

### Part B (i) Marks may be awarded if no activity is given. No marks awarded unless a skill is given 1 mark for each relevant technique

#### Example

Activity – Basketball

Skill – Passing

Technique – Chest pass (1 mark)

#### **2 marks for detailed description**

#### **1 mark for a limited description**

There was a defender between me and my team-mate/

I wanted to get the ball to a team-mate quickly/accurately/

I wanted to pass the ball before a defender intercepted it. (2 marks)

#### Limited descriptions

I wanted to get the ball to a team-mate/

It was a fast pass/

It was an easy technique to use. (1 mark)

### (ii) Marks may be awarded if no activity is given. No marks awarded unless a different skill is given. 1 mark for each relevant technique

#### Example

Activity – Badminton

Skill – Overhead shots

Technique – Drop shot (1 mark)

#### **2 marks for detailed description**

#### **1 mark for a limited description**

To move my opponent to the net/

To make my opponent think I was going to play an overhead clear/

My opponent was at the back of the court (2 marks)

#### Limited description

To make my opponent move/to trick my opponent (1 mark)

**TOTAL = 6 MARKS**

## Question 10

**Part A**      **The same activity may be used**  
**Three different ways of adapting equipment must be given**  
**If no activity given no marks awarded**  
**1 mark for each relevant response**

### Examples

Badminton – shorter racket handle  
Badminton – lower net  
Badminton – slower shuttles

Football – smaller ball size  
Tennis – bigger tennis balls  
Basketball – lower basketball rings

**TOTAL = 3 MARKS**

**Part B**      **If no activity is given no marks awarded**  
**Activity 1**   **1 mark for each relevant description of changes made**

### Example

Activity 1 – Football  
Change team size  
Description – We/I changed the team size from 11 to 5 (1 mark)

**2 marks for detailed description**  
**1 mark for a limited description**

We/I got more touches and more time/  
More touches helped improve our/my skills. (2 marks)

### Limited description

We/I got more touches/space/time (1 mark)

**Activity 2**   **No marks awarded unless a different activity/way to adapt is given**  
**1 mark for each relevant description of changes made**

### Example

Activity 2 – Badminton  
Change scoring system  
We were/I was awarded double points for a winning smash (1 mark)

**2 marks for detailed description**  
**1 mark for a limited description**

I played the shot more often so it got better/improved/  
It gave me more confidence to play the shot in a game/  
It helped me to decide when to play the shot in a game (2 marks)

### Limited description

I got better/improved  
I played more smashes. (1 mark)

**TOTAL = 6 MARKS**

## 2004 Physical Education – Standard Grade

### General Level

#### Marking Instructions

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## General Level

### Knowledge and Understanding

#### Question 6

**Part A**      **1 mark for each acceptable response**

Examples

Concentration; Determination; Fairness; Honesty; Motivation; Patience;  
Vision etc.

Teamwork not acceptable

**TOTAL = 3 MARKS**

**Part B (i) Marks may be awarded if no activity is given  
No marks can be awarded if no playing role is given  
1 mark for an appropriate playing role which matches with the  
personal quality chosen. Teamwork accepted in this part of the  
question**

Example

Activity: Football

Playing role: Captain

Personal quality: Leadership

(1 mark)

**2 marks for a detailed explanation**

**1 mark for a limited explanation**

Example

Captain: Leadership

Explanation: I used my leadership qualities to raise the spirits of my team  
mates if we went a goal behind.

(2 marks)

Limited explanation: I shouted at my team-mates to encourage them

(1 mark)

**(i) Marks may be awarded if no activity is given  
1 mark for an appropriate non-playing role which matches with the  
personal quality chosen  
No marks awarded if no personal quality, or the same personal quality  
is chosen**

Example

Activity: Rugby

Non-playing role: Referee

Personal quality: Fairness

(1 mark)

**2 marks for detailed explanation**  
**1 mark for a limited explanation**

Example

Rugby referee: Fairness

Explanation

I was able to apply the rules honestly/consistently for both sides/to ensure a fair game. (2 marks)

Limited explanation

I made honest decisions (1 mark)

**TOTAL = 6 MARKS**

## Question 7

**Part A (i) 2 marks for a detailed description  
1 mark for a limited description**

Acceptable responses:

- Learning a skill in parts which become increasingly difficult/more dangerous
- Learning a skill in stages going from easy to difficult/simple to complex (2 marks)

Limited response

- Learning a skill in stages (1 mark)

**(ii) 2 marks for each detailed explanation  
1 mark for a limited explanation**

Acceptable explanations

- It can develop confidence in a complex skill
- It can allow you to learn dangerous skills more safely
- It can eliminate errors in parts of the skill learned first
- It allows me to master part of the skill before progressing
- It can develop confidence in subroutines/before progressing (2 marks)

Limited explanations

- It is safer
- It should give me more success
- It helps my confidence (1 mark)

**TOTAL = 6 MARKS**

**Part B (i) Marks may be awarded if no activity is given.  
To attain full marks, the candidate must describe three increasingly  
demanding stages in the development of the skill.**

**1 or 2 marks are available if the candidate displays a limited  
knowledge of gradual build up.**

Example

Activity: Gymnastics

Skill/technique: Handspring

Description: Firstly I learned to do a handstand with support at floor level.

Then I did a fast supported handstand off a raised platform

Finally I gradually lowered the platforms until I could perform the handspring without support at ground level. (3 marks)

- (ii) **2 marks for a detailed description**  
**1 mark for a limited description**

Examples

Gymnastics Handspring

Description

I increased my repertoire/range/variety of skills which made my floor routine more challenging/interesting (2 marks)

I gained more height in my handspring which made it easier to spot the landing. (2 marks)

**TOTAL = 5 MARKS**

## Question 8

**Part A (i) 2 marks for a detailed response  
1 mark for a limited response**

Acceptable response

- Strength is the maximum force that a muscle or group of muscles can exert – in a single movement/contraction  
- against resistance (2 marks)

Limited response

- Using your muscles to apply a force/overcome a resistance (1 mark)

**(ii) 1 mark for each acceptable response**

Acceptable responses

- High/Big/Heavy resistance
- Few/Little/Low repetitions (2 marks)

**TOTAL = 4 MARKS**

**Part B (i) Marks may be awarded if no activity is given.  
1 mark for identifying a skill where upper body strength is important**

Example

Activity: Rugby

Skill/Technique: Tackling (1 mark)

**2 marks for a detailed explanation**

**1 mark for a limited explanation**

Example

Rugby: Tackling

Explanation:

Upper body strength is required to bring down and hold on to an opponent who is running at speed towards you. (2 marks)

Limited explanation:

You need strong arms and body to make good tackles (1 mark)

**(ii) Marks may be awarded if no activity is given.  
1 mark for identifying a skill where lower body strength is important**

Example

Activity: Football

Skill/Technique: Tackling (1 mark)

**2 marks for a detailed explanation**

**1 mark for a limited explanation**

Example

Football: Tackling

Explanation

Leg strength is important to withstand the force of an opponent to win a 50-50 ball.

(2 marks)

Limited explanation

It helps me to win tackles

(1 mark)

**TOTAL = 6 MARKS**

## Question 9

**Part A (i) 2 marks for a detailed description  
1 mark for a limited description**

Example

- Allows you to see the skill/part of the skill so you can copy
- Lets you see what to do to increase your understanding
- Gives you a model picture of what to do correctly
- Lets you see the skill/part of the skill you need to improve
- Gives you a visual picture of how to perform (2 marks)

Limited description

- Shows you what to do
- Shows you how to do it
- Lets you see it (1 mark)

**(ii) 1 mark for each relevant response  
source of demonstrations must be different**

Examples

- Teacher showed me
- Pupil showed me
- Watched a Video
- I looked at pictures/Charts/Video/Internet actions (2 marks)

**TOTAL = 4 MARKS**

**Part B (i) Marks may be awarded if no activity is given  
1 mark for appropriate weakness**

Example

Activity – Swimming

Skill/Technique – Front-crawl

Weakness – I didn't have a fingertip entry. (1 mark)

**2 marks for detailed description  
1 mark for a limited description**

Example

Practice – I used a full stroke/float between my legs and used arms only. I concentrated on entry part of the action. (2 marks)

Limited description

I practised my arm action. (1 mark)

**Part B (ii) No marks awarded unless a different activity/technique is given.  
1 mark for appropriate weakness**

Activity – Badminton

Skill/Technique – Smash

Weakness – I was failing to smash the shuttle downwards (1 mark)

**2 marks for detailed description**

**1 mark for a limited description**

Example

Practise – I practised the action by throwing the shuttle downwards towards a target/I got my partner to feed me and I practised smashing into a hoop placed on the floor. (2 marks)

Limited description

I repeated the smash ten times (1 mark)

**TOTAL = 6 MARKS**

## Question 10

### Part A (i) 1 mark for appropriate response

#### Examples

- An attacking game plan/strategy
- A defending game plan/strategy
- A game plan/strategy/plan of action made before a game is played (1 mark)

### (ii) 1 mark for each appropriate response

#### Examples

- Team/individual strengths
- Opponents strengths
- Team/individual weaknesses
- Opponents weaknesses
- Weather conditions
- Physical/mental demands of activity
- Result required
- When you would use the tactic in the game (2 marks)

### (iii) 1 mark for each appropriate response

- To avoid being dragged out of position
- To pass on information
- To maintain focus/concentration/shape
- To alert a team-mate
- To encourage/motivate/give confidence to team-mates (2 marks)

**TOTAL = 5 MARKS**

- Part B (i) If no team activity given no marks awarded**  
**Candidate must give a recognised attacking tactic/formation**  
**1 mark for appropriate response**

Example

Fast break

(1 mark)

- (ii) 2 marks for detailed description**  
**1 mark for limited description**

Example

To secure the rebound and give the pass.

(2 marks)

Limited description

I get the rebound.

(1 mark)

- (iii) 2 marks for detailed description**  
**1 mark for a limited description**

Example

Power allowed to jump higher and win the rebound

(2 marks)

Limited description

Power allowed me to jump up

(1 mark)

**TOTAL = 5 MARKS**

## 2004 Physical Education – Standard Grade

### Credit Level

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**Credit Level**

**Knowledge and Understanding**

**Question 6**

**Part A (i) The candidate should be awarded 1 mark for each valid point made up to a maximum of 3.**

Examples

- Air is breathed in from the atmosphere/into the lungs
  - Oxygen is extracted from the air by the lungs
  - Oxygen is carried in the blood/red blood cells/haemoglobin
  - The blood is then pumped around the body/through the arteries by the heart
- (3 marks)

**(i) 1 mark awarded for each acceptable response**

Acceptable responses

- We can increase our breathing rate/breathe faster (1 mark)
- We can take deeper breaths (1 mark)

**TOTAL = 5 MARKS**

**Part B No marks awarded unless an activity is given**

**Description: 2 marks for a detailed description  
1 mark for a limited description**

**(i) Example**

Activity: Football

Part 1: I jogged 2 or 3 times around the pitch (1 mark)

Part 2: I stretched gently/my leg muscles (1 mark)

**If no detail is given, no marks should be awarded.**

eg I went for a jog/did some stretching (0 marks)

**(ii) Reasons: 1 mark for each acceptable reason**

- It gradually allowed my body to return to a resting state
  - It allowed my heart rate/breathing rate to decrease slowly
  - It helped to reduce stiffness/soreness in the muscles
  - It helped to flush out lactic acid/waste products from the muscles
  - It helps to reduce dizziness
- (2 marks)

**TOTAL = 4 MARKS**

## Question 7

**Part A (i) 2 marks awarded for a detailed description of each benefit  
1 mark for a limited description**

### Examples

- To practise in a game situation but be able to control aspects of the game
- To increase the number of times that the skill is performed in a game situation
- There are fewer options so decision-making skill can be improved
- To improve problem-solving skills (2 marks)

### Limited description

- I get more touches of the ball
- It helps me make the right decision
- It helps me try other positions/roles (1 mark)

**(ii) 2 marks for a detailed explanation  
1 mark for a limited explanation**

### Examples

- It can develop confidence due to less pressure or a higher success rate
- It can help to develop decision-making skills
- It can provide motivation if there is a high success rate
- To practise our attacking skills
- It helps out defenders work harder to develop fitness (2 marks)

### Limited explanations

- It makes the practice easier/more successful
- You get more time/space
- It may help out attacking/defensive teamwork (1 mark)

**TOTAL = 6 MARKS**

**Part B (i) No marks awarded unless an appropriate individual/team activity is given**

**1 mark for an acceptable condition applied to the individual activity**

Example

Individual Activity: Table-tennis

Skill/technique: Forehand

Condition: We are only allowed to play forehand shots (1 mark)

**2 marks for a detailed explanation of the reason for applying the condition**

**1 mark for a limited explanation**

Explanations

- It allowed me to repeat the skill many times which helped it become automatic/gave me more confidence/helped me to groove the technique
- It gave me more success in the placement/power of the shot (2 marks)

Limited explanation

- My forehand shot got better/improved (1 mark)

**(ii) 1 mark for an acceptable condition applied to the team activity**

Example

Team Activity: Volleyball

Skill/technique: Setting

Condition: We were allowed to catch the first ball played over the net (1 mark)

**2 marks for a detailed explanation of the reason for applying the condition**

**1 mark for a limited explanation**

Explanation

- It increased the accuracy of the pass to the setter which enabled their setting skill to be developed
- It enabled our team to get time to get into the right position (2 marks)

Limited explanations

- It helped the rally continue
- It made it easier to get the ball to the setter (1 mark)

**TOTAL = 6 MARKS**

## Question 8

### Part A (i) 1 mark for each correct response

#### Width in attack

- Having attacking players spread across the whole width of the playing area (1 mark)

#### Importance

- It stretches the defence/opens up gaps/provides attacking alternatives (1 mark)

#### Depth in attack

- Providing support behind the furthest players forward (1 mark)

#### Importance

- It offers an outlet to retain possession/allows passing options in a variety of directions (1 mark)

### (ii) 2 marks for a detailed description

**1 mark for a limited description or if an example is given which displays knowledge**

#### Delay in defence

- An attempt to slow down an opponent's attack/allow defenders to get back/organised (2 marks)

#### Limited explanation

- Holding your position/not diving in/jockeying/sagging off (1 mark)

**TOTAL = 6 MARKS**

### Part B (i) No marks awarded unless an activity is given 1 mark for an appropriate defensive tactic

#### Example

Activity: Basketball

Starting defensive tactic: ½ court man-to-man (1 mark)

**Reason: The reason must be relevant to the tactic named**

**2 marks for a detailed explanation**

**1 mark for a limited explanation**

#### Reason

- The individual responsibility of remaining close to and basket-side of an opponent is easy to understand (2 marks)

#### Limited explanation

- We knew who we had to mark (1 mark)
- It was easy to understand (1 mark)

**(ii) 1 mark for an appropriate defensive tactic**

Example

New defensive tactic: Zone defence

(1 mark)

**Reason: The reason must explain why the original tactic was unsuitable, or why the new tactic could be considered more appropriate**

**2 marks for a detailed explanation**

**1 mark for a limited explanation**

Example

Reason for changing to new tactic

- Our opponents were faster and more skilful, allowing them to get close to the basket to perform lay-ups

(2 marks)

Formation example

**(i) Activity: Football**

Starting defensive tactic: 4-4-2

Reason for using this tactic:

- We played a flat back four across the pitch to defend/cover our penalty area

(2 marks)

Limited explanation

- Four defenders gave use lots of cover

(1 mark)

**(ii) New defensive tactic: 5-3-2**

Reason for changing to new tactic

- Our opponents' tall striker was knocking the ball in behind our defence so playing a sweeper helped to cover this

(2 marks)

Limited explanation

- They were getting in behind us

(1 mark)

**TOTAL = 6 MARKS**

## Question 9

### Part A      2 marks for a detailed explanation of each principle 1 mark for a limited explanation

#### Examples

##### Specificity

- Making your training programme specific to the demands of the activity/muscle groups you are using/energy systems you want to train/the role you play/a level suited to your own fitness/type of training (2 marks)

##### Limited explanation

- Making your training suit your needs (1 mark)

##### Duration

- Working for the length of time required in order to achieve a training effect (2 marks)

##### Limited explanation

- How long you work (1 mark)

##### Reversibility

- If your training slows down or stops, your level of fitness will slowly return towards its original level (2 marks)

##### Limited explanation

- Losing your level of fitness (1 mark)

##### Progressive overload

- Gradually making your training more demanding in order to ensure a continued training effect (2 marks)

##### Limited explanation

- Making your training harder (1 mark)

**TOTAL = 4 MARKS**

### Part B (i) No marks awarded unless an activity is given 2 marks for a detailed explanation 1 mark for a limited explanation

#### Example

- In football you have to be able to run for 90 minutes without your skill level dropping (2 marks)

##### Limited response

- You have to keep going for 90 minutes (1 mark)

**(ii) 1 mark for a training method appropriate to the chosen aspect of fitness**

Examples

Training methods: Interval training  
Continuous running  
Fartlek

(1 mark)

**(iii) 2 marks for a detailed description of training session  
1 mark for a limited description**

Example

- Training method: Interval training

Description

- I did 12 x 80 m. runs with a jog back recovery.
- This progressed to 12 x 90m. with the same recovery time

(2 marks)

Limited description

- I ran further each time

(1 mark)

**(iv) The candidate should describe how the level of intensity was checked and explain what the correct intensity should be in order to attain 2 marks**

**1 mark for a limited response**

Example

- I took my pulse after every second run to check that my heart-rate was at the upper end of my training zone.

(2 marks)

Limited response

- I used a monitor to check my pulse rate

(1 mark)

**TOTAL = 7 MARKS**

## Question 10

### Part A 1 mark awarded for each appropriate response

#### Examples

- It may have many sub-routines
- It may be physically more demanding/dangerous
- It may have a complicated order/number of movements
- It may have to be performed under pressure
- It may involve correct decision-making/judgements
- It may require higher levels of performance related fitness eg agility, timing, balance, co-ordination.

**TOTAL = 3 MARKS**

### Part B No marks awarded unless an individual activity is given.

**The skills chosen should satisfy the demands of the features mentioned in Part A. If the skill is obviously a simple skill, no marks should be awarded, but some credit may be given if the development of practices suggests some degree of complexity**

**3 marks for a detailed description of each practice**

**2 marks or 1 mark for a limited description of each practice**

#### Example

(i) Activity: Badminton

Complex skill/technique: Overhead clear

#### Initial practice

- I stood at the back of the court and my partner flicked high feeds to let me play an overhead clear (3 marks)

#### Limited description

- I played overhead clears from a standing position at the back of the court (2 marks)

#### Limited description

- I cleared high feeds (1 mark)

(ii) More demanding practice

- My partner served high to the back of the court and I had to sidestep backwards to play the clear before returning to my base (3 marks)

#### Limited description

- From the middle of the court I went back to play the clear at the back of the court (2 marks)

#### Limited description

- I moved backwards to return high overhead clears (1 mark)

**(iii) 2 marks for a detailed explanation of why the practice became more complex**  
**1 mark for a limited explanation**  
**(This should reflect one of the reasons given in the marking scheme for Part A)**

Explanation

- I had to move backwards and judge when to strike the shuttle (2 marks)

Limited explanation

- I had to move more (1 mark)

**TOTAL = 8 MARKS**

[END OF MARKING INSTRUCTIONS]