



2004 Physical Education

Intermediate 1

Finalised Marking Instructions

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Appendix - 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 - Record/describe

Candidates should be awarded **high marks** if they provide a clear description in terms of the main features of 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 - Analysis/relevant knowledge

Candidates should be awarded **high marks** if they analyse performance using relevant knowledge and understanding.

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

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

Outcome 3 - Suggest improvements to performance

Candidates should be awarded **high marks** if they make clear suggestions about how performance may be improved.

Candidates should be awarded **approximately half of the marks** if they make broad suggestions about how performance may be improved.

Candidates should be awarded **low marks** if they make some suggestions about how performance may be improved.

Analysis of Performance – Physical Education Intermediate 1 2004

Question 1		Marks
(a)	<ul style="list-style-type: none"> • Uses knowledge and understanding to give a clear description of effect on performance. • Uses knowledge and understanding to give a broad description of effect on performance. • Uses knowledge and understanding to give some description of the effect on performance. • Marks should be awarded, as indicated above, for the second choice. ie clear description broad description some description	3 marks 2 marks 1 mark 3 marks 2 marks 1 mark
(b)	<ul style="list-style-type: none"> • A relevant personal quality named. • Uses knowledge and understanding to give a clear explanation of how this problem affected performance. • Some use of knowledge and understanding to give an explanation of how this problem affected performance. 	1 mark 2 marks 1 mark
(c)	<ul style="list-style-type: none"> • Uses knowledge and understanding to give a clear description of how comparing a performance with other performances can be useful. • Some use of knowledge and understanding to describe how comparing a performance with other performances can be useful. 	2 marks 1 mark
(d)	<ul style="list-style-type: none"> • Uses knowledge and understanding to give a clear description of weakness in performance. • Use knowledge and understanding to give a broad description of weakness in performance. • Uses knowledge and understanding to give some description of weakness in performance. 	3 marks 2 marks 1 mark
(e)	<ul style="list-style-type: none"> • Uses knowledge and understanding to give a clear description on a short-term goal. • Some use of knowledge and understanding to describe a short term goal. • Marks should be awarded, as indicated above, for long term goals. ie clear description some description	2 marks 1 marks 2 marks 1 mark

(f)	<ul style="list-style-type: none">• Uses knowledge and understanding to give a clear description of what was done to stay motivated to achieve goals.• Some use of knowledge and understanding to describe what was done to stay motivated to achieve goals.	2 marks 1 mark
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Question 2		Marks
(a)	<ul style="list-style-type: none"> • One aspect of fitness relevant to the activity named. • Uses knowledge and understanding to give a clear description why the aspect of fitness is important to the activity. • Uses knowledge and understanding to give a broad description why the aspect of fitness is important to the activity. • Some use of knowledge and understanding to describe why the aspect of fitness is important to the activity. 	<p>1 mark</p> <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 description of how level fitness affects performance. • Uses knowledge and understanding to give a broad description of how level of fitness affects performance. • Uses knowledge and understanding to give some description of how level of fitness affects performance. 	<p>3 marks</p> <p>2 marks</p> <p>1 mark</p>
(c)	<ul style="list-style-type: none"> • Clear description of first method used. • Some description of first method used. • Clear description of second method used. • Some description of second method. 	<p>2 marks</p> <p>1 mark</p> <p>2 marks</p> <p>1 mark</p>
(d)	<ul style="list-style-type: none"> • Uses knowledge and understanding to give a clear description of how principles of training were used. • Uses knowledge and understanding to give a broad description of how principles of training were used. • Some use of knowledge and understanding to describe how principles of training were used. 	<p>3 marks</p> <p>2 marks</p> <p>1 mark</p>
(e)	<ul style="list-style-type: none"> • Relevant method of training. • Uses knowledge and understanding to give clear description of method of training. • Uses knowledge and understanding to give a broad description of method of training. • Some use of knowledge and understanding to describe method of training. 	<p>1 mark</p> <p>3 marks</p> <p>2 marks</p> <p>1 mark</p>
(f)	<ul style="list-style-type: none"> • Clear description of changes to performance. • Some description of changes to performance. 	<p>2 marks</p> <p>1 mark</p>

Question 3		Marks
(a)	<ul style="list-style-type: none"> • Uses knowledge and understanding to give a clear description of how skill affected performance. • Some use of knowledge and understanding to give a description of how skill affected performance. 	<p>2 marks</p> <p>1 mark</p>
(b)	<ul style="list-style-type: none"> • Clear description of skill/technique, which caused a problem. • Some description of skill/technique which caused a problem. • Uses knowledge and understanding to give a clear explanation of how this problem affected performance. • Some use of knowledge and understanding to give an explanation of how this problem affected performance. 	<p>2 marks</p> <p>1 mark</p> <p>2 marks</p> <p>1 mark</p>
(c)	<ul style="list-style-type: none"> • No mark for stating method. • Clear description of method. • Some description of method. • Uses knowledge and understanding to give a clear description of information from method used. • Some use of knowledge and understanding to give a description of information from method used. 	<p>2 marks</p> <p>1 mark</p> <p>2 marks</p> <p>1 mark</p>
(d)	<ul style="list-style-type: none"> • Relevant method of practice. • Uses knowledge and understanding to give a clear description of why method chosen was appropriate. • Uses knowledge and understanding to give a broad description of method of practice. • Uses knowledge and understanding to give some description of method of practice. 	<p>1 mark</p> <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 how method of practice improved performance. • Uses knowledge and understanding to give some description of how method of practice improved performance. 	<p>2 marks</p> <p>1 mark</p>

(f)	<ul style="list-style-type: none"> • Uses knowledge and understanding to give a clear explanation of why factor was important. • Uses knowledge and understanding to give some explanation of why factor was important. • Marks should be awarded, as indicated above, for second method. <p>ie clear description some description</p>	<p>2 marks</p> <p>1 mark</p> <p>2 marks</p> <p>1 mark</p>
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Question 4		Marks
(a)	<ul style="list-style-type: none"> • Uses knowledge and understanding to give a clear description of structure, strategy or composition used in named activity. • Uses knowledge and understanding to give a broad description of structure, strategy or composition used in named activity. • Uses knowledge and understanding to give some description of structure, strategy or composition used in named activity. 	<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 description why structure, strategy or composition was used. • Some knowledge and understanding used to give a reason why structure, strategy or composition was used. • Marks should be awarded, as indicated above for Second reason. ie clear description some description 	<p>2 marks</p> <p>1 mark</p> <p>2 marks</p> <p>1 mark</p>
(c)	<ul style="list-style-type: none"> • Clear description of method used to get information • Some description of method used to get information • Marks should be awarded, as indicated above, for second method. ie clear description some description 	<p>2 marks</p> <p>1 mark</p> <p>2 marks</p> <p>1 mark</p>
(d)	<ul style="list-style-type: none"> • Uses knowledge and understanding to give a clear description of weaknesses in performance within structure, strategy or composition. • Uses knowledge and understanding to give a broad description of strengths in performance within structure, strategy or composition. • Uses knowledge and understanding to give some description of strengths in performance within structure, strategy or composition. 	<p>3 marks</p> <p>2 mark</p> <p>1 mark</p>

(e)	<ul style="list-style-type: none"> • Uses knowledge and understanding to give a clear description of weaknesses in performance within structure, strategy or composition. • Uses knowledge and understanding to give a broad description of weaknesses in performance within structure, strategy or composition. • Uses knowledge and understanding to give some description of weaknesses in performance within structure, strategy or composition. 	<p>3 marks</p> <p>2 mark</p> <p>1 mark</p>
(f)	<ul style="list-style-type: none"> • Uses knowledge and understanding to give a clear description of steps taken to improve performance. • Uses knowledge and understanding to give a broad description of steps taken to improve performance. • Uses knowledge and understanding to give some description of steps taken to improve performance. 	<p>3 marks</p> <p>2 marks</p> <p>1 mark</p>

[END OF MARKING INSTRUCTIONS]