

2005 Physical Education

Standard Grade – Foundation, General & Credit

Finalised Marking Instructions

Knowledge & Understanding

These Marking Instructions have been prepared by Examination Teams for use by SQA Appointed Markers when marking External Course Assessments.

2005 Physical Education – Standard Grade

Foundation Level

Marking Instructions

1. In K&U, markers are directed in each question to note where it is essential that candidates **must** state an activity in their answer.
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 1 mark for each correct response

	<i>Rules Safety</i>	<i>Rules Restrict Movement</i>
In rugby you can only pass backwards.		✓
In football the Goal Keeper can only handle the ball in the penalty box.		✓
In hockey the Goal Keeper must wear a helmet.	✓	
In basketball you are only allowed three seconds in the attacking key.		✓

TOTAL = 4 MARKS

Part B The same activity may be used Each code of conduct (unwritten rule) must be different 2 marks for detailed description 1 mark for limited description

Example 1

- Activity – Football
Code of conduct (Unwritten rule) 1 – help your opponent up after a tackle. (2 marks)
- Activity – Badminton
Code of conduct (Unwritten rule) 2 – pass the shuttle back to opponents side of court. (2 marks)
- Activity – Basketball
Code of conduct (Unwritten rule) 3 – wait until opponent is back on court before taking a sideline ball. (2 marks)

Example 2

- Activity – Football
Code of conduct (Unwritten rule) 1 – help your opponent up after a tackle. (2 marks)
- Activity – Football
Code of conduct (Unwritten rule) 2 – kick ball out of pitch if opponent is injured. (2 marks)
- Activity – Football
Code of conduct (Unwritten rule) 3 – wait until opponent is back on pitch before taking a throw-in. (2 marks)

TOTAL = 6 MARKS

Question 7

Part A 1 mark for each correct response

<i>Personal quality</i>	<i>Physical quality</i>
Cooperation	Power
Determination	Strength
Concentration	Speed

TOTAL = 4 MARKS

**Part B (i) 1 mark for individual activity
2 marks for detailed description
1 mark for a limited description**

Example

Activity – Gymnastics (1 mark)

I cooperated by – supporting my partner when they performed a headstand
– giving my partner ideas for his/her sequence (2 marks)

Limited description

I cooperated by – supporting my partner
– sharing ideas (1 mark)

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

Example

Activity – Football (1 mark)

I cooperated by – raising my flag to indicate offside to the referee (2 marks)

Limited description

I cooperated by – raising my flag (1 mark)

TOTAL = 6 MARKS

Question 8

Part A 1 mark for each correct response

Wearing **spiked** shoes gives an athlete a better grip on the track. This **increases** the friction and allows the athlete to apply more force **backwards**. This will cause them to move **forward** faster.

TOTAL = 4 MARKS

Part B (i) If no activity given no marks awarded

Example

Swimming (1 mark)

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

Examples

I tucked my head between my arms/
I made an arrow shape with my arms/
I tilted my head back to make my body straight (2 marks)

Limited description

I made my body straight/
I wore a swimming cap/shaved my body (1 mark)

TOTAL = 3 MARKS

Question 9

Part A (i) 1 mark for each correct response

A gymnast requires good **flexibility** to get into the splits position. Gymnasts need a good range of movement in the **hip** joint to get the body into the splits position. This ball and socket joint allows movement in **all** directions.

(ii) 1 mark for correct response

Answer – shoulder

TOTAL = 4 MARKS

Part B (i) If no team/individual activity given no marks awarded 1 mark for correct response

Activity – Football

Skill/technique – Kicking (1 mark)

2 marks for detailed description
1 mark for a limited description

Example

I can bring my leg back/
follow through further to get more power/distance (2 marks)

Limited explanation

Get more power/distance (1 mark)

(ii) If no individual activity given no marks awarded 1 mark for correct response

Activity – Badminton

Skill – Smash (1 mark)

2 marks for detailed description
1 mark for a limited description

Examples

I stretched the muscles of the shoulder for 10 seconds/
I swung/rotated my arms around twelve times/
I pulled my arm across my body and pulled in with my left hand (2 marks)

Limited description

Stretched the shoulder/
Held a stretch position (1 mark)

TOTAL = 6 MARKS

Question 10

Part A 1 mark for each correct response

	<i>True</i>	<i>False</i>
I would use gradual build up to develop confidence	✓	
I would use gradual build up to learn a skill in stages	✓	
I would use gradual build up to identify a problem with the whole skill		✓
I would use gradual build up if a skill was dangerous	✓	

TOTAL = 4 MARKS

Part B
Marks may be awarded if no activity is given
If no skill/technique no marks awarded
2 marks for detailed description
1 mark for limited description

Example

Activity – Badminton
Skill/technique – Smash

First practice – I did ten smashes without using the shuttle (2 marks)

More difficult practice – I did ten smashes into hoops on the floor (2 marks)

Limited description

Activity – Hockey
Skill/technique – Push pass

First practice – I passed to a partner (1 mark)

More difficult practice – I passed to a partner further away (1 mark)

TOTAL = 4 MARKS

2005 Physical Education – Standard Grade

General Level

Marking Instructions

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

General Level

Knowledge and Understanding

Question 6

Part A 1 mark awarded for each appropriate physical quality

Examples

Strength/being strong; stamina; suppleness/flexibility; power/being powerful; local muscular endurance; height/being tall; weight/being heavy; good eyesight; agility, etc

(3 marks)

TOTAL = 3 MARKS

Part B No marks awarded unless a team activity is given

Role: 1 mark for each playing role/position

Explanation: 2 marks for a detailed explanation of how this helps you in your role

1 mark for a limited explanation

Example

Team activity: Rugby

Playing role/Position 1: Prop forward

(1 mark)

Physical quality 1: Strength/being strong

Explanation: Being strong/strength helped me push/drive my opponents backwards/in scrums and mauls

(2 marks)

Limited explanation: I was more effective in the scrum

(1 mark)

Playing role/Position 2: Second row

(1 mark)

Physical quality 2: Height/being tall

Explanation: Being tall enabled me to reach higher in the line-out to gain possession for my team

(2 marks)

Limited explanation: Height/being tall allowed me to win high balls

(1 mark)

TOTAL = 6 MARKS

Question 7

Part A 1 mark for each correct response

<i>Part</i>	<i>Function</i>	<i>True</i>	<i>False</i>
Cartilage	Reduces friction between bones	✓	
Ligaments	Connect muscle to bone		✓
Tendons	Connect bone to bone		✓
Muscles	Contract and relax to produce movement	✓	

TOTAL = 4 MARKS

Part B (i) 1 mark for correct response

Example

Activity – Tennis

Skill – Service

Marks may be awarded if no activity is given

2 marks for detailed description

1 mark for limited description

Example

The joint rotates to allow the arm to be dropped back behind the shoulder/

The joint allows the arm to move back/forward during the serve/

The joint moves/freely moves in all directions when the racket is thrown forward

(2 marks)

Limited description

It moves in all directions

It rotates in all directions

(1 mark)

(ii) 1 mark for correct response

Example

Activity – Rugby

Skill/technique – Line out jump

(1 mark)

Marks may be awarded if no activity is given

2 marks for detailed description

1 mark for a limited description

Example

The joint allows the leg to bend at the knee before straightening when jumping/

The knee joint closes and opens during the jump

(2 marks)

Limited description

It moves in one direction

The legs bends and straightens

(1 mark)

TOTAL = 6 MARKS

Question 8

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

Examples

Follow through is the part of the throwing action which occurs after the ball has been released (2 marks)

When your arm goes in the direction of your target after you let go (2 marks)

Limited description

Follow through happens after you throw the ball (1 mark)
The recovery part of the throwing action

(ii) 1 mark awarded for each appropriate reason

Examples

- it can improve accuracy
- it can increase the power/strength/distance of the throw
- it can help keep you balanced
- it can help prevent injury (2 marks)

TOTAL = 4 MARKS

**Part B (i) No marks awarded unless an individual activity is given
2 marks for a detailed description of weight transfer during the skill
1 mark for a limited description**

Example

Individual activity: Golf

Striking skill: Driving

Description: I transferred my weight from my back foot to my front foot as I struck through the ball (2 marks)

Limited description: I went from my back foot to my front foot (1 mark)

**(ii) No marks awarded unless a team activity is given.
2 marks for a detailed explanation of how whole performance benefits
1 mark for a limited explanation**

Example

Team activity: Football

Striking skill: Shooting

Explanation: I got a more powerful shot which made it harder for the goalkeeper to save (2 marks)

Limited explanation: I struck the ball harder/I had more chance of scoring (1 mark)

TOTAL = 4 MARKS

Question 9

Part A (i) 1 mark for correct response

Examples

Whole-Part-Whole

(1 mark)

(ii) 2 marks for detailed description

1 mark for limited description

Examples

Weakness can be identified and practised as parts

A skill with many parts can be easier to learn when one part is isolated

Parts of the skill can be isolated and practised

It is easier to concentrate on just one part of the skill

(2 marks)

Limited description

It is easier/quicker to learn

Less to think about

If the skill is not dangerous

(1 mark)

TOTAL = 5 MARKS

Part B **Marks may be awarded if no activity is given If no skill/technique no marks awarded**

Team Activity – Netball

Skill/technique – Shoulder pass

(i) 2 marks for detailed explanation

1 mark for limited explanation

Example

I was not bringing my arm through fast enough

(2 marks)

Limited description

My preparation/action/recovery part

(1 mark)

(ii) 2 marks for detailed description

1 mark for limited description

Example

The pass was not powerful enough to get to my team-mate

(2 marks)

Limited description

The pass lacked power

(1 mark)

(iii) 2 marks for detailed description

1 mark for limited description

Example

I stood side on and shadowed the movement

I practised throwing my arm forward without the ball

(2 marks)

Limited description

I practised throwing my arm forward

(1 mark)

TOTAL = 6 MARKS

Question 10

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

Example

Moving the whole body/part of the body very quickly/in a short time (2 mark)

Limited description

Moving fast (1 mark)

(ii) 1 mark for correct response

Any timed sprint (1 mark)

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

Examples

- moves leg/arms quickly/fast
- the frequency/number of strides taken/take bigger steps/bigger stride length
- the range of movement/flexibility of the ankles/hips/shoulders
- drive harder/faster with the arms
- force/power used by the leading leg
- wind at my back
- wearing spiked shoes (1 mark)

TOTAL = 6 MARKS

- Part B (i) If no team activity given no marks awarded**
2 marks for detailed description
1 mark for limited description

Example

Team Activity – Football

I need speed to beat my opponent to the ball
I needed speed to get free from my opponent to receive the ball
I needed speed to move quickly to get into position to play the ball
I needed whole body to dribble past my opponent to make a pass (2 marks)

Limited explanation

I needed speed to beat the defender
I needed speed to get free (1 mark)

- (ii) If no individual activity given no marks awarded**
2 marks for detailed explanation
1 mark for limited explanation

Example 1

Individual Activity – Athletics

I need speed to beat my opponent to the ball. (2 marks)

Limited explanation

I was not left on the blocks (1 mark)

Example 2

Individual Activity – Badminton

I was able to react quickly to the flight of the shuttle and get in the correct position (2 marks)

Limited explanation

I got to the shuttle in time (1 mark)

TOTAL = 6 MARKS

2005 Physical Education – Standard Grade

Credit Level

Marking Instructions

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

Credit level

Knowledge and Understanding

Question 6

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

Examples

- Power is a maximum, or a near maximum, muscle action performed at speed against a high resistance
- Power is any muscle contraction which combines speed and strength
- Power is the ability to exert a big force quickly/use strength explosively/at speed (2 marks)

Limited description

- Speed and strength (1 mark)

(ii) 1 mark awarded for an acceptable response

Acceptable responses

- Standing broad/long jump; Sarjeant jump/vertical jump; measured throw etc (1 mark)

TOTAL = 3 MARKS

**Part B (i) Marks may be awarded if no activity is given but the skill and description obviously refer to a particular team activity.
No marks can be awarded if an individual activity is given or the description obviously applies to an individual activity.**

2 marks for a detailed description

1 mark for a limited description

Example

Team Activity: Basketball

Skill/technique: Rebounding

Description: I quickly extended my legs pushing hard against the floor.
This drove me upwards off the ground

(2 marks)

Limited description: I bent and straightened my legs quickly

(1 mark)

(ii) 2 marks for a detailed description

1 mark for a limited description

Example

Squat jumps – I did three sets of five jumps

(2 marks)

Limited description

Squat jumps

(1 mark)

(iii) 2 marks for detailed explanation

1 mark for a limited explanation

Example

I was able to get above my opponent to win the rebound/gain possession

(2 marks)

Limited explanation

I got the ball first

I won the rebound

(1 mark)

TOTAL = 6 MARKS

Question 7

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

Example

A game plan/strategy/formation/system of play made up before/during a game to increase chance of success/take advantage of strengths/limit weaknesses/limit opponents' strengths/protect own weaknesses (2 marks)

Limited response

A game plan/strategy/formation/system of play (1 mark)

(ii) 1 mark for each acceptable reason

- We were running out of time
- We wanted to run down the clock
- We had a man sent off/injured
- We were winning/losing
- Our opponents were countering our attack/doing something we didn't expect
- The conditions didn't suit our tactics (3 marks)

TOTAL 5 MARKS

Part B **No marks can be awarded unless an individual activity is given**

(i) 1 mark for an acceptable description

Example

Individual Activity: Tennis

Starting tactic: Serve and run quickly to the net (1 mark)

(ii) 2 marks for an appropriate explanation

1 mark for a limited explanation

Example

I am a strong volleyer and getting to the net quickly lets me use this skill (2 marks)

Limited explanation

I am good at volleys (1 mark)

(iii) 1 mark for an acceptable response

Example

New tactic: I stayed at the base line until my opponent was under pressure (1 mark)

(iv) 2 marks for a detailed explanation

1 mark for a limited explanation

Example

I had more time to play my shots and therefore stayed in the rally longer (2 marks)

Limited explanation

It gave me more time to play my shots (1 mark)

TOTAL = 6 MARKS

Question 8

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

Example

Skill: Swimming, push and glide

Description: The leg muscles/quads contract to extend the knee joint/straighten the legs

(2 marks)

Limited description

The force comes from the leg muscles

(1 mark)

(ii) 1 mark for an acceptable response

Example

Skill: Swimming, push and glide

Direction of force: Backwards

(1 mark)

(iii) 1 mark for an acceptable response

Example

Movement skill: Swimming, push and glide

Resistance: The wall/side of the pool

(1 mark)

TOTAL = 4 MARKS

**Part B (i) Marks may be awarded if no activity is given
1 mark for an acceptable description**

Example

Activity: Cycling

Description: Wind resistance slowed me down (1 mark)

2 marks for a detailed description

Detailed description of body position change: I gripped lower down the handlebars/tucked my head down lower (2 marks)

1 mark for a limited description

Limited description: I put my head down lower (1 mark)

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

Example

Activity: Football

Description: I played through balls in behind the defence into the wind knowing that the ball would hold up and not carry through to the goalkeeper (2 marks)

Limited description: We played long balls into the wind (1 mark)

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

Example

Our forwards were able to run on to the ball and get there before the goalkeeper to allow a goal-scoring opportunity (2 marks)

Limited explanation: The ball held up in the wind for us (1 mark)

TOTAL = 7 MARKS

Question 9

Part A (i) 1 mark for an appropriate response

Example: Immediately/soon after a performance (1 mark)

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

Example

A learner is more likely to correct errors/reinforce strengths if the feedback is immediate and fresh in the memory (2 marks)

Limited explanation

So it is fresh in their memory (1 mark)

(iii) 1 mark for an appropriate response

Example: A small/little amount of feedback (1 mark)

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

Examples

In complex skills, a little bit of information at a time is easier to remember (2 marks)

Too much information in one go can confuse a learner (2 marks)

Limited explanation

It is hard to remember a lot of things (1 mark)

It is less confusing (1 mark)

TOTAL = 6 MARKS

Part B 1) Marks may be awarded if no activity is given, but a skill must be given

(i) 1 mark for an acceptable response

Example

Activity: Gymnastics

Skill: Headstand

Acceptable responses: I was shown a video/photo/diagram of my performance
My teacher/partner showed me what I had done wrong

(1 mark)

(ii) 1 mark for an acceptable response

Example

I could see that my legs were not vertical in the headstand

(1 mark)

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

Example

I got my partner to hold my legs still in the vertical position so I could feel what it was like to be in the correct position

(2 marks)

Limited description: My partner helped me get into the right position

(1 mark)

2) Marks may be awarded if no activity is given, but a skill must be given

(i) 1 mark for an acceptable description

Example

Activity: Badminton

Skill: Smashing

Description: I felt that I was hitting the shuttle off the top edge rather than the centre of my racquet

(1 mark)

(ii) 1 mark for an acceptable description

Example

I realised that I was swinging with a bent arm and not reaching high enough

(1 mark)

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

Example

By hitting the shuttle off the middle of the racquet, I hit a more powerful smash which was harder to return

(2 marks)

Limited explanation: It allowed me to hit a harder shot

(1 mark)

TOTAL = 8 MARKS

Question 10

Part A (i) 1 mark for each appropriate reason

Examples

- It allows you to focus on the aspect of fitness you want to improve
 - It makes it easier to monitor fitness/measure initial fitness level
 - Greater physical improvements are likely
- (2 marks)

(ii) 1 mark for each appropriate reason

Examples

- It helps your specific fitness/for the activity
 - It makes your training more interesting/less boring
 - It makes your training more game-like
 - It helps develop fitness and skills
 - It helps you develop specific skills
 - It can save time
- (2 marks)

TOTAL = 4 MARKS

Part B (i) and (ii). Marks may be awarded if no activity is given if the description of the training obviously refers to a specific activity

**(i) 3 marks for a detailed description of a training session
1 and 2 marks may be awarded for limited descriptions**

Example

Activity: Football

Aspect of fitness: Cardio-respiratory endurance

Description of training session

I went for a constant run around the playing field. I made sure that I was working within my training zone (140-170 beats per minute) and that I lasted at this pace for 20 minutes (3 marks)

Limited descriptions: I did a steady even paced, low intensity jog for about 20 minutes (2 marks)

I went for a low intensity jog around the playing fields a few times (1 mark)

**(ii) 3 marks for a detailed description of a training exercise which satisfies the demands of the aspect of fitness and the skill mentioned. The same activity and aspect of fitness may be chosen.
1 and 2 marks may be awarded for a limited or partially correct description.**

Example

Activity: Football

Skill: Shooting

Aspect of fitness: Speed

Description of training exercise

I did five 10 metre shuttle runs from the penalty box, and each time I returned to the box I took a shot at goal. I took a minute rest and then repeated the practice (3 marks)

Limited descriptions: I did a series of shuttle runs, taking a shot at goal after each run (2 marks)

I did shuttle runs and took shots at goal (1 mark)

TOTAL = 6 MARKS

[END OF MARKING INSTRUCTIONS]