



**2007 Physical Education**

**Standard Grade**

**Foundation/General/Credit**

**Finalised Marking Instructions**

**Knowledge & Understanding**

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## **2007 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, and Pool*

## Foundation Level

### Question 6

#### Part A

**(i) 1 mark for each acceptable activity**

**Examples**

- Team Indoors                      Volleyball  
   Basketball
- Team Outdoors                    Hockey  
   Football  
   Shinty
- Individual Indoors                Badminton  
   Short Tennis
- Individual Outdoors              Athletics  
   Cycling

**Total 4 marks**

#### Part B

**(i) If a team activity is not given marks may be awarded if the candidate clearly identifies a team activity in the description.**

**Examples**

Team Activity – Football

- I stayed in my position to provide cover in defence.
- I stayed positive/when we were getting beaten/and encouraged my team mates.

**Limited description**

- I stayed in my position
- I encouraged my team mates

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

**(ii) Examples**

Activity – Badminton

- I played by the rules at all times/to keep the game fair
- I gave the shuttle back to my opponent
- I kicked the ball out of play when my opponent was injured

**Limited Description**

- I played by the rules
- I gave the shuttle back

**2 marks for a detailed description  
1 mark for a limited description  
Total 4 marks**

## Question 7

### Part A

<i>Fitness Test</i>	<i>True</i>	<i>False</i>
The sit and reach is a test for flexibility	✓	
The standing vertical jump is a test for power	✓	
The 20 metre shuttle run (beep test) is a test for strength		✓
The 30 metre timed sprint is a test for cardio respiratory endurance		✓

**1 mark for each correct response**  
**Total 4 marks**

### Part B

**Marks may be awarded if no activity given**

#### **Example**

Activity – Gymnastics

**(i) 1 mark for an acceptable response**

Skill/technique – Headstand

**1 mark**

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

**If a skill/technique has not been given in part (i) then no marks can be awarded**

**If a skill/technique does not relate to holding body position marks may be awarded**

Any relevant part of the body, eg legs, arms, stomach, etc

**1 mark**

**(iii) Exercise named must relate to the part of the body given in part (ii) or The skill/technique in part (i)**

eg leg – squats, arm – press ups, stomach – sit ups

**1 mark**

**(iv) Examples**

Allowed me to bring my feet up higher.  
It allowed a smooth link to the next skill.  
Hold balance longer/steadier.

**Limited description:**

- Keep control
- Hold balance

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

**Total 5 marks**

## Question 8

### Part A

- (i) **If a team activity is not given marks may be awarded if the candidate clearly identifies a team activity in the description.**

**Marks can be awarded for a description of a start or restart if there is a clear indication of how it keeps the contest fair.**

#### **Example**

Team Activity – Hockey

- All players must be in their own half at the start of the game.
- Each team should have the same number of players.
- The coin is tossed to decide who gets to centre first/choose direction to shoot.
- Both teams must wait for the whistle before playing.

#### **Limited Descriptions**

- Stay in your own half.
- Wait for the whistle.

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

- (ii) **If an individual activity is not given marks may be awarded if the candidate clearly identifies an individual activity in the description.**

#### **Example**

Individual Activity – Athletics

- You must wait until the gun goes before you move.
- You must line up with your feet behind the line.

#### **Limited Descriptions**

- Wait for the gun.
- Stay behind the line.

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

**Total 4 marks**

## **Part B**

**If activities are not given marks may be awarded if the candidates' descriptions are clearly from two different activities.**

### **Example 1**

Activity 1 – Basketball

- I admitted when I used a double dribble.

### **Limited Descriptions**

- I stopped after I fouled.

### **Example 2**

Activity 2 – Volleyball

- My opponents counted the score wrong/gave us more points but I told them the correct score.
- I called my opponents ball in when it touched the line.

### **Limited Descriptions**

- I kept the correct score.
- I called their ball in.

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

**Total 4 marks**

### Question 9

#### Part A

1 mark for each correct response

Whole part whole is used to develop skills that are:

(i) Answer given to pupils.

0 marks

(ii) To begin with you would perform...

the complete skill	✓
the easiest stage only	

(iii) You would then...

move onto the second more difficult stage	
identify and practise an area of weakness	✓

(iv) To finish with you would then...

perform the whole skill again	✓
return to part of the skill	

(v) One benefit of whole part whole is that it allows you to...

improve an error quickly	✓
develop confidence in a dangerous skill	

Total 4 marks

## Part B

**Marks may be awarded if no activity is given.**

**If a skill/technique is not given marks may be awarded if the candidate clearly identifies a skill/technique in the description.**

### Example

Activity – Basketball

Skill/technique – Lay up

- (i)
- I performed a lay up from the right hand side/ten times.
  - I dribbled to the basket, and took a shot.

### Limited description

- I did a lay up.
- I did it ten times.

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

- (ii) **1 mark for an acceptable response.**  
**Part selected must be clearly identifiable as involved with the whole skill given in part (i).**

### Example

- The take off.
- The last two steps.

- (iii) **Example**

- I used markers to show where my feet should go/take off.
- I just did the last two steps without the ball.

### Limited description

- I just did the last two steps.

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

- (iv) **Example**

- I was able to shoot from closer to the basket.
- My shots were more accurate so I scored more shots.

### Limited description

- I was closer to the basket.
- I scored more shots.

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

**Total 7 marks**

## Question 10

### Part A

**1 mark for each correct response**

<i>Type of Joint</i>	<i>True</i>	<i>False</i>
The elbow is a hinge joint in the upper body.	✓	
The shoulder is a ball and socket joint in the lower body.		✓
The knee is a hinge joint in the lower body.	✓	
The hip is a hinge joint in the upper body.		✓

**Total 4 marks**

### Part B

- (i) **Marks may be awarded if no team activity is given.  
1 mark for correct response.  
The skill/technique must clearly relate to a jumping action from a team activity.**

Team Activity – Basketball

Skill/technique – Rebounding

**Marks may be awarded in part (ii) and (iii) if no skill/technique is given in part (i).**

- (ii) **1 mark for each correct response.**

First muscle – Hamstring/thigh

Second muscle – Quadriceps/of thigh

- (iii) **Marks may be awarded if incorrect muscles have been identified in part (ii).**

- One lengthens as one shortens.
- One contracts and one relaxes.

**Limited description:**

- One bends the knee
- One straightens the knee

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

**Total 5 marks**

## 2007 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, and Pool*

## General Level

### Question 6

#### Part A

##### (i) Examples

- Stay closer to goal/net than opponent
- Provide depth behind team mate
- Stay close to my opponent when opposition have the ball
- Deny my opponent the space to get the ball
- To hold my position on the court
- To block/deny shots from opponents
- To block/deny shots by tackling
- Delay opponents progress until team mates can help
- Direct opponents away from goal/net/danger area

##### Limited description

- Mark opponents
- Block shots
- I headed the ball away

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

##### (ii) Examples

- To get in behind my opponent's defence
- To create space for my team mates
- To get away from my marker to receive the ball/create space/score goals/win points
- To keep possession of the ball until support arrives

##### Limited description

- To create space
- To hold ball up
- To score goals/win points

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

**Total 8 marks**

## Part B

- (i) **Marks may be awarded if no activity is given.  
If a non playing role is not given marks may be awarded if the candidate clearly identifies a non playing role in the description.**

### Examples

Team Activity – Rugby

Non Playing Role – Touch Judge

- I had to decide where the ball crossed the side line and then show both teams where this was
- To be fair/honest when applying the laws/rules of the game

### Limited description

- I showed whose lineout it was

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

- (ii) **Marks may be awarded if no activity is given.  
If a different non playing role is not given marks may be awarded if the candidate clearly identifies a different non playing role in the description.**

### Examples

Activity – Athletics

Non-Playing Role – Starter

- I had to start the race and decide if anyone moved before the gun
- I had to recall the runners if there was a false start
- I had to fire the gun to start the race

### Limited description

- I had to fire the gun
- I had to start to race

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

**Total 4 marks**

## Question 7

### Part A

**1 mark for each appropriate aspect of fitness**

<i>Definition of fitness</i>	<i>Aspect of fitness</i>
Moving the body or part of the body quickly	Speed/Reaction Time/ Agility
Moving joints through a full range of movement	Flexibility
Applying strength quickly	Power
Applying maximum force against a resistance	Strength

**Total 4 marks**

### Part B

Example 1 – Strength:

**(i) No marks awarded if no aspect of fitness is given.**

**1 mark for naming an appropriate type of training that could be used to improve the aspect of fitness given.**

Aspect of fitness – Strength

Type of training – Weight Training

**(ii) Marks may be awarded if the response clearly relates to the named aspect of fitness.**

**2 marks for a detailed description of first training session**

**1 mark for a limited description**

**Example**

- Exercise 6 times at 75% of maximum
- I lifted heavy weights with few repetitions

**Limited description**

- I lifted heavy weights

**(iii) 2 marks for detailed description of an appropriate increase in intensity**

**1 mark for a limited description**

**Example**

- I increased the weight from 75% of maximum to 80%

**Limited description**

- I increased the weight I lifted

Example 2 – Speed:

- (i) **No marks awarded if no aspect of fitness is given.**

**1 mark for naming an appropriate type of training that could be used to improve the aspect of fitness given**

Aspect of fitness – Speed

Type of training – Interval Training

- (ii) **Marks may be awarded if the response clearly relates to the named aspect of fitness.**

**2 marks for a detailed description of first training session**

**1 mark for a limited description**

**Example**

- I ran 10 shuttles of 20 metres

**Limited description**

- I did 10 shuttle runs

- (iii) **2 marks for detailed description of an appropriate increase in intensity**

**1 mark for a limited description**

**Example**

- I increased the distance from 20 to 25 metres

**Limited description**

- I increased the distance of my shuttle runs

**Total 5 marks**

## Question 8

### Part A

**1 mark awarded for each correct response**

**Each word may be used once only**

You can become physically **tired** by practising a skill for too long.

You can keep yourself **motivated** by varying your practice.

You can become mentally **bored/tired** by practising a skill for too long.

Practices should be **specific/increased** to improve your weaknesses.

**Total 4 marks**

## Part B

- (i) **If an individual activity is not given marks may be awarded if the candidate clearly identifies a safe partner practice from an individual activity in the description.**

### Example

Individual Activity – Gymnastics

- I supported my partner by holding his hips

### Limited description

- I held his hips

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

- (ii) **If a team activity or skill/technique is not given marks may be awarded if the candidate clearly identifies a partner co-operation practice from a team activity in the description.**

### Example

Team Activity – Basketball

Skill/technique – Lay Up

- I passed the ball to my partner and then became a defender
- I passed the ball into the key for my partner to catch

### Limited description

- I passed the ball to my partner

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

- (iii) **Example**

- My pass was easy to catch because it went straight to him.

### Limited description

- My pass was easy to catch
- It was easier for my partner to score

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

**Total 6 marks**

## Question 9

### Part A

#### (i) Example

- The ability of a muscle or a group of muscles to work continuously/for a long time without tiring

#### Limited explanation

- Working for a long time without tiring

**2 marks for a detailed explanation**

**1 mark for limited explanation**

#### (ii) Example

- I measured how many press-ups I could do in 30 seconds
- I hung with bent arms on a bar with my chin above the bar and was timed until my chin fell below the bar

#### Limited description

- I did a bent arm hang test
- How many press-ups I can do

**2 marks for a detailed description**

**1 mark for limited description**

**1 mark for any recognised test named with no description**

#### (iii) Example

- I measured how many bench jumps I could do in 30 seconds

#### Limited description

- I was timed doing bench jumps

**2 marks for a detailed description**

**1 mark for limited description**

**1 mark for any recognised test named with no description**

**Total 6 marks**

**Part B**

- (i) **Marks may be awarded if no activity is given.  
Description given must be in relation to the upper body**

**If a skill/technique is not given marks may be awarded if the candidate clearly identifies a skill/technique in the description.**

**Example**

**Activity**

Swimming

**Skill/technique**

Front crawl

- The length/strength of my arm action deteriorated and I slowed
- My arms tired and made me slow down

**Limited description**

- My arms got tired
- I slowed down

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

- (ii) **Practice described must be in relation to the upper body**

**Example**

- I placed a float between my legs and practised using arms only for a length.

**Limited description**

- I placed a float between my legs and practised using arms only.

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

**Total 4 marks**

## Question 10

### Part A

#### (i) Example

- Less tiring so can concentrate on skills
- Get to shuttle/ball earlier to give more time
- Helps you learn skills under pressure

#### Limited description

- Less tiring
- You can get shuttle/ball earlier
- I can cope with pressure

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

#### (ii) A different advantage must be given for parts (i) and (ii)

#### Example

- Easier to control so shots can be more accurate
- Racquet head nearer to hand so more control
- Less tiring so longer can be spent practising

#### Limited description

- Easier to use/hold/carry/control
- Less tiring

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

**Total 4 marks**

## **Part B**

- (i) **If a team activity or skill/technique is not given marks may be awarded if the candidate clearly identifies an activity and a skill/technique in the description.**

### **Team Activity**

- Hockey

### **Skill/Technique**

- Reverse stick stop

### **Example**

- Stopping the ball from a short corner.

### **Limited example**

- At the short corner

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

- (ii) **Response must clearly be of benefit to the problem described in part (i).  
1 mark awarded for an appropriate response**

### **Example – Rule Change**

- Defenders were not allowed to move until ball was stopped.

- (iii) **Example**

- I had more time/less pressure to control the ball

### **Limited description**

- I was able to control the ball

### **Possible other examples of adaptations**

- Team Size – reduce number of players (11v11 to 7v7). Increase number of attackers (4v2)
- Scoring System – provide suitable alternatives as means of scoring, eg four passes = goal
- Layout – play in the end zone/half pitch only. Provide more space for individual players
- Duration – reduce length of games (40 minutes to 25 minutes). Play four ten minute periods instead of two halves of twenty minutes
- Opponents – make opponents passive/semi-active. Reduce number of opponents.

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

**Total 5 marks**

## 2007 Physical Education – Standard Grade

### Credit Level

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## Credit Level

### Question 6

#### Part A

**1 mark for each appropriate response**

#### Examples

- It may have few sub-routines/parts
- It may have limited physical demand eg flexibility/strength/speed/power
- It may not be dangerous
- It may have an uncomplicated order/number of movements
- It may be performed under no pressure
- It may involve limited decision making judgements
- It may require limited levels of performance related fitness, eg agility, timing, balance, coordination, reaction time

**Total 4 marks**

#### Part B

- (i) **If an activity or simple skill/technique is not given marks may be awarded if the candidate clearly identifies an activity and a simple skill/technique in the description.**

**If the skill/technique is clearly a complex skill/technique, no marks should be awarded.**

#### Example

##### Activity

- Badminton

##### Skill/Technique

- Short serve

##### Description

- I was able to serve the shuttle just over the net so that my opponent had to hit the shuttle up for me to smash

##### Limited description

- My serve went just over the net so that my opponent hit the shuttle up

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

- (ii) **If a different activity and complex skill/technique is not given marks may be awarded if the candidate clearly identifies a different activity and complex skill/technique in the description.**

**If the skill/technique is clearly a simple skill/technique, no marks should be awarded**

**Example**

**Activity**

- Basketball

**Skill/Technique**

- Lay-up

**Description**

- The defender was between me and the basket and was easily able to block my lay-up shot.

**Limited description**

- I could not get past the defender to shoot

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

- (iii) **Description must relate to performance situation not practice situation.**

**Example 1**

**Description**

- I performed a jump shot over the defender's head to shoot.

**Limited description**

- I did a jump shot instead.

**Example 2**

**Description**

- I did a fake and drive to move the defender/make space

**Limited description**

- I threw a fake

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

**Total 6 marks**

## Question 7

### Part A

#### (i) Example

- Moving your body weight from one part of the body to another

#### Limited description

- Moving from one foot to the other
- Moving from back to front
- Moving your body weight

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

#### (ii) Examples

- I could get speed in my movement to get power
- I can apply greater force so that I can throw/hit/kick/jump further/higher/longer
- I can move into my next skill/action smoothly

#### Limited description

- I can throw far
- I can kick far
- I can jump high
- I can hit hard
- Increase accuracy/fluency
- Maintain your balance
- Prevent injury

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

**Total 6 marks**

## Part B

**If an activity is not given marks may be awarded if the candidate clearly identifies an activity in the description of creative space.**

### Example 1:

Activity – Football

#### (i) Example

- I quickly changed direction to move away from my opponent

#### Limited description

- I faked my opponent
- I changed direction to move away from my opponent

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

#### (ii) Example

- I ran out to the wing and the defender went with me, leaving a space for my team mate to run into

#### Limited description

- I pulled the defender out of position

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

### Example 2:

Activity – Table Tennis

#### (i) Example

- I faked to play a diagonal shot but played down the line

#### Limited description

- I faked a shot

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

#### (ii) Example

- After playing my shot I quickly stepped to the side

#### Limited description

- I stepped to the side
- I got out of my partner's way

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

- (iii) **If a team activity is not given marks may be awarded if the candidate clearly identifies a team activity in the description of creating/using space.**

**Team Activity – Netball**

**Example**

- I moved quickly to stay close to my opponent so that she could not get away from me/into space

**Limited description**

- I stayed close to my opponent

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

**Total 6 marks**

## Question 8

### Part A

#### (i) Example

- Strength is the maximum force that a muscle/group of muscles can exert in a single movement/contraction/against a resistance.

#### Limited explanation

- Using your muscles to apply a force/overcome a resistance

**2 marks for a detailed definition**

**1 mark for a limited definition**

#### (ii) Example

- I held a grip dynamometer in my hand/arm by my side and squeezed the handle as hard as I could
- I measured my one rep maximum for the exercise

#### Limited explanation

- I used/squeezed a grip dynamometer
- I measured my one rep maximum

**2 marks for a detailed description**

**1 mark for a limited description**

**Total 4 marks**

## **Part B**

**(i) 1 mark for naming an appropriate weight training exercise**

### **Example**

- Bench press

**Marks may be awarded in parts (ii), (iii), (iv) and (v) if no exercise is given in part (i)**

**(ii) Example**

- I lifted 70% of my maximum lift 6 times
- I did 5 repetitions of my 6 rep maximum

### **Limited description**

- I lifted 70% of my maximum
- I worked just below my maximum lift

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

**(iii) 1 mark for an appropriate explanation**

### **Example**

- My level of strength had increased

**(iv) 1 mark for an appropriate response**

### **Example**

- After 4 weeks
- When I felt it was easier to lift the weight

**(v) Example**

- I increased the amount of weight in line with my new maximum
- I increased the number of reps from 6 to 7
- I increased the number of sets from 3 to 4
- I decreased the rest time between set from 2 minutes to 90 seconds

### **Limited description**

- I increased the weight/reps/sets
- I decreased the rest period

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

**Total 7 marks**

## Question 9

### Part A

#### (i) Example

- An opponent who puts you under little/no pressure and is not attempting to gain possession/win points

#### Limited explanation

- An opponent who puts you under little/no pressure
- An opponent not trying to win the ball

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

#### (ii) Example

- I am under little pressure and I can concentrate on performing the skills
- I could get used to performing skills in game-like situations
- I could get used to performing skills with a defender close to me

#### Limited explanation

- I am under little/no pressure
- No opponent is trying to get the ball off me
- I can concentrate more on the skills
- I can build up confidence
- Easier to perform skills successfully

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

**Total 4 marks**

## Part B

**Marks may be awarded if no activity is given.**

**If a skill/technique is not given marks may be awarded if the candidate clearly identifies the skill/technique in the description/explanation.**

**(i) Activity – Basketball**

Skill/Technique – Lay-up

**Description**

- As I dribbled the ball towards the basket, the defender got between me and the basket so that I had to beat him to shoot

**Limited description**

- They got between me and the basket

**2 marks for a detailed description**

**1 mark for a limited description**

**(ii) Example**

- I was able to practise in a game-like situation and learn to shoot/score when under pressure

**Limited explanation**

- I could get used to performing under pressure
- I could get used to competing against opponents
- I could build up confidence to beat opponents
- I could practise skills in game-like situations

**2 marks for a detailed explanation**

**1 mark for a limited explanation**

**(iii) Example**

- I practised for 5 minutes and then took a 2 minute rest before practising again

**Limited description**

- I practised for 5 minutes and then took a rest
- I took regular rests when practising
- I made my practises short

**2 marks for a detailed description**

**1 mark for a limited description**

**Total 6 marks**

## Question 10

### Part A

#### (i) Example

- The ability to change direction/position of the body quickly while under control

#### Limited definition

- Changing direction quickly/prec
- Changing position under control

**2 marks for a detailed definition**

**1 mark for a limited definition**

#### (ii) Example

- The time between receiving a stimulus and initiating a response
- How quickly I reacted to the sound of the gun

#### Limited definition

- Quick response
- How quickly you react

**2 marks for a detailed definition**

**1 mark for a limited definition**

**Total 4 marks**

## Part B

- (i) **If an individual activity and a skill/technique are not given marks may be awarded if the candidate clearly identifies an activity and a skill/technique in the explanation.**

### Example

#### Individual Activity

- Badminton

#### Skill/Technique

- Smash return

### Example

- I was able to get to the shuttle quickly and was balanced when playing the shot

#### Limited description

- I was able to quickly get to the shuttle

**2 marks for a detailed explanation**

**1 mark for a limited explanation**

- (ii) **If a team activity and a skill/technique are not given marks may be awarded if the candidate clearly identifies a team activity and a skill/technique in the explanation.**

### Example

#### Team Activity

- Basketball

#### Skill/Technique

- Rebounding

### Example

- I was able to quickly adjust my body position to win the ball

#### Limited description

- I was balance when I won the ball

**2 marks for a detailed description**

**1 mark for a limited description**

- (iii) If an individual activity is not given marks may be awarded if the candidate clearly identifies an individual activity in the description.**

**Example**

**Individual Activity**

- Athletics/100 metres

**Description**

- To get a fast start I had to react as quickly as possible to the gun

**Limited description**

- I had to react quickly to the gun

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

- (iv) If a team activity is not given marks may be awarded if the candidate clearly identifies a team activity in the description.**

**Example**

**Team Activity**

- Volleyball

**Description**

- The ball was deflected off our block and I had to dive quickly to reach/return it

**Limited description**

- I had to dive to get the ball after a block

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

**Total 8 marks**

[END OF MARKING INSTRUCTIONS]