



2013 Physical Education

Intermediate 1

Finalised Marking Instructions

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Part One: General Marking Principles for Physical Education Intermediate 1

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 1

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.

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

Describe performance in an activity

- a Methods used for observing and recording data are described.
- b Data gathered are mainly valid.
- c Performance strengths and weaknesses are identified.
- d A development need is described
 - Candidates should be awarded **high marks** if they provide a clear description in terms of the main features of performance.
 - Candidates should be awarded **approximately 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.

2. Outcome Two

Use knowledge and understanding to analyse performance

- a Relevant key concepts and key features are used to analyse performance.
- b A programme of work is planned to meet an identified need.
 - Candidates should be awarded **high marks** if they analyse performance using relevant key concept knowledge.
 - Candidates should be awarded **approximately half of the marks** if they make an appropriate analysis of performance using relevant key concept knowledge.
 - Candidates should be awarded **low marks** if they make a limited analysis of performance using some key concept knowledge.

**3. Outcome Three
Monitor a programme of work**

- a** A relevant programme of work to meet identified needs is completed.
- b** Performance development is monitored with some accuracy.
 - Candidates should be awarded **high marks** if they make clear suggestions about programmes of work that are likely to lead to performance development.
 - Candidates should be awarded **approximately half of the marks** if they make broad suggestions about programmes of work that are likely to lead to performance development.
 - Candidates should be awarded **low marks** if they make some suggestions about programmes of work that are likely to lead to performance development.

**4. Outcome Four
Review the development process**

- a** The effectiveness of the analysis and development process is explained.
- b** A future development need is described.
 - Candidates should be awarded **high marks** if the review gives a clear description of the effects on performance and future developments.
 - Candidates should be awarded **approximately half of the marks** if the review gives a broad description of the effects on performance and future developments.
 - Candidates should be awarded **low marks** if the review gives some description of the effects on performance and future developments

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.

Please note. If a candidate has gone wrong in one part of a question they can still pick up marks later. E.g. a candidate has chosen 4-4-2 as a skill – which is wrong but later in the questions has offered checklists as a method of gathering data. The candidate can be awarded marks for the data collection

Some candidates may have put additional information on pages at the back of the script. Please check using full response view if you think that there is some writing outwith the captured image or an asterisk or similar.

The examples in the following tables are only a guide. It is not necessary that the candidate puts the exact answer that is there.

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Question		Expected Answer/s	Max Mark	Additional Guidance
1	a	<p>Nature and Demands Nature: Individual/team. The duration of the game/event. The number of player(s)/performers involved. A spectator/audience event. Indoor/outdoor. Directly/indirectly competitive. Objective/subjective scoring systems in application. Codes of conduct. Challenges:</p>	2	
	b	<p>Qualities Technical Qualities: Reference may be made to a repertoire of skills, eg <i>dribbling, passing, shooting, etc is consistent and accurate, rhythm, flow etc</i> Physical Qualities: Reference may be made to more than one aspect of fitness.eg <i>high levels of Cardio Respiratory Endurance, maintain pace and track my opponents continuously...</i> 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> 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>	3	Can be one in some depth or more with some qualification
	c	<p>Weaknesses Most likely a relevant analysis in relation to the identified technical, physical, personal or special weakness may be evident in the candidate's answer.</p>	2	Weakness in ONE quality
	d	<p>Gathering Information on Performance Weaknesses eg. Observation checklist, Match Analysis sheet. Reflection on whether your skill or technique was controlled/ fluent, or fast/slow? Video</p>	2	1 mark for naming
	e	<p>Course of action A good response will include details relevant to the selection and appropriateness of relevant methods of practice/development ie training available.. For example <i>At first I used many repetition drills. I then progressed to conditioned drills ...</i></p>	3	
	f	<p>Course effectiveness The candidate should state what changes have taken place. eg <i>I can now last the whole game at the same skill level. Or I can concentrate more so I don't forget my routine.</i></p>	2	
	g	<p>Names first mental factor. Names second mental factor.</p>	2	
	h	<p>Mental factors Can be positive or negative eg <i>Managing emotions- I become very frustrated. I began to shout at the other team and missed a pass. Concentration helped me ignore the crowd ...</i></p>	4	Each answer can be awarded up to 2 marks but entered as total out of 4

The examples in the following table are only a guide. It is not necessary that the candidate puts the exact answer that is there.

Question		Expected Answer/s	Max Mark	Additional Guidance	
2	a	<p>Physical fitness – eg in football a high level of Cardio Respiratory Endurance throughout the whole game so that I can win tackles against the opposition at the end of the game</p> <p>Skill related fitness – eg in badminton having good agility will allow me ; to reach the shuttle or change direction</p> <p>Mental fitness – eg in basketball managing my emotions helped me taking a free throw as kept calm</p>	3	Can be from more than one type of fitness	
	b	i	Names an aspect of fitness.	1	OK if type
		ii	<p>Physical fitness – eg in football I found it difficult to pass accurately towards the end of the game as I was tired...</p> <p>Skill related fitness –eg in football I found it difficult to change direction quickly losing control of the ball</p> <p>Mental-fitness – eg I reacted aggressively when the referee made an incorrect decision and got a yellow card</p>	3	
	c	<p>Appropriate method of training For example swimmingwarm up of 8 lengths multi stroke...then some stroke improvement...then main set....6 × 50 metre swim with a minute rest between each set....then sub set....6 × 50....45 sec recovery.</p>	3	Test description not acceptable Look for session not programme but may get some relevant information from training programme	
	d	<p>Principles of training Description of how the principles were used in the programme For example, I trained 2 times per week ...I changed after week 3 to 3 times ...each session lasted 20 mins but I changed to 30 when my stamina improved...</p> <p>Description of principle can be awarded 1 mark but for full marks must show how it was used</p>	6	Use of principles do not have to relate to aspect chosen in 2 (b) i Each answer can be awarded up to 2 marks but entered as total out of 6	
	e	<p>The monitoring process a description of a method(s) used to monitor...eg I used the beep test to check if I was improving... .. I recorded my results in a training diary to check my progress</p>	2	1 mark for naming	
	f	<p>The monitoring process to compare progress/targets/improvements — enables changes to be made –set future targets-promotes motivation.</p>	2		

The examples in the following table are only a guide. It is not necessary that the candidate puts the exact answer that is there.

Question		Expected Answer/s	Max Mark	Additional Guidance
3	a	<p>Importance of skill for successful performance Candidates will select a relevant skill within their activity.. eg <i>basketball lay up easy to score near basket.</i></p>	2	Can be the same skill as (b)
	b	<p>Description of skill Should be clear but may not go through each part.</p> <p>Could give some idea of outcome of skill</p> <p><i>e.g. shuttle did not go down fast enough</i></p>	3	Can be the same skill as (a) Does not have to be PAR breakdown but should indicate where they were having problems
	c	<p>Gathering data Observation checklist, Match Analysis sheet, Video</p> <p><i>e.g. I used a scatter diagram, where my shots were played during a game of badminton.</i> Video – Comparison of your performance with that of a model performer.</p>	2	1 mark for naming
	d	<p>Why appropriate. <i>Allows me to identify my strengths and weaknesses within my performance.</i> <i>Clear and simple method of gathering data</i> <i>Allows me to make comparisons.</i></p>	2	
	e	Names first method of practice. Names second method of practice.	2	
	f	<p>Programme of work The response may include details of the methods of practice/ development programme followed. Programme references may include details of weeks Eg <i>weeks 1&2, I concentrated more on simple drills... in weeks 3-4, I progressed to more complex drills such as</i></p>	3	
	g	<p>Motivation/Concentration/Feedback Motivation –. Being motivated helps the performer to be self determined; not worry if mistakes are made and re channel focus. Concentration –concentrate/ focus on instruction or demonstration ensures bad habits are not formed. Feedback –internal feedback to progress or refine skill/technique; Feedback should be positive and immediate to promote confidence and/or success.</p>	2	
	h	<p>Course effectiveness/ The candidate should state what changes have taken place. eg <i>I can hit to the back and it tires my opponent.</i></p>	2	Must be whole performance
	i	Candidate should indicate which skill they are going to develop and how or why.	2	Improvement must stay within skills/techniques

The examples in the following table are only a guide. It is not necessary that the candidate puts the exact answer that is there.

If the SSC is wrong or not named do not penalise the candidate. Give credit to relevant information in each separate part of the question.

Question		Expected Answer/s	Max Mark	Additional Guidance
4	a	Data collection on SSC Description of the method used must be offered; ie Observation schedule, Coach Feedback, Video. With some detail	2	1 mark for naming
	b	Data collection on SSC General comment on any information gathering	2	
	c	Strengths of SSC Eg <i>football a 3-5-2 formation is easier to dominate midfield.....; can cover wide areas of pitch..... or my lay up was always accurate</i>	2	
	d	Weaknesses of SSC Eg <i>football a 3-5-2 formation only 2 strikers poor against 4 defenders..... or my lay up was always missing</i>	3	Must be same SSC as (c)
	e	Adaptation/training programme The candidate may decide to change structure, strategy or composition completely. For example, <i>in basketball we were playing a 2-1-2 zone...we changed to half court man/man We practised switching the setter. The setter always wore a bib so we knew exactly where he was.</i>	4	Does not have to link to (d) Each answer can be awarded up to 2 marks but entered as total out of 4
	f	Affect on whole performance The candidate should provide details regarding the improvement to overall performance. <i>putting more pressure on attack...lead to more turnovers... confidence grew as we prevented the opposition scoring</i>	3	Does not have to link to (e) but should link to a SSC
	g	Structure and strategy fundamentals The following may be referred to or listed: <i>Eg in basketball speed - attack quickly to catch the defence out before the defence was organised properly. Use of space – playing the shuttle back and front – makes opponent move – more difficult to return more chance of winning</i>	4	Each answer can be awarded up to 2 marks but entered as total out of 4

[END OF MARKING INSTRUCTIONS]