



2013 Physical Education

Intermediate 2

Finalised Marking Instructions

© Scottish Qualifications Authority 2013

The information in this publication may be reproduced to support SQA qualifications only on a non-commercial basis. If it is to be used for any other purposes written permission must be obtained from SQA's NQ Delivery Assessment team.

Where the publication includes materials from sources other than SQA (secondary copyright), this material should only be reproduced for the purposes of examination or assessment. If it needs to be reproduced for any other purpose it is the centre's responsibility to obtain the necessary copyright clearance. SQA's NQ Delivery Assessment team may be able to direct you to the secondary sources.

These Marking Instructions have been prepared by Examination Teams for use by SQA Appointed Markers when marking External Course Assessments. This publication must not be reproduced for commercial or trade purposes.

Part One: General Marking Principles for Physical Education Intermediate 2

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 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

Explain performance in an activity

- a Methods selected and used for observing and recording data are valid.
 - b Data gathered is valid.
 - c Performance strengths and weaknesses are explained.
 - d Development needs are explained.
- Candidates should be awarded high marks if they give a clear and appropriate record, description or explanation of performance.
 - Candidates should be awarded approximately half of the marks available if they give an appropriate record, description or explanation of performance.
 - Candidates should be awarded low marks if they give a limited record, description or explanation of performance.

2. Outcome Two

Use knowledge and understanding to analyse performance

- a Relevant key concepts and key features are selected and used to analyse performance.
 - b Relevant information sources are used to plan performance development.
 - c A programme of work is designed to meet identified needs.
- Candidates should be awarded high marks if they have a clear and appropriate understanding of relevant key concept knowledge and its application when analysing and developing performance.
 - Candidates should be awarded approximately half of the marks available if they give an appropriate understanding of relevant key concept knowledge and its application when analysing and developing performance.
 - Candidates should be awarded low marks if they give a limited understanding of relevant key concept knowledge and its application when analysing and developing performance.

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

- a** A relevant programme of work to meet identified needs is completed.
 - b** The content of the programme of work is monitored.
 - c** Performance development is monitored.
- Candidates should be awarded high marks if they give clear and appropriate suggestions about programmes of work that are likely to lead to performance development.
 - Candidates should be awarded approximately half of the marks available if they give appropriate suggestions about programmes of work that are likely to lead to performance development.
 - Candidates should be awarded low marks if their suggestions about programmes of work are limited and unlikely to lead to performance development.

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

- a** The effectiveness of the analysis and development process is explained.
 - b** The effects on performance are explained.
 - c** Future development needs are described.
- Candidates should be awarded high marks if the review contains a clear and appropriate description of the effectiveness of analysis and development work undertaken and its effects on performance.
 - Candidates should be awarded approximately half of the marks if the review contains a clear and appropriate description of the effectiveness of analysis and development work undertaken and its effects on performance.
 - Candidates should be awarded low marks if their evaluations include a limited discussion of the effectiveness of analysis and development work undertaken and its effects on performance.

Part Two: Marking Instructions for each Question

Question		Expected Answer/s	Max Mark	Additional Guidance
1	a	<p>Key Concept Planning and managing personal performance improvement</p> <p>Possible Responses/Marking Criteria</p> <p>Effects on Performance Course effectiveness/impact on performance development. A good response MUST include evaluative comments and offer examples on how the two qualities selected affected performance. The candidate could state what the impact of the performance quality development to WHOLE performance development was. For example, a more consistent shooter with higher shooting average/more points won, a positive benefit including greater confidence/better help to team etc.</p> <p>LO 1</p>	4	
1	b	<p>Key Concept Technical, physical, personal and special qualities of performance</p> <p>Possible Responses/Marking Criteria</p> <p>Why Methods were Appropriate Method of data collection must be identified. This must be linked directly to the method selected eg Video allowed me to play back, view in slow motion and have a permanent record.</p> <p>LO 1</p>	4	No mark awarded for identification.
1	c	<p>Key Concept Overall nature and demands of quality performance</p> <p>Possible Responses/Marking Criteria</p> <p>Candidates select one weakness and refer to the quality eg Technical – I did not transfer my weight so the shuttle cock did not go to the back of the court. My opponent was therefore not forced to the back and I did not have enough time to recover for the next shot.</p> <p>LO 1 & 2</p>	4	

Question		Expected Answer/s	Max Mark	Additional Guidance
1	d	<p>Key Concept Planning and managing personal performance improvement</p> <p>Possible Responses/Marking Criteria</p> <p>Candidates should describe training linked to their identified weakness(es) eg the programme selected may be a Technical/Skill training, looking at developing a smash. The response should include relevant factors such as methods of training, duration, target setting, work to rest ratio, progression.</p> <p>LO 2 & 3</p>	4	
1	e	<p>Key Concept Planning and managing personal performance improvement</p> <p>Possible Responses/Marking Criteria</p> <p>Candidates could discuss a future development need and how they will go about developing this need. The response may link to further developing the quality selected in (b) or may relate to a completely new quality.</p> <p>LO 4</p>	4	

Question		Expected Answer/s	Max Mark	Additional Guidance
2	a	<p>Key Concept Overall nature and demands of quality performance</p> <p>Possible Responses/Marking Criteria</p> <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: Technical, Physical, Mental and Special. Candidates may demonstrate acquired Knowledge and Understanding across all related demands or focus on one more comprehensively. Similarly, candidates may demonstrate acquired Knowledge and Understanding in respect of the unique game/event challenges or emphasise the challenges unique to the role/solo/duo performance relative to the activity selected. Special Performance Qualities. The responses will be wide ranging and relevant to the activity selected. Candidates may demonstrate acquired Knowledge and Understanding in respect of the specific role/solo related demands necessary for an effective performance.</p> <p>LO 2</p>	4	
2	b	<p>Key Concept Technical, physical, personal and special qualities of performance</p> <p>Possible Responses/Marking Criteria</p> <p>Strengths and Weaknesses The responses will be relevant to the activity selected. Candidates may demonstrate acquired Knowledge and Understanding in respect of the specific role or team/solo responsibilities, strengths & weaknesses. Most likely a relevant analysis in relation to the identified technical, physical, personal and special strengths & weaknesses may be evident in the candidates' answer.</p> <p>Merit should be given according to quality of description(s) offered.</p> <p>LO 1 & 2</p>	4	

Question		Expected Answer/s	Max Mark	Additional Guidance
2	c	<p>Key Concept Planning and managing personal performance improvement</p> <p>Possible Responses/Marking Criteria</p> <p>Why setting goals is important Motivational benefits; to judge whether improvements are being made; to make sure that training is set at the appropriate level.</p> <p>LO 2 & 3</p>	4	
2	d	<p>Key Concept Planning and managing personal performance improvement</p> <p>Possible Responses/Marking Criteria</p> <p>Description of methods used to monitor progress. Reference could be made to data collection, ie observation schedules, fitness tests, feedback, video, training diary. When and how comparisons were made.</p> <p>LO 3</p>	4	
2	e	<p>Key Concept Planning and managing personal performance improvement</p> <p>Possible Responses/Marking Criteria</p> <p>Course effectiveness/impact on performance development The candidate could state what the impact of quality performance development to WHOLE performance development was. For example, a more consistent shooter with higher shooting average/more points won, a positive benefit including greater confidence/ better help to team etc.</p> <p>LO 4</p>	4	

Question		Expected Answer/s	Max Mark	Additional Guidance
3	a	<p>Key Concept Application of different types of fitness in the development of activity specific performance</p> <p>Possible Responses/Marking Criteria</p> <p>Candidates should select two types of fitness and explain why each is important to a successful performance. For Physical, having increased levels of CRE in Basketball allowing me to continually attack and defend throughout the game. In Skill Related, agility allowed me to move quickly and fluently to lose my defender.</p> <p>LO 2</p>	4	
3	b	<p>Key Concept Fitness assessment in relation to personal performance and the demands of activities</p> <p>Possible Responses/Marking Criteria</p> <p>Gathering Info Candidates should describe methods used to collect data. For example descriptions of fitness tests, time related observation schedules.</p> <p>LO 1</p>	4	
3	c	<p>Key Concept</p> <p>Fitness assessment in relation to personal performance and the demands of activities</p> <p>Possible Responses/Marking Criteria</p> <p>Why Methods were Appropriate Method of data collection must be identified. This must be linked directly to the method selected eg Video allowed me to play back, view in slow motion and have a permanent record.</p> <p>LO 2 & 3</p>	4	

Question		Expected Answer/s	Max Mark	Additional Guidance
3	d	<p>Key Concept Principles and methods of training</p> <p>Possible Responses/Marking Criteria</p> <p>Description of a training programme – to include features such as – training methods (description), targets, duration, frequency, progressive overload. Specific examples could be made from the training programme.</p> <p>LO 2 & 3</p>	4	
3	e	<p>Key Concept Application of different types of fitness in the development of activity specific performance</p> <p>Possible Responses/Marking Criteria</p> <p>Relating to type of fitness selected, candidates should show how their performance has been affected.</p> <p>LO 4</p>	4	
4	a	<p>Key Concept Principles and methods of training</p> <p>Possible Responses/Marking Criteria</p> <p><u>Methods of Training</u> This must be linked directly to the aspect of fitness and the method selected eg Description of an Interval training session.</p> <p>LO 2 & 3</p>	4	

Question		Expected Answer/s	Max Mark	Additional Guidance
4	b	<p>Key Concept Principles and methods of training</p> <p>Possible Responses/Marking Criteria</p> <p><u>Methods of training</u> This must be linked directly to the method selected eg interval training allowed me to worked at an intense level and then recover.</p> <p>LO 2 & 3</p>	4	
4	c	<p>Key Concept Principles and methods of training</p> <p>Possible Responses/Marking Criteria</p> <p>Being specific to the activity, the demands of activity and individual level of fitness.</p> <p>LO 2 & 3</p>	4	
4	d	<p>Key Concept Principles and methods of training</p> <p>Possible Responses/Marking Criteria</p> <p><u>Principles of training</u> The answer must refer to the principles of training. Most of the following principles should be referred to – specificity to activity/person/performance – progressive overload – frequency – intensity – duration – adaptation – rest/recovery/over training/reversibility.</p> <p>LO 2 & 3</p>	4	
4	e	<p>Key Concept Principles and methods of training</p> <p>Possible Responses/Marking Criteria</p> <p><u>Progressive Overload</u> The answer must refer to progressive overload and how and why this may be added.</p> <p>LO 2 & 3</p>	4	

Question		Expected Answer/s	Max Mark	Additional Guidance
5	a	<p>Key Concept The concept of skill and skilled performance</p> <p>Possible Responses/Marking Criteria</p> <p>Features of a skilled performance A good response may suggest the range and qualities that are evident in a skilled/model performance. A link to other relevant factors may include; a repertoire of skills evident and executed at the correct time with consistency, fluency, etc. Movements/ application of skills seem effortless. Management of emotions are controlled. A degree of confidence. Few unforced errors. Makes appropriate decisions when under pressure etc.</p> <p>LO 2</p>	4	
5	b	<p>Key Concept Skill/technique improvement through mechanical analysis or movement analysis or consideration of quality</p> <p>Possible Responses/Marking Criteria</p> <p>Description of appropriate method for collecting data on whole performance such as General observation schedule. A diagram will often feature to support answer.</p> <p>LO 1 & 2</p>	4	
5	c	<p>Key Concept Skill/technique improvement through mechanical analysis or movement analysis or consideration of quality</p> <p>Possible Responses/Marking Criteria</p> <p>Features of a skilled performance A good response may suggest the range and qualities that are evident in a skilled/model performance. A link to other relevant factors may include; a repertoire of skills evident and executed at the correct time with consistency, fluency, etc. Movements/ application of skills seem effortless. Management of emotions are controlled. A degree of confidence. Few unforced errors. Makes appropriate decisions when under pressure etc A comparison using the above should be used from own performance to Model Performance.</p> <p>LO 1 & 2</p>	4	

Question		Expected Answer/s	Max Mark	Additional Guidance
5	d	<p>Key Concept The development of skill and refinement of technique</p> <p>Possible Responses/Marking Criteria</p> <p><u>Practice considerations</u> Description of two different methods of practices, ie shadow, repetition drills.</p>	4	
5	e	<p>Key Concept The development of skill and refinement of technique</p> <p>Possible Responses/Marking Criteria</p> <p><u>Motivation/Concentration/Feedback</u> For example, I was highly motivated during my practices as I had a strong desire and determination to improve, so that I could win more games.</p> <p>LO 2</p>	4	

Question		Expected Answer/s	Max Mark	Additional Guidance
6	a	<p>Key Concept The concept of skill and skilled performance</p> <p>Possible Responses/Marking Criteria</p> <p>Candidates require a full description of a skill which was a strength, looking at possibly breaking down into Prep/Act/Rec, consideration of fluency, decision making, skill classification, few errors.</p> <p>LO 1 & 2</p>	4	
6	b	<p>Key Concept The concept of skill and skilled performance</p> <p>Possible Responses/Marking Criteria</p> <p>Candidates require to identify skill which was a weakness, then explain the effects this weak skill had on performance. eg my high serve did not go to the back of the court, therefore this gave my opponent an advantage as they would smash the shuttle powerfully to win an easy point.</p> <p>LO 1 & 2</p>	4	

Question		Expected Answer/s	Max Mark	Additional Guidance
6	c	<p>Key Concept The development of skill and refinement of technique</p> <p>Possible Responses/Marking Criteria</p> <p><u>Programme of work</u> The responses offered will depend on the candidate's choice of skill ie technique identified for development. The response may include details of the appropriateness of the methods of practice/development programme followed. Also weeks, days, duration</p> <p>The programme followed should refer to some of the following considerations: Stages of Learning, skill complexity/skill classification, Model Performer, feedback, goal setting... etc. Programme references may include details of weeks 1& 2, weeks 3& 4, weeks 5& 6, etc. <i>OR I used a gradual build up ie whole part whole approach to my development programme. In this respect the notion of reliability i.e. validity should be apparent and justified etc.</i> The content and structure given must be justified with progressions exemplified to demonstrate sound Knowledge and Understanding. For example, <i>As I was at the cognitive stage — I used many shadow/repetition practices to ensure... etc. At the associative stage I used some shadow/repetition practices etc. At the automatic stage of learning I knew to use more pressure as this would challenge me more...etc. I found the? Skill very difficult so decided to use gradual build up as this would ... etc. In weeks 1&2, I concentrated more on simple drills... in weeks 3-4, I progressed to more complex drills such as etc this built my confidence as I reached my target of... etc.</i> A link to other relevant factors may include; whole part, gradual build up, mass/distributed, closed/open contexts, repetitions, target setting, model performers etc.</p> <p>LO 2 & 3</p>	4	
6	d	<p>Key Concept The development of skill and refinement of technique</p> <p>Possible Responses/Marking Criteria</p> <p>Methods of monitoring Reference could be made to data collection, ie observation schedules, fitness tests, feedback, video, training diary. When and how comparisons were made.</p> <p>LO 3</p>	4	

Question		Expected Answer/s	Max Mark	Additional Guidance
6	e	<p>Key Concept Skill/technique improvement through mechanical analysis or movement analysis or consideration of quality</p> <p>Possible Responses/Marking Criteria</p> <p>Why Monitor Explanations offered about appropriateness may include – it provides evidence to compare progress/targets/improvements. It is a permanent record, can be used time and time again, aids motivation and ensures further challenge and progress. Information can be gathered at the beginning/middle/end. If video is used reference will be made to pause/rewind facility.</p> <p>LO 3</p>	4	
7	a	<p>Key Concept The structures, strategies and/or compositional elements that are fundamental to activities</p> <p>Possible Responses/Marking Criteria</p> <p>Candidates should describe a structure, strategy or composition they have used. eg Football – 4-4-2. Basketball – man to man, zone, fast break. Dance – specific performance using choreographic terms such as Rondo.</p> <p>LO 2</p>	4	
7	b	<p>Key Concept Information processing, problem-solving and decision-making when working to develop and improve performance</p> <p>Possible Responses/Marking Criteria</p> <p>Candidates should explain why their strengths affected of their structure, strategy or composition. This should be directly linked to SSC, eg particular role/relationship within Fast Break. eg we carried out the Fast Break really quickly, which made it hard for our opposition to get back.</p> <p>LO 1 & 2</p>	4	

Question		Expected Answer/s	Max Mark	Additional Guidance
7	c	<p>Key Concept Information processing, problem-solving and decision-making when working to develop and improve performance</p> <p>Possible Responses/Marking Criteria</p> <p>Candidates should explain why their weaknesses affected their structure, strategy or composition. This should be directly linked to SSC, eg particular role/relationship within Fast Break. Pressure being applied by opposition in Football may create weaknesses within 4-4-2.</p> <p>LO 1 & 2</p>	4	
7	d	<p>Key Concept Information processing, problem-solving and decision-making when working to develop and improve performance</p> <p>Possible Responses/Marking Criteria</p> <p>Candidates should suggest ways to reduce the effect of the two main weaknesses. Suggestions must be linked to the weaknesses, for example altering the structure, strategy or composition. This may involve the whole team or individuals.</p> <p>Or practices</p> <p>LO 2</p>	4	
7	e	<p>Key Concept Information processing, problem-solving and decision-making when working to develop and improve performance</p> <p>Possible Responses/Marking Criteria</p> <p>Effects on Performance Responses should show how the decisions selected have affected the whole performance. For example in basketball we were playing a 2-1-2 zone...opposition had good outside shooters...scored frequently ...we changed to half court man/man defence to stop them...this led to less successful shots as they were under more pressure ...forced them to try and drive to basket They made more mistakes ...scored less baskets as they were poor at driving to basket...we won more turnovers and could attack more.</p> <p>LO 3 & 4</p>	4	

Question		Expected Answer/s	Max Mark	Additional Guidance
8	a	<p>Key Concept Information processing, problem-solving and decision-making when working to develop and improve performance</p> <p>Possible Responses/Marking Criteria</p> <p>Select two and explain how they used the two factors selected.</p> <p>.</p> <p>LO 2</p>	4	
8	b	<p>Key Concept Information processing, problem-solving and decision-making when working to develop and improve performance</p> <p>Possible Responses/Marking Criteria</p> <p>Candidates should detail the problems they had and describe how the weaknesses/problems affected the SCC. eg Our forward was poor at using the width of the court, which resulted in the middle lane being overcrowded.</p> <p>LO 1 & 2</p>	4	
8	c	<p>Key Concept Information processing, problem-solving and decision-making when working to develop and improve performance</p> <p>Possible Responses/Marking Criteria</p> <p>Description of steps/actions. Steps/Actions should be progressive. eg specific width/depth drills, repeating a dance action over and over.</p> <p>Or Adapting SSC</p> <p>LO 2 & 3</p>	4	

Question		Expected Answer/s	Max Mark	Additional Guidance
8	d	<p>Key Concept Information processing, problem-solving and decision-making when working to develop and improve performance</p> <p>Possible Responses/Marking Criteria</p> <p>Effects on Performance Responses should show how the decisions selected have affected the whole performance. For example in basketball we were playing a 2-1-2 zone...opposition had good outside shooters...scored frequently ...we changed to half court man/man defence to stop them...this led to less successful shots as they were under more pressure ...forced them to try and drive to basket. They made more mistakes ...scored less baskets as they were poor at driving to basket...we won more turnovers and could attack more.</p> <p>LO 3 & 4</p>	4	
8	e	<p>Key Concept Information processing, problem-solving and decision-making when working to develop and improve performance</p> <p>Possible Responses/Marking Criteria</p> <p>Candidates should describe next steps in the development of their structure, strategy or composition, eg possible change of structure, strategy or composition, or how they planned to improve their current structure, strategy or composition.</p> <p>LO 4</p>	4	

[END OF MARKING INSTRUCTIONS]