



**2013 Physical Education**

**Standard Grade F/G/C**

**Knowledge & Understanding**

**Finalised Marking Instructions**

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## **Part One: General Marking Principles for Physical Education SG F/G/C**

*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 SG F/G/C**

*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.*

## Part Two: Marking Instructions for each Question

### 2013 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*.

## Question 6

### Part A

1 mark for each correct response

Activity	Lasts a set time	No time limit
Badminton		✓ (Given)
Football	✓	
Trampolining		✓
Hockey	✓	
Table Tennis		✓
Basketball	✓	

Total 5 marks

### Part B

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

#### Example

##### Activity

- Football

##### Description

- We brought back our striker to help the defence.

##### Limited description

- We brought on a defender.

2 marks for a detailed description

1 mark for a limited description

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

#### Example

##### Activity

- Hockey

##### Description

- We pushed everyone up the pitch.

##### Limited description

- We pushed up the pitch.

2 marks for a detailed description

1 mark for a limited description

Total 9 marks

## Question 7

### Part A

Type of Training	Aspects of Fitness
Weight training	Power ( <b>Given</b> )
Sprint training	Speed
Continuous training	Cardio-Respiratory Endurance
Stretching exercises	Flexibility

1 mark for each appropriate response  
Total 3 marks

### Part B

- (i) If an activity is not given, marks may be awarded if the candidate clearly explains being fast in the description.

#### Example

##### Activity

- Hockey

##### Description

- I could get to the ball before my opponent.

##### Limited description

- I could get there first.

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

- (ii) If an activity is not given, marks may be awarded if the candidate clearly explains being strong in the description.

#### Example

##### Activity

- Rugby

##### Description

- I was able to push my opponent back.

##### Limited description

- I could push my opponent.

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

- (iii) **If an activity is not given, marks may be awarded if the candidate clearly explains being flexible in the description.**

**Example**

**Activity**

- Hurdles

**Description**

- I was able to get my trail leg flat over the hurdle.

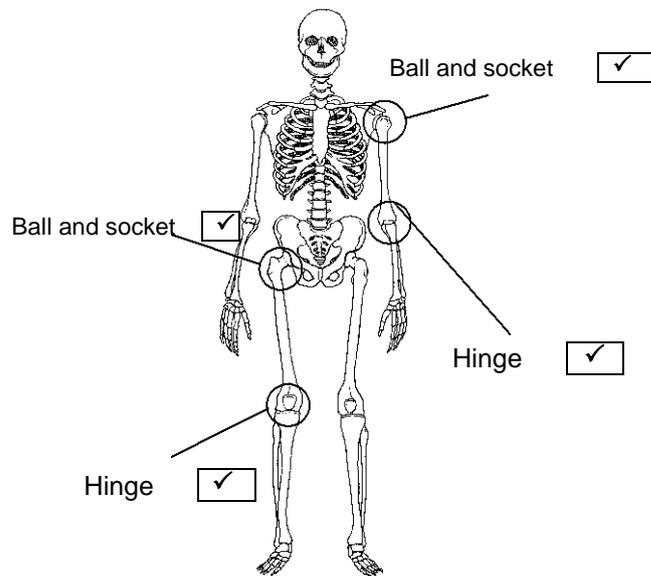
**Limited description**

- I could lift my leg high.

**2 marks for a detailed description  
1 mark for a limited description  
Total 9 marks**

## Question 8

### Part A



(This will be ball and socket, hinge, ball and socket, hinge)

1 mark for each appropriate response  
Total 4 marks

### Part B

#### (i) Description

- Forward and back
- My leg straightens as I kick the ball
- My leg moves from bent to straight

#### Limited description

- My leg came forward

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

#### (ii) Marks can be awarded if (i) is incorrect.

#### Example

#### Skill/technique

- Kicking

**(iii) Marks can be awarded if (ii) is incorrect .**

**Description**

- I could kick the ball further up/down the pitch

**Limited description**

- I could kick it harder/further

**2 marks for a detailed description  
1 mark for a limited description  
Total 9 marks**

## Question 9

### Part A

Statement	True	False
I should argue with my team mates when we're losing.		✓
I should return the shuttle to my opponent after a rally.	✓	
I should pass to my team mate if they are in space to shoot.	✓	
I should accept the officials' decisions.	✓	

1 mark for each appropriate response  
Total 4 marks

### Part B

- (i) If an activity is not given, marks may be awarded if the candidate clearly identifies cooperation in the description.

#### Example

#### Activity

- Trampolining

#### Description

- I watched my partner at all times

#### Limited description

- I watched them

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

- (ii) Description

- I pushed in the mat for his landing

#### Limited description

- I pushed the mat in

2 marks for a detailed description  
1 mark for a limited description  
Total 8 marks

**Question 10 Candidates may only use each answer once**

**Part A**

<b>Activity</b>	<b>Skill</b>	<b>Technique 1</b>	<b>Technique 2</b>
Hockey	Passing	Push Pass <b>(Given)</b>	Drive <b>(Given)</b>
Badminton	Serving	High Serve	Low Serve
Gymnastics	Balancing	Handstand	Headstand
Basketball	Shooting	Set Shot	Lay up

**1 mark for each appropriate response  
Total 6 marks**

**Part B**

- (i) **If a skill/technique is not given, marks may be awarded if the candidate clearly explains a technique in the description.**

**Example**

**Skill**

- Serving

**Technique**

- High serve

**Description**

- I could move my opponent to the back.

**Limited description**

- I could hit it over/behind/beyond him/her.

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

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

**Example**

**Skill**

- Passing

**Technique**

- Bounce pass

**Description**

- I got the ball past a player to my team mate.

**Limited description**

- I got the ball past a player.

**2 marks for a detailed description  
1 mark for a limited description  
Total 10 marks**

## 2013 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*.

## Question 6

### Part A

Activity	Objective	Subjective
Hockey	✓ (Given)	
Rhythmic Gymnastics		✓
Tennis	✓	
Dance		✓
Shot Putt	✓	
Rugby	✓	

1 mark for each appropriate response  
Total 5 marks

### Part B

Candidates must describe an individual activity.

#### (i) Example

##### Individual activity

- 1500m

##### Description

- The first person across the finish line.

##### Limited description

- The first person.

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

Candidates must describe a team activity.

#### (ii) Example

##### Individual activity

- Basketball

##### Description

- The highest number of points at the end of the game.

##### Limited description

- The most baskets/points.

2 marks for a detailed description  
1 mark for a limited description  
Total 9 marks

## Question 7

### Part A

<b>Non-playing role</b>	<b>Responsibility</b>
Supporter	To cheer for my team. <b>(Given)</b>
Coach	<b>To plan the tactics for my team.</b>
<b>Referee/Umpire /judge</b>	To apply the rules.
Physio	<b>To treat any injuries to the players.</b>
<b>Judge</b>	To award marks to performers.

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

### Part B

**If an activity is not given, marks may be awarded if the candidate clearly identifies a playing role in the description.**

#### (i) Example

**Activity** – Netball

**Playing role**

- Shooter (GA/GS)

**Description**

- I had to get free in the circle.
- I had to take my shots on goal quickly before I was marked.

**Limited description**

- I had to get free.
- I had to shoot.

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

#### (ii) Example

**Personal Quality**

- Concentration

No marks can be awarded if a physical quality is given in (ii) as a personal quality is asked for in the question.

**(iii) Explanation**

- I was able to focus on taking my shots and not be distracted.

**Limited explanation**

- I could focus on shooting.

**2 marks for a detailed explanation  
1 mark for a limited explanation  
Total 11 marks**

## Question 8

### Part A

#### (i) Description

- This is when you practise the whole skill then work on the problem part and then you do the whole skill again.
- When you work on your weakness until you master it and then do the whole skill again.

#### Limited description

- When you work on one bit of the skill and then the whole thing.
- You do the full skill, then part of it, then the full skill.

**2 marks for a detailed description**

**1 mark for a limited description**

#### (ii) Description

- Weaknesses can be identified and practiced 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 practiced
- It is easier to concentrate on just one part of the skill
- Technical weaknesses can be identified and practiced in parts
- Allows performer to concentrate on identified weakness
- Teacher/coach can give feedback on problem part

#### Limited description

- It is easier/quicker to learn
- Less to think about
- If the skill is not dangerous/complex
- Can understand it better
- Have previous experience of the skill

**2 marks for a detailed description**

**1 mark for a limited description**

## Part B

- (i) **If a skill/technique is not given, marks may be awarded if the candidate clearly describes the problem part in the description.**

### **Skill/Technique**

- Front crawl

### **Description**

- I found it difficult to keep my legs straight when kicking.

### **Limited description**

- Keeping my legs straight.

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

- (ii) **Description**

- I used a float and only worked on my leg kick.

### **Limited description**

- I did legs only.

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

- (iii) **Description**

- My teacher told me what I was doing as I performed.

### **Limited description**

- My teacher told me.

**2 marks for a detailed description  
1 mark for a limited description  
Total 10 marks**

**Question 9**

**Part A**

**(i) No activity is required so stages can be in any order.**

**Example 1**

**Description**

- I did gentle running

**1 mark for an appropriate response  
Total 1 mark**

**(ii) Example**

**Explanation**

- To raise my heart rate/body temperature

**1 mark for an appropriate response  
Total 1 mark**

**(iii) Example**

**Description**

- I did bounding exercises

**1 mark for an appropriate response  
Total 1 mark**

**(iv) Example**

**Explanation**

- To increase the bounce/recoil of my muscles

**1 mark for an appropriate response  
Total 1 mark**

**(v) Example**

**Description**

- I did fast strides

**1 mark for an appropriate response  
Total 1 mark**

**(vi) Example**

**Explanation**

- To get my leg speed up.

**1 mark for an appropriate response  
Total 1 mark**

**(i) Example 2**

**Description**

- I jogged

**1 mark for an appropriate response  
Total 1 mark**

**(ii) Example**

**Explanation**

- To raise my muscle temperature

**1 mark for an appropriate response  
Total 1 mark**

**(iii) Example**

**Description**

- I stretched my muscles

**1 mark for an appropriate response  
Total 1 mark**

**(iv) Example**

**Explanation**

- To increase my range of movement

**1 mark for an appropriate response  
Total 1 mark**

**(v) Example**

**Description**

- I practised my shooting
- I took shots

**1 mark for an appropriate response  
Total 1 mark**

**(vi) Example**

**Explanation**

- To get a feel for the ball

**1 mark for an appropriate response  
Total 1 mark**

## **Part B**

### **(i) Example**

#### **Activity**

- Netball

#### **Description**

- I stretched the muscles that I had been using

#### **Limited description**

- I stretched my muscles

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

### **(ii) Example**

#### **Explanation**

- It would help me to recover quicker
- The stiffness in my muscles would be less

#### **Limited explanation**

- It would help me to recover
- It would reduce stiffness

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

## Question 10

### Part A

#### (i) Example

##### Explanation

- So you always do it right.
- So that you groove only good actions.
- So you don't get used to doing it wrong.

##### Limited explanation

- It will become automatic.
- So you do it right.

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

#### (ii) Example

##### Explanation

- So that you work long enough to improve
- So you don't give up too easily

##### Limited explanation

- So you don't give up
- So that you work long enough
- So that you keep working

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

#### (iii) Example

##### Explanation

- To keep you interested and motivated.

##### Limited explanation

- So you stay interested

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

## Part B

- (i) If no activity is given, marks may be awarded if the candidate clearly identifies an activity in the description.

If no skill/technique is given, marks may be awarded if the candidate clearly identifies a skill/technique in the description.

### Explanation

### Activity

- Badminton

### Skill/technique

- Smash

### Description

- He/she fed it high in front of me
- He/she always fed it high for me

### Limited description

- He/she fed it high
- He/she fed it in front of me

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

- (ii) Example

### Explanation

- I always got a good feed.
- I could get behind the shuttle to hit it down.

### Limited explanation

- I could get over the shuttle.
- I got a good feed.

**2 marks for a detailed explanation**  
**1 mark for a limited explanation**  
**Total 10 marks**

## 2013 Physical Education – Standard Grade

### Credit Level

### Marking Instructions

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## Question 6

### Part A

#### (i) Example

##### Explanation

- The ability of the muscles to move the body/part of the body quickly

##### Limited explanation

- The body moving quickly
- Muscles moving fast

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

#### (ii) Example

##### Description

- Time how fast you can run 40m

##### Limited description

- Time a sprint
- 40m shuttle run

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

## Part B

If no activity is given, marks may be awarded if the candidate clearly identifies an activity in the explanation.

### (i) Example

#### Activity

- Badminton

#### Reason

- To get to the shuttle when it is high
- To get to the shuttle before it hits the ground
- To give me time to decide what shot to play next
- So I have time to get balanced ready to hit

#### Limited explanation

- Get to the shuttle in time
- It gives you time to think

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

### (ii) Example

#### Description

- I did 100m sprints at 95% of my max speed
- I did short sprints near my maximum
- I did 10 reps of 80m running flat out
- I did flat out sprints with long recovery

#### Limited description

- I did fast reps with a long recovery

**2 marks for a detailed description**  
**1 mark for a limited description**  
**Total 10 marks**

## Question 7

### Part A

#### (i) Example

##### Explanation

- You can practise for longer without getting tired/your skill level dropping
- You can get more control of the racquet to improve your accuracy.

##### Limited explanation

- You would get less tired.
- Your skill level would stay high

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

#### (ii) Example

##### Explanation

- You can practise for longer without getting tired/your skill level dropping
- You have to run less to get the ball so you will be less tired
- You do not have to pass as far so you will be more accurate

##### Limited explanation

- You have to run less to get the ball
- You have more chance of reaching the shuttle

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

#### (iii) Example

##### Explanation

- You have fewer options so you can make quicker decisions
- You have more space to move so you have more time on the ball
- You get more touches which improves your skill

##### Limited explanation

- You have fewer options when on the ball

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

## Part B

(i) Marks may be awarded if no activity is given.

### Example

#### Activity

- Rugby

#### Description

- We used an overlapping runner in a 3 v 2 (3v2, 4v2, any formation – 1 mark)

#### Limited description

- We used a player to loop round the back.
- 3v2/4v2

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

(ii) Example

#### Description

- We took away one of the defenders and widened the pitch

#### Limited description

We took away one of the defenders.

**2 marks for a detailed description**  
**1 mark for a limited description**  
**Total 10 marks**

## Question 8

### Part A

#### (i) Example

##### Explanation

- Keeping your body weight/centre of gravity above/through your base of support
- Controlling your movement to hold a position of stillness

##### Limited explanation

- Holding a position of stillness

**2 marks for a detailed explanation**

**1 mark for a limited explanation**

#### (ii) Example

- How tense/strong your muscles are
- The height of your centre of gravity
- The size of your base
- Centre of gravity above your base.
- How fatigued/tired you are
- The wind
- When a surface is uneven/slippery
- Any factor that affects balance (professional judgement) 1 mark

**1 mark for each appropriate response**

## Part B

- (i) **If no individual activity is given, marks may be awarded if the candidate clearly identifies an individual activity in the description.**

### Example

**Activity** – Badminton

### Description

- As I ran back turning sideways getting ready to hit.

### Limited description

- As I ran back getting ready to hit.

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

- (ii) **If no team activity is given, marks may be awarded if the candidate clearly identifies a team activity in the description.**

### Example

**Activity** – Basketball

### Description

- I had to keep running in a straight line as I drove in to do a lay up

### Limited description

- As I dribbled past defenders
- I had to run straight for the basket

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

- (iii) **If no activity or an individual activity is given in part (ii) marks may be awarded in part (iii) if the candidate clearly explains an appropriate effect of balance on their performance.**

### Example

### Explanation

- I was not able to lift the ball up cleanly as I went to shoot
- I was off line and the ball hit under the rim
- I could not slow down in time to jump at the basket

### Limited explanation

- My shot hit the rim
- I could not slow down enough/in time

**2 marks for a detailed explanation  
1 mark for a limited explanation  
Total 11 marks**

## Question 9

### Part A

#### (i) Example

##### Explanation

- A game plan/strategy/formation/system of play made up before/during a game to break down your opponents' defence/to score against your opponent
- A plan to beat/exploit your opponents' defence weakness

##### Limited explanation

- How to beat your opponents' defence
- A plan you make before/during the game
- A plan about how you will try and score

**2 marks for a detailed explanation**

**1 mark for a limited explanation**

#### (ii) Example

- We were losing with very little time left
- Our opponents' tactics did not let us play to our strengths

##### Limited Explanation

One of our team got sent off/injured

**2 marks for a detailed explanation**

**1 mark for a limited explanation**

## Part B

- (i) If no activity is given, marks may be awarded if the candidate clearly identifies an activity in the description.

### Example

#### Activity

- Basketball

#### Description

- We used a fast break to move the ball down the court quickly/ahead of the defence.

#### Limited description

- We used a fast break.

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

- (ii) If no skill/technique is given, marks may be awarded if the candidate clearly identifies a skill/technique in the description.

### Example

#### Skill/technique – Lay up

#### Explanation

- We could finish with a shot very close to the basket.
- We could drive right to the basket and shoot.
- We could shoot before the defence could get back to block.

#### Limited explanation

- We could shoot unmarked.

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

- (iii) If no activity is given, marks may be awarded if the candidate clearly identifies an activity in the description.

### Example

#### Activity – Badminton

#### Description

- I would play long then short shots to move my opponent about the court

#### Limited description

- I would play long and short

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

- (iv) **If no skill/technique is given, marks may be awarded if the candidate clearly identifies a skill/technique in the description.**

**Example**

**Different skill/technique** – Overhead clear

**Explanation**

- It allowed me to force my opponent right to the back of the court.
- When they were at the back they had further to run to the net.

**Limited explanation**

- I could hit it all the way to the back

**2 marks for a detailed explanation  
1 mark for a limited explanation  
Total 14 marks**

## Question 10

### Part A

#### (i) Example

**Candidate should be awarded 1 mark for each valid point up to a maximum of 2 marks.**

- Oxygen/air is breathed into the lungs
- Oxygen/air is breathed in from the atmosphere
- The oxygen is extracted from the air
- The oxygen is taken into the body by the lungs
- Oxygen is carried in the blood/red blood cells/haemoglobin
- The blood is then pumped around the body through the arteries
- The blood is then pumped around the body by the heart

2 mark answers

Air is breathed into the lungs and the oxygen is diffused into the blood  
Oxygen is carried in the blood and pumped round the body

#### (ii) Example

##### **Explanation**

- You need more energy so you must use/burn more oxygen.
- Oxygen is used up quickly to produce energy

##### **Limited explanation**

- You need more energy
- You use/burn more oxygen to keep you going
- More oxygen keeps you going longer

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

#### (iii) Example

- Oxygen is carried in the blood and pumped round the body

##### **Explanation**

- Repaying/giving the body back oxygen during/after exercise
- Not enough oxygen is reaching the working muscles
- The muscles need more oxygen than the body is providing

##### **Limited explanation**

- Giving the body back oxygen
- All the oxygen is used up
- Not all the oxygen is getting to the muscles

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

## Part B

- (i) **If no activity is given, marks may be awarded if the candidate clearly identifies an activity in the description.**

### **Example**

**Activity** – Hockey

### **Detailed description**

- I had to sprint back into defence to catch up with my opponent
- Making repeated sprints during the game
- I lost the ball and had to chase down opponents to get it back

### **Limited description**

- I had to sprint back (any sprinting action – 1 mark)
- I had to close down opponents
- Any sprinting action

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

- (ii) **Example**

### **Explanation**

- I was able to keep pressing my opponents.
- I could constantly chase for the ball
- I was always alert and ready to move.

### **Limited explanation**

- I could challenge my opponents.

**2 marks for a detailed explanation  
1 mark for a limited explanation  
Total 10 marks**

[END OF MARKING INSTRUCTIONS]