



2014 Physical Education

Intermediate 1

Finalised Marking Instructions

© Scottish Qualifications Authority 2014

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 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 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 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. *You can do this by posting a question on the Marking Team forum or by e-mailing/phoning the e-marker Helpline.*
- (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.

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.

Eg a candidate has chosen 4-4-2 as a skill – which is wrong – but later in the question 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. This may be indicated by an asterisk or similar.

The examples in the following tables are only a guide. It is not necessary that the candidate gives the exact answer suggested in an example.

Part Two: Marking Instructions for each Question

Question		Expected Answer(s)	Max Mark	Additional Guidance
		<p>The examples in the following table are only a guide. It is not necessary that the candidate gives the exact answer suggested.</p>		
1	(a)	<p><u>Qualities</u> 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 opponens continuously...</i> Technical Qualities: Reference may be made to a repertoire of skills, eg <i>dribbling, passing, shooting, etc is consistent and accurate, to keep possession, rhythm, flow etc to allow variety</i> Special Qualities: Reference may be made to the ability to create opportunity, deceive opponens, make performance look more dynamic, apply flair, had the ability to choreograph routines, link skills, etc. Personal Qualities: Reference may be made to inherent qualities, eg <i>qualities such as being determined or confident or competitive, etc helped because opponens felt threatened...</i></p>	2	
1	(b)	As (a) but must be a different performance quality	2	Must be a different performance quality
1	(c)	<p><u>Gathering information for comparison to model performer</u></p> <ul style="list-style-type: none"> • Movement Analysis – Observation checklist, Match Analysis sheet, Preparation/Action/Recovery: • Mechanical Analysis – Study of: force; balance; centre of gravity etc. • Consideration of Quality – Reflection on whether skill/technique was controlled, fluent, or fast/slow. • Video – Comparison of your performance with that of a model performer. The video allowed playback, freeze frame. <i>Eg the PAR checklist showed what the model performer did and I ticked if I did each part the same</i> 	2	
1	(d)	<p><u>Strengths and Weaknesses</u> Both descriptions must be relevant and may relate to technical, physical, personal or special. <i>Eg the model always made the right decision of where to put the shuttle I sometimes hit it too near my opponens. The model hit her high serve right to the back of the court.</i></p>	2 2	Must have two different answers but may be from the same quality

Question			Expected Answer(s)	Max Mark	Additional Guidance
1	(e)		<p><u>Course of action</u> A good response will include details relevant to the selection and appropriateness of relevant methods of practice/development and should be linked to an improvement programme. <i>Eg At first I used many repetition drills I then progressed to conditioned games...</i></p>	3	
1	(f)	(i)	<p><u>Feedback</u> Relevant type of feedback.</p>	1	
1	(f)	(ii)	<p>Description of how feedback helped. Should relate to type of feedback. <i>Eg I could narrow down which part of the action needed most work and concentrate on that part</i></p>	2	
1	(g)		<p><u>Course effectiveness</u> The candidate should state what changes have taken place. <i>Eg 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	
1	(h)		<p><u>Next steps</u> Candidate should indicate what they are going develop + how or why</p>	2	

Question		Expected Answer(s)	Max Mark	Additional Guidance
2	(a)	<p><u>Gathering data</u> The description of the method could be within the activity. Methods could include video/performance profiles/checklists/stroke counts/breath counts/pulse counts/feedback- Methods could come from outwith activity: Physical – 12 minute Cooper test, Sit and reach test, Beep test Skill related – Illinois agility test, Ruler drop, Alternate hand throw</p>	2	
2	(b)	<p><u>Aspects of fitness</u> Physical fitness – eg <i>in football I found it difficult to pass accurately towards the end of the game as I was tired...</i> Skill related fitness – eg <i>in football I found it difficult to change direction quickly so I lost the ball</i> Mental-fitness – eg <i>I reacted aggressively when the referee made a decision and got a yellow card</i></p>	2	Must be relevant to part (a)
2	(c)	<p><u>Appropriate programme of work to improve weak aspect</u> The programme should use relevant method(s) and use some principles of training <i>Eg I used Fartlek training which is a lap mixing walking, jogging and sprinting 3 x times a week working for 20 minutes.</i></p>	3	
2	(d)	<p><u>Appropriate changes to programme of work to improve weak aspect</u> The changes should be relevant to the method(s) and aspect <i>Eg I took the walking out of Fartlek and changed it to jogging</i></p>	2 2	Must be two different changes
2	(e)	<p><u>Appropriate changes to programme of work to improve weak aspect</u> Relevant explanation of changes <i>Eg the circuit was getting too easy/ I did better in the beep test</i></p>	2	
2	(f)	Relevant type/aspect named	1	
2	(g)	<p>Mental fitness Can be positive or negative <i>Eg Managing emotions – I become very frustrated. I began to shout at the other team and missed a pass</i> <i>Concentration helped me ignore the crowd, this meant</i></p>	2 2	

Question		Expected Answer(s)	Max Mark	Additional Guidance	
3	(a)	<p><u>Description of skill</u> Could be a breakdown of PAR and/or could give some idea of outcome of skill <i>Eg shuttle did not go down fast enough so</i></p>	3	Must have some indication of a problem either in action or outcome	
3	(b)	<p><u>Programme of work</u> The response may include details of the methods of practice/development programme followed. Programme references may include details of weeks/sessions/times <i>Eg weeks 1&2, I concentrated on simple drills with a feeder hitting the shuttle high for me. I always played a game at the end of the session</i></p>	3	Some answers may follow stages of learning which is OK but should come from early stage	
3	(c)	(i)	<p><u>Principles of effective practice</u> Names first principle of effective practice. Names second principle of effective practice.</p>	1 1	
3	(c)	(ii)	<p><u>Principles of effective practice</u> Explains why principle was used. <i>Eg my programme was specific to what I needed so it helped me to achieve success...I could target the specific part of my technique that needed most improvement....</i></p>	2	
3	(d)	<p><u>The monitoring process</u> Appropriate methods described. <i>Eg I used checklists for my lay-up and compared the new one to the last one to see if there was any difference I tested myself to see if I scored more baskets</i></p>	2 2	Must use two different methods	

Question		Expected Answer(s)	Max Mark	Additional Guidance
3	(e)	<p><u>The monitoring process</u> Explanation of why progress was monitored <i>Eg to compare progress/targets/improvements – enables changes to be made – set future targets - promotes motivation</i></p>	2	
3	(f)	<p><u>Programme of work</u> The response may include details of the methods of practice/development programme followed. Programme references may include details of weeks <i>Eg in weeks 3-4, I progressed to more complex drills such as the feeder did not hit the shuttle straight to me I had to judge where it was going. I played against better players than I did at the start....</i></p>	3	May have link to part (b) so should show progression but may be completely different. Must be relevant.
3	(g)	<p><u>Next steps</u> Candidate should indicate which skill/technique they are going to develop or how or why</p>	1	

Question		Expected Answer(s)	Max Mark	Additional Guidance
4	(a)	Structure, strategy or composition named.	1	
4	(b)	<p><u>Description of relevant structure, strategy or composition</u> Description of Structure, Strategy or Composition. These may include fast break/zones/1-3-1/horse shoe offence in basketball/man/man defence. Badminton front-back-side-side Gymnastics particular sequence-routine <i>Eg The fast break starts from a rebound. The pass is put out quickly and the receiver dribbles quickly down the middle of the court. Two other players fill the outside lanes running fast. When the person with the ball gets to the key they either go for a lay-up or pass to one of the other players for a lay up</i></p>	3	
4	(c)	<p><u>Explanation of choice of structure, strategy or composition</u> Can be in general relating to the SSC or to do with strengths/weaknesses of own/other team/opponent or one of each <i>Eg football a 3-5-2 formation is easier to dominate midfield.....; can cover wide areas of pitch..... or I was very good at hassling the opposition so I played as a guard</i></p>	2 2	
4	(d)	<p><u>Description of weaknesses in structure, strategy or composition</u> Can be in general relating to the SSC or to do with strengths/weaknesses of own/other team/opponent or one of each <i>Eg football a 3-5-2 formation only 2 strikers poor against 4 defenders.....or I did not cover my zone so I left a gap for the other team to get through</i></p> <p><u>Adaptation/training programme</u> The candidate may decide to change structure, strategy or composition completely. <i>Eg in basketball we were playing a 2-1-2 zone...we changed to half court man/man</i> Or use a relevant development programme <i>We practised switching the setter, the setter always wore a bib so we knew exactly where he was</i></p>	2 2 2 2	

Question		Expected Answer(s)	Max Mark	Additional Guidance
4	(e)	<p><u>The monitoring process</u> Appropriate methods described. <i>Eg I compared the score when we played 2-1-2 to when we played a box+1 to see if there was a difference</i></p>	2	
4	(f)	<p><u>Affect on whole performance</u> The candidate should provide details of the improvement to overall performance. <i>Eg putting more pressure on attack...lead to more turnovers... confidence grew as we prevented the opposition scoring so</i></p>	2	

[END OF MARKING INSTRUCTIONS]