



2015 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. *You can do this by posting a question on the Marking Team forum.*
- (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
- e
 - 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.
- c
 - Candidates should be awarded **high marks** if they analyse performance using relevant key concept knowledge.
- d
 - Candidates should be awarded **approximately half of the marks** if they make an appropriate analysis of performance using relevant key concept knowledge.
- e
 - Candidates should be awarded **low marks** if they make a limited analysis of performance using some key concept knowledge.
- f
- g
- h
- h

**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.
- c** • Candidates should be awarded **high marks** if they make clear suggestions about programmes of work that are likely to lead to performance development.
- d** • 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.
- e** • Candidates should be awarded **low marks** if they make some suggestions about programmes of work that are likely to lead to performance development.
- f**
- g**

**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.
- c** • Candidates should be awarded **high marks** if the review gives a clear description of the effects on performance and future developments.
- d** • Candidates should be awarded **approximately half of the marks** if the review gives a broad description of the effects on performance and future developments.
- e** • Candidates should be awarded **low marks** if the review gives some description of the effects on performance and future developments.
- f**
- g**
- h**

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.

The appendix outlines for markers the main Outcomes which candidates should be demonstrating in their answers to each part of the question. It is important to remember that often more than once competency can be demonstrated by a candidate in some of the answers as is indicated in Appendix II (following).

Part Two: Marking Instructions for each Question

Question		Expected Answer(s)	Max Mark	Additional Guidance
1	(a)	Gives a clear description of model performance in terms of physical qualities	2 marks	
		Gives some description of model performance in terms of physical qualities	1 mark	
		Gives a clear description of model performance in terms of technical qualities	2 marks	
		Gives some description of model performance in terms of technical qualities	1 mark	
		Gives a clear description of model performance in terms of personal qualities	2 marks	
		Gives some description of model performance in terms of personal qualities	1 mark	
		Gives a clear description of model performance in terms of special qualities	2 marks	
		Gives some description of model performance in terms of special qualities	1 mark	
1	(b)	Gives a clear description of difference between self and model performer	2 marks	
		Gives some description of difference between self and model performer	1 mark	
1	(c)	Gives a clear explanation of what was done to improve performance	2 marks	
		Gives some explanation of what was done to improve performance	1 mark	
		Marks should be awarded as indicated above for second example		
		Gives a clear explanation	2 marks	
		Gives some explanation	1 mark	

Question		Expected Answer(s)	Max Mark	Additional Guidance
1	(d)	Gives a clear explanation of how factor affected performance	2 marks	
		Gives some explanation of how factor affected performance	1 mark	
		Marks should be awarded as indicated above for second example		
		Gives a clear explanation	2 marks	
		Gives some explanation	1 mark	
1	(e)	Gives a clear description of mental factor's importance in activity	2 marks	
		Gives some description of mental factor's importance in activity	1 mark	

Question			Expected Answer(s)	Max Mark	Additional Guidance
2	(a)	(i)	Names a type of fitness	1 mark	
2	(a)	(ii)	Uses knowledge and understanding to give a clear explanation of why chosen type of fitness was important in activity	2 marks	
			Uses knowledge and understanding to give some explanation of why chosen type of fitness was important in activity	1 mark	
2	(b)	(i)	Names a different type of fitness	1 mark	
2	(b)	(ii)	Uses knowledge and understanding to give a clear explanation of why second type of fitness was important in activity	2 marks	
			Uses knowledge and understanding to give some explanation of why second type of fitness was important in activity	1 mark	
2	(c)		Names an aspect of fitness. (no marks)		
			Selects an appropriate method of training	1 mark	
			Gives a clear description of an appropriate session of training	3 marks	
			Gives broad description of an appropriate session of training	2 marks	
			Gives some description of an appropriate session of training	1 mark	
2	(d)		Gives a clear explanation of why specificity was used in programme of work	2 marks	
			Gives some explanation of why specificity was used in programme of work	1 mark	
2	(e)		Gives a clear description of how progressive overload was used in programme of work	2 marks	
			Gives some description of how progressive overload was used in programme of work	1 mark	

Question		Expected Answer(s)	Max Mark	Additional Guidance
2	(f)	Gives a clear explanation of how programme was monitored	2 marks	
		Gives some description of how programme was monitored	1 mark	
2	(g)	Gives a clear explanation of why training was monitored	2 marks	
		Gives some explanation of why training was monitored	1 mark	
2	(h)	Gives a clear description of appropriate goal(s)	2 marks	
		Gives some description of appropriate goal(s)	1 mark	

Question		Expected Answer(s)	Max Mark	Additional Guidance
3	(a)	Gives a clear description of what makes a successful performance	3 marks	
		Gives broad description of what makes a successful performance	2 marks	
		Gives some description of what makes a successful performance	1 mark	
3	(b)	(i) Gives a clear description of information gathering	2 marks	
		Gives some description of information gathering	1 mark	
3	(b)	(ii) Gives a clear explanation of why method of gathering was appropriate	2 marks	
		Gives some explanation of why method of gathering was appropriate	1 mark	
3	(c)	Names weak skill/technique (no marks)		
		Gives a clear description of performance of weak skill/technique	3 marks	
		Gives broad description of performance of weak skill/technique	2 marks	
		Gives some description of performance of weak skill/technique	1 mark	
3	(d)	Gives a clear description of appropriate practice used	2 marks	
		Gives some description of appropriate practice used	1 mark	
		Marks should be awarded as indicated above for second appropriate practice		
		Gives clear description	2 marks	
		Gives some description	1 mark	

Question		Expected Answer(s)	Max Mark	Additional Guidance
3	(e)	Gives a clear description of how factor was used in practices	2 marks	
		Gives some description of how factor was used in practices	1 mark	
3	(f)	Gives a clear description of how factor was used in performance	2 marks	
		Gives some description of how factor was used in performance	1 mark	
3	(g)	Gives a clear description of next steps	2 marks	
		Gives some description of next steps	1 mark	

Question		Expected Answer(s)	Max Mark	Additional Guidance
4	(a)	Gives a clear description of structure, strategy or composition	3 marks	
		Gives broad description of structure, strategy or composition	2 marks	
		Gives some description of structure, strategy or composition	1 mark	
4	(b)	Gives a clear explanation of a benefit of using the structure, strategy or composition	2 marks	
		Gives some explanation of a benefit of using the structure strategy or composition	1 mark	
		Marks should be awarded as indicated above for second benefit		
		Gives clear explanation	2 marks	
		Gives some explanation	1 mark	
4	(c)	Gives a clear description of appropriate method for information gathering	2 marks	
		Gives some description of appropriate method for information gathering	1 mark	
4	(d)	Gives a clear description of main weakness in structure, strategy or composition	2 marks	
		Gives some description of main weakness in structure, strategy or composition	1 mark	
4	(e)	Gives a clear description of appropriate actions used to improve structure, strategy or composition	2 marks	
		Gives some description of appropriate actions used to improve structure, strategy or composition	1 mark	

Question		Expected Answer(s)	Max Mark	Additional Guidance
4	(f)	Gives a clear description of effect the actions had on structure, strategy or composition	2 marks	
		Gives some description of effect the actions had on structure, strategy or composition	1 mark	
4	(g)	Gives a clear description of alternative structure, strategy or composition	3 marks	
		Gives broad description of alternative structure, strategy or composition	2 marks	
		Gives some description of alternative structure, strategy or composition	1 mark	
4	(h)	Gives a clear explanation of why alternative structure, strategy or composition benefited performance	2 marks	
		Gives some explanation of why alternative, structure or composition benefited performance	1 mark	

[END OF MARKING INSTRUCTIONS]