



2015 Physical Education

Intermediate 2

Finalised Marking Instructions

© Scottish Qualifications Authority 2015

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 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.
- e
 - 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.
- d A programme of work is designed to meet identified needs.
- e
 - 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.
- d**
- e**
 - 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.
- d**
- e**
 - 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>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.</p> <p>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.</p> <p>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>	4	
1.	(b)	<p>Candidate should show Knowledge and Understanding relating to how they collected data eg observation schedules, video, feedback, testing, knowledge of results etc.</p>	4	
1.	(c)	<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. Merit should be given according to quality of description(s) and explanation(s) offered.</p>	4	

Question		Expected Answer(s)	Max Mark	Additional Guidance
1.	(d)	<p>Mental factors</p> <p>Candidates may demonstrate acquired Knowledge and Understanding in the following: the ability to manage emotions. Level of arousal – over or under arousal. Handling stress affected by self-confidence, motivation/concentration etc. The candidate may offer suggestions about the influences on performance being positive/negative.</p>	4	
1.	(e)	<p>Future Development Needs</p> <p>The candidate should identify a future development need to further improve their performance. A good response will show how they identified this future development need, what specific difficulties they had and a summary of how they intended to work on this.</p> <p>Examples of whole performance improvement.</p>	4	
2.	(a)	<p>Candidates select qualities and describe the range they may see in their performance eg special qualities such as fluency, precision, accuracy and control.</p>	4	
2.	(b)	<p>Candidates select a quality which is a weakness and explain the effect on performance.</p>	4	
2.	(c)	<p>Candidates must state why they used short and long term goals, examples could be given.</p>	4	
2.	(d)	<p>Description of a training programme linked to the goal outlined in 2 (c).</p>	4	
2.	(e)	<p>Candidates should explain what their whole performance now looks like and why. This should link to the improvement programme used.</p>	4	

Question		Expected Answer(s)	Max Mark	Additional Guidance
3.	(a)	<p>Physical fitness – Cardio Respiratory Endurance; speed; muscular endurance; flexibility; stamina; strength; speed endurance; power.</p> <p>Skill related fitness – reaction time; agility; co-ordination; balance; timing.</p> <p>Mental fitness – level of arousal; rehearsal; managing emotion; concentration. All responses should suggest how the type or aspect(s) chosen relate to effective performance in the activity.</p> <p>Physical fitness – eg in football a high level of Cardio Respiratory Endurance and speed endurance allowed me to track back and help my defence....; as well as support the attackers...; throughout the whole game...; also having good strength as a defender allowed me to jump and challenge for high balls and crosses...; and win tackles against the opposition.</p> <p>Skill related fitness – eg in badminton having good agility will allow me quick movement....; to reach the shuttle or change direction if necessary and return the shuttle to put my opponent under pressure. Good timing will allow me to hit the shuttle at the correct height above me giving me more chance to win a point because my opponent will struggle to return it.</p> <p>Mental fitness – eg in basketball as the ball carrier by managing my emotions I was able to handle the pressure my opponent was putting on me when closely marking...; I was able to make the correct decision and carry out the correct pass to my team mate successfully ...; taking a free throw by managing my emotions and rehearsing my routine in my mind I was able to make the free throw successfully.</p>	4	

Question		Expected Answer(s)	Max Mark	Additional Guidance
3.	(b)	As above, but the effect will be negative. Candidates should have a full description to access full marks.	4	
3.	(c)	Candidates should describe training programme. Could include methods of training frequency, duration, intensity etc.	4	
3.	(d)	Candidates should explain why they used this programme. Must link directly to programme.	4	
3.	(e)	Candidates should show Knowledge and Understanding related to future development needs eg more stamina would allow me to perform well for the whole ninety minutes in football.	4	
4.	(a)	<p>Physical fitness – eg in badminton CRE is needed to last long rallies and keep my skill level high the whole time... Speed and strength are important to give power so that the smash is difficult to return.</p> <p>Skill related fitness – eg in badminton having good agility will allow me quick movement...; to reach the shuttle or change direction if necessary and return the shuttle to put my opponent under pressure – also... good timing will allow me to hit the shuttle at the correct place giving me more chance to win a point because my opponent struggles to return it.</p> <p>Mental fitness – eg in badminton I need to be able to concentrate for the whole match...; concentrate on each shot...; being focussed...; be determined to win...; not being distracted etc.</p>	4	

Question		Expected Answer(s)	Max Mark	Additional Guidance
4.	(b)	<p>The answer must refer to the principles of training. Most of the following principles should be referred to: specificity to activity; person and performance; progressive overload; frequency; intensity; duration; adaptation; rest/recovery; over training; reversibility.</p> <p>You will probably have a description of how they were applied to programme and also explanation and justification of why they were considered.</p> <p>Eg I made sure the training was specific to the weakness identified...; also demands of activity...; I trained 3 times per week with rest every other ...; allowed body to recover ...; applied overload after week 3...; increased number of sets ...; training became harder and body adapted to new load ...; as I was getting fitter...; variety within programme....; prevent boredom and keep motivation high.</p>	4	
4.	(c)	<p>Candidates should state how they monitored progress eg training diary, repeating tests.</p>	4	
4.	(d)	<p>To make comparisons, to see if targets have been achieved.</p>	4	
4.	(e)	<p>Candidates should review programme giving a clear and appropriate description of the effectiveness of analysis and development work undertaken and its effects on performance.</p>	4	

Question		Expected Answer(s)	Max Mark	Additional Guidance
5.	(a)	Description of a skill or technique which was a weakness should be described. May break down into Preparation, Action, Recovery.	4	
5.	(b)	Description of improvement programme may include training method, duration, frequency, work to rest ratio. Must link to weak skill.	4	
5.	(c)	Candidates should select one and explain its importance. Must link to programme.	4	
5.	(d)	<p>Why Monitor</p> <p>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>	4	
5.	(e)	<p>Candidates should show Knowledge and Understanding of how improvement programme has helped whole performance.</p> <ul style="list-style-type: none"> • Fewer errors • More points won • More consistency • Specific skill improvement 	4	

Question		Expected Answer(s)	Max Mark	Additional Guidance
6.	(a)	<p>Gathering Information on Performance Strengths or Weaknesses</p> <p>A link to identified strengths and or weaknesses may be evident. A good response will include reference to whole performance (initial data) and specific (focussed data). To substantiate claims reference should be made to one or more of the following: Movement Analysis (Observation checklist, Match Analysis sheet), Mechanical Analysis of force, levers, propulsion etc, Consideration of Quality: reflecting on whether your skill or technique was controlled/fluent, or fast/slow? Video – Comparison of your performance with that of a model performer. The video allowed playback, freeze frame.</p>	4	
6.	(b)	<p>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 challenges and progress. Information can be gathered at the beginning/middle/end. If video is used reference will be made to pause/rewind/facility.</p>	4	
6.	(c)	<p>Whole performance development</p> <p>The responses offered may suggest the impact of skill/technique in WHOLE performance eg many errors; less points won; less confidence etc.</p>	4	
6.	(d)	<p>Methods of Practice should be identified. Clear examples must be given related to weakness.</p>	4	
6.	(e)	<p>Candidates may consider principles of effective practice, or target setting.</p>	4	

Question		Expected Answer(s)	Max Mark	Additional Guidance
7.	(a)	<p>The candidate must describe the Structure, Strategy or Composition. Some will also make reference possibly to the role they played as well.</p> <p>These will include fast break/zones/1-3-1/horse shoe offence in basketball/man/man defence.</p> <p>Football – 4-2-4 ie 4-3-3/3-5-2</p> <p>Badminton front-back-side-side</p> <p>Gymnastics particular sequence – routine</p> <p>Volleyball – rotation</p> <p>Hockey penalty corner</p> <p>For example in tennis I used a serve volley strategy – I would serve fast and hard to opponent – follow my serve – get into net and position quickly – use a volley to win point – from opponents return.</p>	4	
7.	(b)	<p>The benefits of various systems of play</p> <p>Eg benefits in football a 3-5-2 formation is easier to dominate midfield...; can cover wide areas of pitch...; has a variety of attack options linking midfield and forwards.</p>	4	
7.	(c)	<p>The limitations of various systems of play</p> <p>Eg Limitations; defence can be exposed; by long passes; played straight from defence; midfield can be bypassed.</p>	4	

Question		Expected Answer(s)	Max Mark	Additional Guidance
7.	(d)	<p>Weakness</p> <p>They may then show evidence of problem solving and decision making to make their performance more effective. The candidate may decide to change structure, strategy or composition completely. 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>The candidate may decide to alter the structure, strategy or composition. For example in football we played a 4-4-2 formation...we found when attacking all 4 players in midfield would be up the park... supporting the forwards...when the attack broke down the opposition often broke quickly...our midfield were slow to get back...our defence was under pressure...we adapted the structure, strategy or composition by having one player...holding in midfield in front of back four ...one midfield supporting strikers...and two in middle to move back and forward as necessary...this led to a more balanced attack and defence and allowed us to prevent the opposition breaking quickly holding midfielder was able to delay attack ...allow others to get back.</p> <p>The candidate may also decide to complete a training programme to address weaknesses.</p>	4	

Question		Expected Answer(s)	Max Mark	Additional Guidance
7.	(e)	<p>Effect on whole performance</p> <p>For example, in football we played a 4-4-2 formation...we found when attacking all 4 players, in midfield would be up the park...supporting the forwards...when the attack broke down, the opposition often broke quickly...our midfield were slow to get back...our defence was under pressure...we adapted the structure, strategy or composition by having one player...holding in midfield in front of back four...one midfield supporting strikers...and two in middle to move back and forward as necessary...this led to a more balanced attack and defence and allowed us to prevent the opposition breaking quickly, holding midfielder was able to delay attack...allow others to get back.</p>	4	
8.	(a)	<p>Data collection on role/performance</p> <p>Description of the method(s) used must be offered; a diagram may feature to support answer. A range of relevant methods will be selected ie Observation schedule, Coach Feedback, Video. Information relevant to the particular aspect of the Structure, Strategy or Composition will be evident</p>	4	
8.	(b)	<p>The responses will depend on the choice of structure, strategy or composition selected. Responses should start with a description of the problem they faced. For example in basketball we were playing a 2-1-2 zone...opposition had good outside shooters...scored frequently, we were therefore behind at half time.</p>	4	
8.	(c)	<p>Candidates should suggest ways to reduce the effect of the two main weaknesses. Suggestions must be linked to weaknesses eg altering the structure strategy or composition.</p> <p>This may involve the whole team or individuals.</p> <p>Eg in order to try to use the width of the court within our fast break, we set up a series of practices which concentrated on using width (+ description of practice).</p>	4	

Question		Expected Answer(s)	Max Mark	Additional Guidance
8.	(d)	<p>Responses should show how the decisions selected in part (c) have affected the whole performance.</p> <p>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 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>	4	
8.	(e)	<p>The candidate should identify a future development need to further improve their performance. A good response will show how they identified this future development need, what specific difficulties they had and a summary of how they intended to work on this.</p> <p>Examples of whole performance improvement.</p>	4	

[END OF MARKING INSTRUCTIONS]