



2009 Physical Education

Advanced Higher – Project Report

Finalised Marking Instructions

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Advanced Higher Physical Education Project Report Marking Criteria

In order to design marking criteria for the Advanced Higher Project Report attention was paid to the detail of the Outcomes and Performance Criterion of the *Perspectives on Performance Development* and the *Analysis and Development of Performance Units* and to the Grade Descriptions provided in the National Course specification.

To enable differentiation to occur across the 70 marks available, the five sub headings from the Grade Description have been extended into a set of Mark Related Criteria. Within each Mark Related Statement, a range of marks are available. The teachers/lecturers' responsibility is to apply the Mark Related Statements in the awarding of marks.

This is marking criteria in summary form.

MARK RELATED CRITERIA	MARKS
1. Rationale and Project Proposal	12
2. Research	17
3. Interpretation and Discussion	17
4. Application to Performance Development	12
5. Evaluation	12
TOTAL	70

This is the Advanced Higher marking criteria in Extended Grade Related form.

MARK RELATED CRITERIA	MARKS
1. Rationale and Project Proposal	12 marks
<ul style="list-style-type: none"> • Presents an outline rationale and project proposal that considers the nature and demands of performance, issues affecting current performance and relevant underpinning knowledge that can inform performance development. 	0-4
<ul style="list-style-type: none"> • Presents a clear rationale and project proposal that takes account of the nature and demands of performance, issues affecting current performance and relevant underpinning knowledge that can inform performance development. 	5-8
<ul style="list-style-type: none"> • Presents a clear and well-structured rationale and project proposal that takes significant account of the nature and demands of performance, issues affecting current performance and relevant underpinning knowledge that can inform performance development. 	9-12
2. Research	17 marks
<ul style="list-style-type: none"> • Uses a limited range of literature and resources to research selected concepts and propositions and acquire relevant knowledge about performance and performance development. 	0-5
<ul style="list-style-type: none"> • Uses a range of relevant literature and resources to research selected concepts and propositions and acquire relevant knowledge about performance and performance development. 	6-11
<ul style="list-style-type: none"> • Uses a wide range of relevant literature and resources to research selected concepts and propositions and acquire relevant knowledge about performance and performance development. 	12-17
3. Interpretation and Discussion	17 marks
<ul style="list-style-type: none"> • Exhibits partial understanding of broad and specific issues arising from research through presenting and interpreting information with generally shallow discussion. Some pertinent connections to personal needs and performance goals with some coherent thinking are evident. 	0-5
<ul style="list-style-type: none"> • Exhibits sound understanding of broad and specific issues arising from research through presenting and interpreting information with occasionally detailed discussion. This develops pertinent connections to personal needs and performance goals with some articulate thinking and clarity evident. 	6-11
<ul style="list-style-type: none"> • Exhibits comprehensive understanding of broad and specific issues arising from research through presenting and interpreting information thoroughly and accurately, with detailed discussion. This develops pertinent connections to personal needs and performance goals with articulating thinking, clarity and focus. 	12-17
4. Application to Performance Development	12 marks
<ul style="list-style-type: none"> • Can occasionally demonstrate how acquired knowledge was applied to personal development plans and programmes of work to optimise performance. 	0-4
<ul style="list-style-type: none"> • Can demonstrate how acquired knowledge was applied to personal development plans and programmes of work to optimise performance. 	5-8
<ul style="list-style-type: none"> • Can consistently demonstrate how acquired knowledge was applied to personal development plans and programmes of work to optimise performance. 	9-12
5. Evaluation	12 marks
<ul style="list-style-type: none"> • Can occasionally show critical evaluation of work undertaken, discuss in broad terms process issues and findings, support judgements with evidence and make recommendations for future management of personal performance. 	0-4
<ul style="list-style-type: none"> • Can critically evaluate work undertaken and discuss the processes and findings involved, support judgements with evidence and make recommendations for the future management of personal performance. 	5-8
<ul style="list-style-type: none"> • Can critically evaluate all work undertaken, discuss processes issues and the full significance of findings; support judgements with substantiated evidence and make informed recommendations for the future management of personal performance. 	9-12

EXPLANATION OF THE MARKING INSTRUCTIONS TO SUPPORT THE MARKING CRITERIA WITH MARKER COMMENTS FOR THE PROJECT REPORT

Introduction

- Candidates will have completed their Project Report based on their experiences in a wide variety of activities. As a result the marking criteria devised for the marking of the Project Reports will require to be general and inclusive in nature.
- Physical Education teachers have experience of marking candidates' work based on different experiences. This approach has been adopted in Standard Grade and is a feature of course awards in Physical Education at Advanced Higher level.
- In arriving at the marking criteria, the Grade Descriptions used in the Course Arrangements have been closely scrutinised, as have the Outcomes and Performance Criteria of the Perspectives on Performance Development and the Analysis and Development of Performance units.
- Within each of the five broad competencies, three broad sets of assessment criteria have been extended with mark allocations attached to these different levels of competence.

Marking the Scripts

- Markers should refer closely to the marking criteria and thereafter apply professional judgement in awarding marks to the Project Report. Markers are encouraged to use the full range of marks available including zero.
- Consideration must be given to the whole response before the awarding of marks; this should take place during a second reading.
- No marks should be recorded on the Project Report. Marks should only be recorded on markers' record sheets.
- There are a variety of ways in which candidates may choose to order and complete their Project Report. As a result, it is important that markers continue to mark scripts even when the order in which candidates are completing the Project Report does not follow exactly the chronological order of the marking criteria.
- Where markers are concerned about their ability to interpret the candidate's intentions, the Project Report should be drawn to the attention of the Principal Assessor in the manner indicated in the general instructions.
- Marks should not be deducted for poor spelling. Project Reports should be marked against the marking criteria as far as possible. In extreme cases, however, where markers are unable to proceed, the Project Report should be drawn to the attention of the Principal Assessor.

[END OF MARKING INSTRUCTIONS]