



2009 Physical Education

Intermediate 1

Finalised Marking Instructions

© Scottish Qualifications Authority 2009

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 the Question Paper Operations Team, Dalkeith.

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 Question Paper Operations Team at Dalkeith 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.

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 one competency can be demonstrated by a candidate in some of the answers as is indicated in Appendix II (following).

Outcome 1 – Describe performance in an activity

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.

Outcome 2 – Use knowledge and understanding to analyse performance

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.

Outcome 3 – Monitor a programme of work

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.

Outcome 4 – Review the development process

Candidates should be awarded **high marks** if the review provides a clear description of the effects on performance and future developments.

Candidates should be awarded **approximately half of the marks** if the review provides a broad description of the effects on performance and future developments.

Candidates should be awarded **low marks** if the review provides some description of the effects on performance and future developments.

2009 Physical Education: Intermediate 1

Question 1		Marks
(a)	<ul style="list-style-type: none"> • Uses knowledge and understanding to give clear description of model performance relating to one quality. • Uses knowledge and understanding to give broad description of model performance relating to one quality. • Uses knowledge and understanding to give some description of model performance relating to one quality. 	<p>3 marks</p> <p>2 marks</p> <p>1 mark</p>
(b)	<ul style="list-style-type: none"> • Gives clear description of weakness relating to the quality selected in (a). • Gives some description of weakness relating to the quality selected in (a). • Gives clear description of 2nd weakness relating to the quality selected in (a). • Gives some description of 2nd weakness relating to the quality selected in (a). 	<p>2 marks</p> <p>1 mark</p> <p>2 marks</p> <p>1 mark</p>
(c)	<ul style="list-style-type: none"> • Gives clear explanation of effect on performance. • Gives broad explanation of effect on performance. • Gives some explanation of effect on performance. 	<p>3 marks</p> <p>2 marks</p> <p>1 mark</p>
(d)	<ul style="list-style-type: none"> • Gives clear suggestions about one relevant session that is likely to help improve weakness. • Gives broad suggestions about one relevant session that is likely to help improve weakness. • Gives some suggestions about one relevant session that is likely to help improve weakness. 	<p>3 marks</p> <p>2 marks</p> <p>1 mark</p>
(e)	<ul style="list-style-type: none"> • Gives clear explanation/description of appropriate feedback. • Gives some explanation/description of appropriate feedback. 	<p>2 marks</p> <p>1 mark</p>
(f)	<ul style="list-style-type: none"> • Provides clear description of change in performance. • Provides broad description of change in performance. • Provides some description of change in performance. 	<p>3 marks</p> <p>2 marks</p> <p>1 mark</p>
(g)	<ul style="list-style-type: none"> • Provides clear description of next target. • Provides some description of next target. 	<p>2 marks</p> <p>1 mark</p>

Question 2		Marks
(a)	Names type of fitness	1 mark
(b)	• Relevant aspect of fitness named.	1 mark
	• Uses knowledge and understanding to give clear description of effect on performance.	3 marks
	• Uses knowledge and understanding to give broad description of effect on performance.	2 marks
	• Uses knowledge and understanding to give some description of effect on performance.	1 mark
(c)	• Provides clear description of appropriate test.	2 marks
	• Provides some description of appropriate test.	1 mark
(d)	• Uses knowledge and understanding to give clear description of appropriate training.	3 marks
	• Uses knowledge and understanding to give broad description of appropriate training.	2 marks
	• Uses knowledge and understanding to give some description of appropriate training.	1 mark
(e)	• Uses knowledge and understanding to give clear description of appropriate change in training described in (d).	3 marks
	• Uses knowledge and understanding to give broad description of appropriate change in training described in (d).	2 marks
	• Uses knowledge and understanding to give some description of appropriate change in training described in (d).	1 mark
(f)	• Provides clear description of appropriate monitoring method(s).	3 marks
	• Provides broad description of appropriate monitoring method(s).	2 marks
	• Provides some description of appropriate monitoring method(s).	1 mark
(g)	• Provides clear description of appropriate short term goal.	2 marks
	• Provides some description of appropriate short term goal.	1 mark
	• Provides clear description of appropriate long term goal.	2 marks
	• Provides some description of appropriate long term goal.	1 mark

Question 3		Marks
(a)	<ul style="list-style-type: none"> Provides clear description of appropriate method used to gather information. Provides some description of appropriate method used to gather information. 	2 marks 1 mark
(b)	<ul style="list-style-type: none"> Uses knowledge and understanding to give clear description of skill/technique which was a strength. Uses knowledge and understanding to give broad description of skill/technique which was a strength. Uses knowledge and understanding to give some description of skill/technique which was a strength. 	3 marks 2 marks 1 mark
(c)	<ul style="list-style-type: none"> Uses knowledge and understanding to give clear description of skill/technique which was a weakness. Uses knowledge and understanding to give broad description of skill/technique which was a weakness. Uses knowledge and understanding to give some description of skill/technique which was a weakness. 	3 marks 2 marks 1 mark
(d)	<ul style="list-style-type: none"> Provides clear suggestions of relevant examples from a programme of work likely to lead to performance development. Provides broad suggestions of relevant examples from a programme of work likely to lead to performance development. Provides some suggestions of relevant examples from a programme of work likely to lead to performance development. 	3 marks 2 marks 1 mark
(e)	<ul style="list-style-type: none"> Uses knowledge and understanding to give clear description of the use of first principle of effective practice. Uses knowledge and understanding to give some description of the use of first principle of effective practice. Uses knowledge and understanding to give clear description of the use of second principle of effective practice. Uses knowledge and understanding to give some description of the use of second principle of effective practice. 	2 marks 1 mark 2 marks 1 mark
(f)	<ul style="list-style-type: none"> Uses knowledge and understanding to give clear description of how work on weakness affected whole performance. Uses knowledge and understanding to give broad description of how work on weakness affected whole performance. Uses knowledge and understanding to give some description of how work on weakness affected whole performance. 	3 marks 2 marks 1 mark
(g)	<ul style="list-style-type: none"> Provides clear description of future work. Provides some description of future work. 	2 marks 1 mark

Question 4		Marks
(a)	• Uses appropriate term for structure, strategy or composition.	1 mark
	• Gives clear description of role within structure, strategy or composition.	3 marks
	• Gives broad description of role within structure, strategy or composition.	2 marks
	• Gives some description of role within structure, strategy or composition.	1 mark
(b)	• Uses knowledge and understanding to give clear description of use of first chosen feature in structure, strategy or composition.	2 marks
	• Uses knowledge and understanding to give some description of use of first chosen feature in structure, strategy or composition.	1 mark
	• Uses knowledge and understanding to give clear description of use of second chosen feature in structure, strategy or composition.	2 marks
	• Uses knowledge and understanding to give some description of use of second chosen feature in structure, strategy or composition.	1 mark
(c)	• Gives clear description of appropriate method(s) used to collect information on performance.	3 marks
	• Gives broad description of appropriate method(s) used to collect information on performance.	2 marks
	• Gives some description of appropriate method(s) used to collect information on performance.	1 mark
(d)	• Uses knowledge and understanding to give clear description of where the structure, strategy or composition was not successful.	3 marks
	• Uses knowledge and understanding to give broad description of where the structure, strategy or composition was not successful.	2 marks
	• Uses knowledge and understanding to give some description of where the structure, strategy or composition was not successful.	1 mark
(e)	• Provides clear suggestions of appropriate work done to overcome problem.	3 marks
	• Provides broad suggestions of appropriate work done to overcome problem.	2 marks
	• Provides some suggestions of appropriate work done to overcome problem.	1 mark
(f)	• Uses knowledge and understanding to give clear description of effect on the performance of the structure, strategy or composition.	3 marks
	• Uses knowledge and understanding to give broad description of effect on the performance of the structure, strategy or composition.	2 marks
	• Uses knowledge and understanding to give some description of effect on the performance of the structure, strategy or composition.	1 mark

[END OF MARKING INSTRUCTIONS]