



**2011 Physical Education**

**Intermediate 1**

**Finalised Marking Instructions**

© Scottish Qualifications Authority 2011

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 Delivery: Exam Operations.

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 Delivery: Exam Operations 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.

## 2011 Physical Education: Intermediate 1

Question 1		Marks
(a)	<ul style="list-style-type: none"> <li>• Uses knowledge and understanding to give <b>clear explanation</b> of how choice affects a performer.</li> <li>• Uses knowledge and understanding to give <b>some explanation</b> of how choice affects a performer. Marks should be awarded as indicated above for second choice.</li> <li>• Gives <b>clear explanation</b>.</li> <li>• Gives <b>some explanation</b>.</li> </ul>	<p>2 marks</p> <p>1 mark</p> <p>2 marks</p> <p>1 mark</p>
(b)	<ul style="list-style-type: none"> <li>• Uses knowledge and understanding to give <b>clear description</b> of how weakness affected overall performance.</li> <li>• Uses knowledge and understanding to give <b>broad description</b> of how weakness affected overall performance.</li> <li>• Uses knowledge and understanding to give <b>some description</b> of how weakness affected overall performance.</li> </ul>	<p>3marks</p> <p>2 marks</p> <p>1 mark</p>
(c)	<ul style="list-style-type: none"> <li>• Uses knowledge and understanding to give <b>clear explanation</b> of how technique helps performance.</li> <li>• Uses knowledge and understanding to give <b>some explanation</b> of how technique helps performance.</li> </ul>	<p>2 marks</p> <p>1 mark</p>
(d)	<ul style="list-style-type: none"> <li>• Uses knowledge and understanding to give <b>clear description</b> of relevant programme of work that is likely to improve performance.</li> <li>• Uses knowledge and understanding to give a <b>broad description</b> of relevant programme of work that is likely to improve performance.</li> <li>• Uses knowledge and understanding to give <b>some description</b> of relevant programme of work that is likely to improve performance.</li> </ul>	<p>3 marks</p> <p>2 marks</p> <p>1 mark</p>
(e)	<ul style="list-style-type: none"> <li>• Appropriate information gathering method selected.</li> <li>• Gives <b>clear description</b> of information gathering.</li> <li>• Gives <b>some description</b> of information gathering.</li> </ul>	<p>1 mark</p> <p>2 marks</p> <p>1 mark</p>
(f)	<ul style="list-style-type: none"> <li>• Uses knowledge and understanding to give <b>clear description</b> of differences in performance.</li> <li>• Uses knowledge and understanding to give <b>broad description</b> of differences in performance.</li> <li>• Uses knowledge and understanding to give <b>some description</b> of differences in performance.</li> </ul>	<p>3 marks</p> <p>2 marks</p> <p>1 mark</p>
(g)	<p>Gives <b>clear description</b> of what would be done next to improve performance.</p> <p>Gives <b>some description</b> of what would be done next to improve performance.</p>	<p>2 marks</p> <p>1 mark</p>

Question 2		Marks
(a)	Relevant types/aspects of fitness named.	1 mark each
(b)	(i) <ul style="list-style-type: none"> <li>• Appropriate test selected.</li> <li>• Gives a <b>clear description</b> of test.</li> <li>• Gives <b>some description</b> of test.</li> </ul>	1 mark 2 marks 1 mark
	(ii) <ul style="list-style-type: none"> <li>• Appropriate test selected.</li> <li>• Gives a <b>clear description</b> of test.</li> <li>• Gives <b>some description</b> of test.</li> </ul>	1 mark 2 marks 1 mark
(c)	<ul style="list-style-type: none"> <li>• Gives <b>clear explanation</b> of why chosen <b>type</b> of fitness is important to activity.</li> <li>• Gives <b>some explanation</b> of why chosen <b>type</b> of fitness is important to activity.</li> </ul>	2 marks 1 mark
(d)	<ul style="list-style-type: none"> <li>• Appropriate method of training selected.</li> <li>• Gives <b>clear description</b> of appropriate training session.</li> <li>• Gives <b>some description</b> of appropriate training session.</li> </ul>	1 mark 2 marks 1 mark
(e)	<ul style="list-style-type: none"> <li>• Uses knowledge and understanding to give <b>clear explanation</b> of changes in training sessions.</li> <li>• Uses knowledge and understanding to give <b>some explanation</b> of changes in training sessions.</li> </ul>	2 marks 1 mark
(f)	<ul style="list-style-type: none"> <li>• Provides <b>clear description</b> of appropriate monitoring method(s).</li> <li>• Provides <b>some description</b> of appropriate monitoring method(s)</li> </ul>	2 marks 1 mark
(g)	<ul style="list-style-type: none"> <li>• Provides <b>clear description</b> of changes in performance.</li> <li>• Provides <b>some description</b> of changes in performance.</li> </ul>	2 marks 1 mark

Question 3		Marks	
(a)	<ul style="list-style-type: none"> <li>• Uses knowledge and understanding to give a <b>clear explanation</b> of how using a model performer may help develop a weak skill/technique.</li> </ul>	2 marks	
	<ul style="list-style-type: none"> <li>• Uses knowledge and understanding to give <b>some description</b> of how using a model performer may help develop a weak skill/technique.</li> </ul>	1 mark	
(b)	<ul style="list-style-type: none"> <li>• Gives <b>clear description</b> of differences between own skill/technique and that of model performer.</li> </ul>	3 marks	
	<ul style="list-style-type: none"> <li>• Gives <b>broad description</b> of differences between own skill/technique and that of model performer.</li> </ul>	2 marks	
	<ul style="list-style-type: none"> <li>• Gives <b>some description</b> of differences between own skill/technique and that of model performer.</li> </ul>	1 mark	
(c)	<ul style="list-style-type: none"> <li>• Method of practice named.</li> </ul>	1 mark	
	<ul style="list-style-type: none"> <li>• Gives <b>clear description</b> of relevant method of practice.</li> </ul>	2 marks	
	<ul style="list-style-type: none"> <li>• Gives <b>some description</b> of relevant method of practice.</li> </ul>	1 mark	
(d)	(i)	<ul style="list-style-type: none"> <li>• Appropriate method of feedback selected.</li> </ul>	1 mark
	(ii)	<ul style="list-style-type: none"> <li>• Gives <b>clear description</b> of how feedback was used to develop weak skill/technique.</li> <li>• Gives <b>some description</b> of how feedback was used to develop weak skill/technique.</li> </ul>	2 marks 1 mark
(e)	<ul style="list-style-type: none"> <li>• Gives <b>clear description</b> of relevant more difficult practice than (c).</li> </ul>	3 marks	
	<ul style="list-style-type: none"> <li>• Gives <b>broad description</b> of relevant more difficult practice than (c).</li> </ul>	2 marks	
	<ul style="list-style-type: none"> <li>• Gives <b>some description</b> of relevant more difficult practice than (c).</li> </ul>	1 mark	
(f)	<ul style="list-style-type: none"> <li>• Uses knowledge and understanding to give <b>clear description</b> of how factor was used to help make progress.</li> </ul>	2 marks	
	<ul style="list-style-type: none"> <li>• Uses knowledge and understanding to give <b>some description</b> of how factor was used to help make progress.</li> </ul>	1 mark	
(g)	<ul style="list-style-type: none"> <li>• Gives <b>clear description</b> of change(s) in skill/technique.</li> </ul>	2 marks	
	<ul style="list-style-type: none"> <li>• Gives <b>some description</b> of change(s) in skill/technique.</li> </ul>	1 mark	
(h)	<ul style="list-style-type: none"> <li>• Gives <b>clear description</b> of change(s) in whole performance.</li> </ul>	2 marks	
	<ul style="list-style-type: none"> <li>• Gives <b>some description</b> of change(s) in whole performance.</li> </ul>	1 mark	

Question 4		Marks
(a)	<ul style="list-style-type: none"> <li>• Gives <b>clear description</b> of structure, strategy or composition used.</li> <li>• Gives <b>broad description</b> of structure, strategy or composition used.</li> <li>• Gives <b>some description</b> of structure, strategy or composition used.</li> </ul>	3 marks 2 marks 1 mark
(b)	<ul style="list-style-type: none"> <li>• Uses knowledge and understanding to give <b>clear explanation</b> of why choice was important to structure, strategy or composition.</li> <li>• Uses knowledge and understanding to give <b>some explanation</b> of why choice was important to structure, strategy or composition. Marks should be awarded as indicated above for second choice.</li> <li>• Gives <b>clear explanation.</b></li> <li>• Gives <b>some explanation.</b></li> </ul>	2 marks 1 mark 2 marks 1 mark
(c)	<ul style="list-style-type: none"> <li>• Appropriate method of information gathering selected.</li> <li>• Gives <b>clear explanation</b> of why information gathering was important.</li> <li>• Gives <b>some explanation</b> of why information gathering was important.</li> </ul>	1 mark 2 marks 1 marks
(d)	<ul style="list-style-type: none"> <li>• Uses knowledge and understanding to give <b>clear description</b> of weak parts in structure, strategy or composition.</li> <li>• Uses knowledge and understanding to give <b>broad description</b> of weak parts in structure, strategy or composition.</li> <li>• Uses knowledge and understanding to give <b>some description</b> of weak parts in structure, strategy or composition.</li> </ul>	3 marks 2 marks 1 mark
(e)	<ul style="list-style-type: none"> <li>• Gives <b>clear description</b> of what was done/used to improve weak part of structure, strategy or composition.</li> <li>• Gives a <b>broad description</b> of what was done/used to improve weak part of structure, strategy or composition.</li> <li>• Gives <b>some description</b> of what was done/used to improve weak part of structure, strategy or composition.</li> </ul>	3 marks 2 marks 1 mark

(f)	<ul style="list-style-type: none"> <li>• Knowledge and understanding to give <b>clear explanation</b> of how improvements were checked.</li> <li>• Uses knowledge and understanding to give <b>some explanation</b> of how improvements were checked.</li> </ul>	<p>2 marks</p> <p>1 mark</p>
(g)	<ul style="list-style-type: none"> <li>• Gives a <b>clear description</b> of what would be done next to improve structure, strategy, or composition.</li> <li>• Gives <b>some description</b> of what would be done next to improve structure, strategy or composition.</li> </ul>	<p>2 marks</p> <p>1 mark</p>

[END OF MARKING INSTRUCTIONS]