



2009 Physical Education

Standard Grade

Foundation/General/Credit

Finalised Marking Instructions

Knowledge and Understanding

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2009 Physical Education – Standard Grade

Foundation Level

Marking Instructions

1. In K&U, markers are directed in each question to note where it is essential that candidates **must** state an activity in their answer.
2. Activities used in K&U answers should be within the bounds of Physical Education or School Sport ie unacceptable activities – *Darts, Snooker, and Pool*

Question 6

Part A

Activity	Objective	Subjective
Dance		✓ (given)
Hockey	✓	
Gymnastics		✓
Badminton	✓	
Diving		✓

1 mark for each correct response
Total 4 marks

Part B

(i) Example

Shot put
Long Jump
High Jump
SBJ

Total 1 mark for activity

(ii) Description

Example

- It is measured from the board/line/circle to where the javelin/shot/discus/feet lands

Limited description

- You measure from the board/line/circle
- You measure where it lands/How far I threw it
- You measure the nearest point in the sand
- We used a measuring tape
- In feet/metres
- By a field judge/teacher

2 marks for each detailed description
1 mark for each limited description
Total 2 marks

(iii) Explanation

- They were over the line before/after they had thrown
- Their foot/take off was after the board
- The javelin landed tail first
- If you/someone had jumped further/longer

Limited Explanation

- They were over the line
- A rule was broken

2 marks for a detailed explanation
1 mark for a limited explanation
Total 2 marks

Question 7

Part A

Activity	Playing Role	Non-playing Role
Coach		✓
Attacker	✓	
Judge		✓
Referee		✓
Goalkeeper	✓	

1 mark for each correct response
Total 5 marks

Part B

If a role is not given marks may be awarded if the candidate clearly identifies a role in the description.

Example 1

Activity – Hockey

Role – Coach

- I had to encourage my team when losing
- I had to pick the team and make any substitutions

Limited description

- I made substitutions
- I picked the tactics

Example 2

Activity - Volleyball

Role – Spiker

- I had to hit the ball over the net
- I had to jump high to hit the ball

Limited description

- I had to hit the ball over

2 marks for each detailed description
1 mark for a limited description
Total 4 marks

Question 8

Part A

1 mark for each correct response

	True	False
Supporting a partner in gymnastics to keep them safe	✓	
Getting to the finish line before your opponent		✓
Feeding a shuttle for your partner to hit	✓	
Dancing in time with your partner and the music	✓	

Total 4 marks

Part B

If no activity is given marks may be awarded if the candidate clearly identifies a team activity in the description.

(i) Example

Team Activity – Football

- 2 v 1 against GK/defender
- Beating an offside trap

Limited description

- 2 v 1
- I played a 1 – 2

2 marks for a detailed description

1 mark for a limited description

Total 2 marks

If no activity is given marks may be awarded if the candidate clearly identifies a team activity in the description.

(ii) Example

Team Activity – Basketball

- I covered behind my team mate
- I covered the basket my team mate went to the ball

Limited description

- I provided cover

2 marks for a detailed description

1 mark for a limited description

Total 2 marks

Question 9

Part A

1 mark for each correct response

(i)

Gradual build up is best used when...	learning a new skill	✓
	improving a known skill	

(ii)

To begin with you would perform...	the complete skill	
	the easiest stage only	✓

(iii)

You would move onto the next stage when...	you were successful	✓
	you had found your weakness	

(iv)

Each stage should be...	slightly harder than the one before	✓
	very difficult to perform	

(v)

One benefit of gradual build up is that it allows you to...	improve an error quickly	
	learn dangerous skills safely	✓

Total 5 marks

Part B

Marks may be awarded if no activity is given.

If a skill/technique is not given marks may be awarded if the candidate clearly identifies a skill/technique in the description.

Example

Activity – Trampolining

Skill/technique – Swivel hips

First stage

- I performed a seat drop to feet/facing forward.

Limited description

- I did a seat drop

2 marks for a detailed description

1 mark for a limited description

More difficult second stage

- Then I put in a half turn as I came up

Limited description

- I put in a half turn

2 marks for a detailed description

1 mark for a limited description

Final stage

- I finished my half turn with another seat drop

Limited description

- I did the full skill
- I did the swivel hips

2 marks for a detailed description

1 mark for a limited description

Total 6 marks

Question 10

Part A

Example 1

Aspect of fitness – Muscular Endurance

(i) **No marks awarded if no aspect of fitness is given.**

Description

- The ability of the muscles to work without tiring
- The ability of the muscles to keep working
- Muscles working for a long time/without tiring

Limited description

- Repeating an action over a long time

2 marks for a detailed description

1 mark for a limited description

Total 2 marks

(ii) **If no aspect of fitness is given, marks may be awarded if the description of the test relates to the definition given in part (i).**

Description

- How many press ups I could do without tiring

Limited description

- How many press ups I could do
- How many I could do in 30 seconds

2 marks for a detailed description

1 mark for a limited description

1 mark for a recognised test with no description

Total 2 marks

Example 2

Aspect of fitness – Strength

(i) **No marks awarded if no aspect of fitness is given.**

Description

- The largest force your muscles can produce
- Applying maximum force against a resistance

Limited description

- Being able to lift heavy weights
- How much I could lift

2 marks for a detailed description

1 mark for a limited description

Total 2 marks

(ii) **If no aspect of fitness is given, marks may be awarded if the description of the test relates to the definition given in part (i).**

Description

- See how much I can lift in one go
- Lifting the most I can in one go
- In the grip test I squeezed as hard as I could

Limited description

- The most I could lift
- The grip test

2 marks for a detailed description

1 mark for a limited description

1 mark for a recognised test with no description

Total 2 marks

Example 3

Aspect of fitness – Cardio Respiratory Endurance

(i) No marks awarded if no aspect of fitness is given.

Description

- The ability of the heart and lungs to keep you working/to work for a long period of time

Limited description

- The fitness of your heart and lungs

2 marks for a detailed description

1 mark for a limited description

Total 2 marks

(ii) If no aspect of fitness is given, marks may be awarded if the description of the test relates to the definition given in part (i).

Description

- See how far I can run in 12 minutes
- How many beeps I can do before I have to stop

Limited description

- How far I can run
- Beep test

2 marks for a detailed description

1 mark for a limited description

1 mark for a recognised test with no description

Total 2 marks

Part B

Example 1

Aspect of Fitness – Muscular Endurance

(i) 1 mark for an acceptable response

If no aspect of fitness is given then no marks can be awarded

Activity

- Tennis

1 mark

(ii) Description must relate to the benefit gained by improving the aspect of fitness chosen

- I was able to play a long rally without tiring/making a mistake

Limited description

- My arms did not get tired/sore

2 marks for a detailed description

1 mark for a limited description

Total 2 marks

(iii) 1 mark for an acceptable response

If no aspect of fitness is given marks may be awarded if the method of training given relates to the definition given in part (i)

- Circuits
- Weights

1 mark

Example 2

Aspect of Fitness – Strength

(i) 1 mark for an acceptable response

If no aspect of fitness is given then no marks can be awarded

Activity

- Rugby

1 mark

(ii) Description must relate to the benefit gained by improving the aspect of fitness chosen

- I could push my opponents back in the scrum
- I could push hard in the scrum

Limited description

- I could push hard

2 marks for a detailed description

1 mark for a limited description

Total 2 marks

(iii) 1 mark for an acceptable response

If no aspect of fitness is given marks may be awarded if the method of training given relates to the definition given in part (i)

- Weight training

1 mark

Example 3

Aspect of Fitness – Cardio Respiratory Endurance

(i) 1 mark for an acceptable response

If no aspect of fitness is given then no marks can be awarded

Activity

- 1500m

1 mark

(ii) Description must relate to the benefit gained by improving the aspect of fitness chosen

- It allows me to keep going until the end of the race

Limited description

- It allows me to keep going

2 marks for a detailed description

1 mark for a limited description

Total 2 marks

(iii) 1 mark for an acceptable response

If no aspect of fitness is given marks may be awarded if the method of training given relates to the definition given in part (i)

- Circuits
- Fartlek
- Continuous
- Interval
- Long distance running

1 mark

2009 Physical Education – Standard Grade

General Level

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Question 6

Part A Example

(i) 1 mark for each appropriate ball and socket joint named

Examples

- Hip, shoulder

(ii) 1 mark for an appropriate description

Description

- 360°/all around in a circle
- It can move in all directions
- In three planes

(iii) 1 mark for an appropriate hinge joint named

Examples

- Knee, elbow

(iv) Description

- It moves back and forward/up and down
- Bend and straighten
- The bicep lengthens/relaxes, as the triceps shorten/contract
- It moves on one plane
- Opens and closes

Limited description

- It bends
- It straightens
- Back/forward/up/down

2 marks for a detailed description

1 mark for a limited description

Total 6 marks

Part B

(i) Marks may be awarded if a skill/technique is not given

Example

Skill/Technique

- Jump shot

Description

- The hamstring/back of thigh lengthens/relaxes, as the quadriceps/front of thigh shortens/contracts
- The biceps lengthens/relaxes, as the triceps shorten/contract

Limited description

- One muscle shortens, as the other lengthens

2 marks for detailed description

1 mark for limited description

(ii) If a skill/technique is not given, marks may be awarded if the candidate clearly identifies a skill/technique in the description.

Example

Skill/Technique

- Tennis serve

Description

- It allows me to take the racquet back far, to get a long lever action/to build up speed on the racquet head/to hit the shuttle hard

Limited description

- It allows me to get a big swing of the racquet
- So I can take the racquet back far

2 marks for a detailed description

1 mark for a limited description

Total 4 marks

Question 7

Part A

(i) Preparation phase

Explanation

- How your body moves into position to perform a skill
- Pulling my leg back before I hit the ball
- Moving to get ready for the skill
- Getting ready to do an action

Limited explanation

- Getting ready
- Moving into position
- Moving to prepare for a skill
- Pulling my leg back

2 marks for detailed explanation

1 mark for limited explanation

(ii) Action phase

Explanation

- The movements required to perform the main part of the skill
- The main movement involved in the skill/technique
- Bringing my leg forward to hit the ball

Limited explanation

- The actual/main part
- When you perform a skill
- When you hit the ball

2 marks for detailed explanation

1 mark for limited explanation

Total 4 marks

Part B

**Marks may be awarded if no activity given
If a skill/technique is not given, marks may be awarded if the candidate clearly identifies
two different techniques of a skill/technique.**

(i) 1 mark for each appropriate response

Example 1

Activity – Badminton

Skill – Serve

- Technique 1 – short/low serve
- Technique 2 – long/high serve

(ii) 1 mark for each appropriate response

Example – Technique 1

Description

- My opponent was at the back of the court

(iii) 1 mark for each appropriate response

Example – Technique 2

Description

- My opponent was at the front of the court

(iv) Explanation

- She had to run back and played a weak return

Limited explanation

- She had to run back
- She played a weak return

2 marks for a detailed explanation

1 mark for a limited explanation

Total 6 marks

Question 8

Part A

(i) 1 mark for each appropriate response

Personal qualities when performing

Examples

- Determination
- Cooperation
- Leadership
- Concentration
- Focus
- Patience
- Bravery
- Commitment
- Firmness
- Fairness
- Honesty
- Motivation
- Knowledge

Total 2 marks

(ii) One mark for each appropriate response

Personal qualities when officiating

Examples

- Honesty
- Fairness
- Bravery
- Concentration
- Firmness

Total 2 marks

Part B

Mark may be awarded if no activity is given

No marks awarded in part (1) if no skill/technique is given

Marks may be awarded in parts (2) and (3) if the candidate clearly identifies a physical quality in the description.

1 mark for each physical quality

Example 1

Activity – Volleyball

Skill/technique - Spiking

- (i) Physical quality 1 – Height
Physical quality 2 – Strength

Total 2 marks

- (ii) **Explanation – Physical quality 1**

- I could get above the ball and hit it steeper

Limited description

- I could hit it steeper

2 marks for a detailed explanation

1 mark for a limited explanation

Total 2 marks

- (iii) **Explanation – Physical quality 2**

- I could hit the ball harder giving opponents less time

Limited explanation

- I could hit the ball harder

2 marks for a detailed explanation

1 mark for a limited explanation

Total 2 marks

Example 2

Activity – Football

Skill/technique - Tackling

- (i) Physical quality 1 – Flexibility
Physical quality 2 – Strength

Total 2 marks

(ii) **Explanation – Physical quality 1**

- I could reach further to get the ball

Limited description

- I could reach the ball

2 marks for a detailed explanation

1 mark for a limited explanation

Total 2 marks

(iii) **Explanation – Physical quality 2**

- I could hold them off as I went for the ball

Limited explanation

- I could hold them off

2 marks for a detailed explanation

1 mark for a limited explanation

Total 2 marks

Question 9

Part A

(i) Example

- The range of movement at/across/around a joint

Limited descriptions

- How far you can stretch
- Your range of movement

2 marks for a detailed description

1 mark for a limited description

Total 2 marks

(ii) Example

- Sit and reach
- Back arch
- Goniometer
- Shoulder lift

Total 1 mark

(iii)

	True	False
It can reduce your risk of injury	✓	
It allows you to link movements smoothly	✓	
It allows you to keep going without tiring		✓

1 mark for each correct response

Total 3 marks

Part B

No marks awarded if an individual activity is given.

Marks may be awarded if no activity is given if the candidate clearly refers to a skill/technique from a team activity.

No marks awarded unless appropriate skill/technique is given.

Example

Activity – Hockey

Skill/technique – Stopping the ball

(i) Description

- I can get down low to get my stick on the ground

Limited description

- I can get down low

2 marks for a detailed description

1 mark for a limited description

Total 2 marks

(ii) Description

- I used a lunge stretch and held it for 10 seconds

Limited description

- I sat down and stretched my legs

2 marks for a detailed description

1 mark for a limited description

Total 2 marks

Question 10

Part A

Examples

- Weakness can be identified and practiced as parts
- A skill with many parts can be easier to learn when one part is isolated
- Parts of the skill can be isolated and practiced
- It is easier to concentrate on just one part of the skill
- Technical weaknesses can be identified and practiced in parts
- Allows performer to concentrate on identified weakness
- Teacher/coach can give feedback on problem part

Limited explanation

- It is easier/quicker to learn
- Less to think about
- If the skill is not dangerous/complex
- Can understand it better
- Have previous experience of the skill

2 marks for a detailed description

1 mark for a limited description

Total 4 marks

Part B

**Marks may be awarded if no activity is given
If no skill/technique no marks awarded**

Example

Activity – Badminton

Skill/technique – Overhead Clear

(i) Response must clearly relate to the action phase of the skill/technique

- I was not straightening my arm when I hit the shuttle

Limited Description

- I did not have a straight arm

**2 marks for a detailed description
1 mark for a limited description
Total 2 marks**

Marks may be awarded if no difficulty in the action phase was identified in part b (i)

(ii) Example

- My partner fed me the shuttle high for me to hit

Limited description

- My partner fed me the shuttle to hit

**2 marks for a detailed description
1 mark for a limited description
Total 2 marks**

(iii) Example

- I placed a target and counted how many I got in
- I did two sets of ten

Limited description

- I made a target
- I took a rest
- I varied the practice

**2 marks for a detailed description
1 mark for a limited description
Total 2 marks**

2009 Physical Education – Standard Grade

Credit Level

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Question 6

Part A

(i) Example

- Allows the performer to stay motivated whilst learning to improve weaknesses
- It made me feel that my practices were working so I kept practicing
- It built up my confidence/motivated me and I kept trying hard
- It lets me know what I did well so that I could practice on other parts/skills

Limited explanation

- It lets me know what I've done well
- It increased my confidence/determination/motivation
- It made me keep practicing/performing
- It made me want to learn more
- It made me feel good
- It made me practise/play harder

2 marks for a detailed description
1 mark for a limited description

(ii) Example

- It allows you to address a problem whilst it's fresh in your mind
- It allows you to address a problem straight away/during performance
- It will be accurate because its fresh in the observers mind

Limited explanation

- So it is fresh in the memory
- I could practice immediately
- You can address a problem
- Avoids problems developing

2 marks for a detailed description
1 mark for a limited description

(iii) Example

- It is less confusing/easier to remember so that I can focus on one part at a time
- Too much information at a time can confuse a learner
- Being told too many faults can make you demotivated/lose confidence/stop trying

Limited explanation

- It is hard to remember a lot of things
- It is less confusing
- I can focus on one thing at a time

2 marks for a detailed description
1 mark for a limited description
Total 6 marks

Part B

If an activity is not given, marks may be awarded if the candidate clearly identifies an activity in the description.

Example 1

Activity – Gymnastics

(i) Description

- My coach called out to me what I was doing wrong

Limited description

- I was told
- My teacher told me immediately

**2 marks for detailed description
1 mark for limited description**

(ii) Example

Description

- I was not tightly tucked which slowed my rotation

Limited description

- I was not tucked enough
- I rotated too slowly

**2 marks for detailed description
1 mark for limited description**

(iii) Example

Explanation

- I tucked my body in tighter to rotate quicker

Limited explanation

- I tucked in tighter
- I rotated quicker

**2 marks for detailed description
1 mark for limited description
Total 6 marks**

Example 2

Activity – Badminton

(i) Description

- I felt that I was off balance when I played

Limited description

- I felt it

**2 marks for detailed description
1 mark for limited description**

(ii) Example

Description

- I was off balance and I lacked power in my shots

Limited description

- I was off balance
- My shots lacked power

**2 marks for detailed description
1 mark for limited description**

(iii) Example

Explanation

- I moved my feet to be better balanced and I hit the shuttle harder

Limited explanation

- I moved my feet to be more balanced
- I hit the shuttle harder

**2 marks for detailed description
1 mark for limited description
Total 6 marks**

Question 7

Part A

(i) Example

Explanation

- Combination of strength and speed
- Strength applied quickly
- Power is a maximum/near maximum muscle action, performed at speed
- Power is the ability to exert a big force quickly/to use strength explosively

Limited explanation

- Speed and strength
- Strength X speed

2 marks for detailed explanation
1 mark for limited explanation

(ii) 1 mark for naming an appropriate test

Example

- Vertical jump/Sarjeant jump
- Standing broad/long jump
- Measured throw/jump

Total 3 marks

Part B

Marks may be awarded if no activity is given

If a skill/technique is not given, marks may be awarded if the candidate identifies a skill/technique that clearly requires power in a throwing action.

Example

Activity – Basketball

Skill/technique – Javelin pass

(i) Example

Description

- When I tried to throw a long pass up the court it fell short/was intercepted
- When I had to play a long pass over a defender
- My long pass fell short

Limited description

- Making a long pass

2 marks for detailed description

1 mark for limited description

Identification of a part/phase of throwing action plus qualification

(ii) Example

Description

- I turned side on in my approach
- I transferred my weight quicker/forward/during the throw/from back foot to front foot
- I took a longer backswing
- I took a bigger backswing
- I straightened my arm as I released the ball
- I swung my arm faster in the action phase/during the throw.

Limited description

- I took a backswing
- I swung my arm faster
- I followed through
- I transferred my weight
- I swung my arm forward
- I took a run up

2 marks for detailed description

1 mark for limited description

Total 4 marks

Marks may be awarded if no activity is given

If a skill/technique is not given, marks may be awarded if the candidate identifies a skill/technique that clearly requires power in a jumping action.

Example

Activity – High jump

Skill/technique – Fosbury/straddle/scissors/jumping over the bar

(iii) Example

Description

- I could not jump up high enough and I kept knocking the bar off
- When I had to jump high to clear the bar

Limited description

- I couldn't jump high enough
- I kept knocking the bar off
- When I had to clear the bar

2 marks for detailed description

1 mark for limited description

Identification of a part/phase of jumping action plus qualification

(iv) Example

Description

- I extended my legs quickly
- I pushed harder against the floor
- I straightened them quickly/as fast as I could
- I pushed down harder on the ground/as I straightened my legs
- I swung my arms upwards/faster/higher/at take off

Limited description

- Bent knees more
- Bend knees before jumping
- I swung my arms
- I pushed down more
- I took a few steps

2 marks for detailed description

1 mark for limited description

Total 4 marks

Question 8

Part A

(i) Example

Explanation

- Players spreading out the length of the area to create passing options/support for each other
- A 2nd attacker moving in front/behind the 1st attacker to support them
- Providing support behind the furthest players forward
- Having support behind you when attacking

Limited description

- Having support behind you

2 marks for detailed explanation

1 mark for limited explanation

(ii) Example

Explanation

- Having attacking players spread across the width of the playing area

Limited explanation

- Spreading players across the park/out wide

2 marks for detailed explanation

1 mark for limited explanation

(iii) One mark for an appropriate response

- It draws our opponents out/wide
- It creates space
- It allows us to get crosses/shots in from the wings
- We could exploit space

Total 5 marks

Part B

- (i) **Marks may be awarded if no team activity is given, if the candidate clearly identifies a team activity in the description**

Example

Team activity - Hockey

Description

- We got the ball to the goal line and cut the ball back

Limited description

- We cut the ball back

**2 marks for detailed description
1 mark for limited description**

- (ii) **Example**

Explanation

- Our midfielders were able to move onto the cut-backs to get a shot at goal
- The defence found it difficult to cover our players moving onto the ball

Limited description

- Our players could move onto the ball
- Our opponents found it difficult to mark us

**2 marks for detailed description
1 mark for limited description
Total 4 marks**

Question 9

Part A

One mark for each appropriate adaptation/change named

- Adapt/change pitch/court layout
- Adapt/change team size/number of opponents/team mates
- Adapt/change equipment
- Adapt/change pitch/court size
- Adapt/change scoring system
- Adapt/change playing/practising time
- Adapt/change rules
- Make opponent passive/active
- Speed up/slow down practice

Total 4 marks

Part B

- (i) **If a skill/technique has not been given, marks may be awarded if the candidate clearly identifies a skill/technique in the description**

Skill/technique – Lay-up

Description

- I had to dribble past a defender before attempting a lay-up

Limited description

- I had to beat a defender before shooting

**2 marks for detailed description
1 mark for limited description**

- (ii) **Example**

Description

- I made the defender passive and he/she did not attempt to get the ball off me/stop me scoring

Limited description

- I made the defender passive
- The defender couldn't tackle me

**2 marks for detailed description
1 mark for limited description**

- (iii) **Example**

Explanation

- I didn't have to worry about being tackled and I could focus on just doing the skill

Limited explanation

- I didn't have to worry about being tackled
- I could focus on just doing the skill

**2 marks for detailed explanation
1 mark for limited explanation**

(iv) Example

Description

- I could get past the defender more easily to score with lay-ups
- I found it easier to get past the defender the next time I tried

Limited description

- I could score more often
- I felt more comfortable/confident when doing lay-ups
- My teacher told me I was better

2 marks for detailed description

1 mark for limited description

Total 8 marks

Question 10

Part A

(i) Example

Explanation

- So that I can set a workload appropriate to my level of fitness
- So that I don't make the training too hard which could injure me
- So that I don't make my training too easy and my fitness would not improve
- You can set targets to motivate you
- So you can measure improvements at the end

Limited explanation

- So that I can make my training specific
- So that my training is not too hard/easy
- So that my training suits my fitness level
- So I don't injure myself
- To motivate me

2 marks for detailed explanation

1 mark for limited explanation

(ii) Example

Explanation

- So that I don't strain/overtire one part of my body by using it too often
- It allows me to rest the parts of my body that have been working
- To work on different parts of the body equally

Limited explanation

- It allows me to rest parts of my body
- So that I don't strain one muscle/muscle group
- So I don't injure myself

2 marks for detailed explanation

1 mark for limited explanation

Total 4 marks

Part B

Example

(i) Detailed description

- I did 6 exercises with 1 minute at each station with 30 seconds rest between

Limited description

- I did 6 exercises/stations
- I worked for 1 minute at each station
- I did 4 sets
- I took 2 minutes between sets
- I did as many reps as I could
- I rested for 30 seconds between stations
- I did sit-ups, press ups, bench jumps

3 marks for detailed description
1 mark for each limited description

(ii) If no exercise is given, marks may be awarded if the candidate clearly identifies an exercise in the description.

Exercise – Press-ups

Description

- I did 50% of my maximum
- I measured the maximum number I could do in 1 minute

Limited description

- I did a percentage of my maximum
- I measured the maximum number I could do

2 marks for detailed explanation
1 mark for limited explanation

(iii) Explanation

- I was able to do the exercise but started to tire towards the end
- The number of press ups I could do increased after four weeks of training
- If I retested myself and had scored more

Limited description

- I found the exercises hard/easy to do
- It tired my arms
- My muscular endurance increased

2 marks for detailed explanation
1 mark for limited explanation
Total 7 marks

[END OF MARKING INSTRUCTIONS]