



2010 Physical Education

Standard Grade

Foundation/General/Credit

Finalised Marking Instructions

Knowledge & Understanding

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2010 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

Competitive team activities

(i) 1 mark for each appropriate response

Examples

- Rugby
- Netball
- Badminton Doubles
- Swimming Relay

Total 2 marks

Competitive individual activities

(ii) 1 mark for each appropriate response

Examples

- Badminton
- Gymnastics
- Trampolining
- Athletics
- Table tennis
- Golf

Total 2 marks

Part B

(i) If no activity is given, marks may be awarded if the candidate clearly identifies a competitive activity in the description

Example – Basketball

Description

- Too many steps before dribbling

Limited description

- Travelling

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

(ii) It is acceptable to refer to any official

Explanation

- They stopped the game and gave the other team the ball
- They got the ball from the side
- They blew the whistle and gave a foul

Limited explanation

- Opponents got the ball
- They got it from the sideline
- They stopped the game

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

Question 7

Part A

Statement	True	False
A tactic is a plan	✓	
You choose tactics to suit your strengths	✓	
Tactics are only used when you are attacking		✓
Tactics can only be used in team games		✓

1 mark for each correct response

Total 4 marks

Part B

- (i) **If an individual activity is not given, marks may be awarded if the candidate clearly identifies an individual activity in the description**

Example

Individual Activity – Badminton

Description

- Play shuttle to the corners
- Play to their backhand/weak side
- Long and short

Limited description

- High/low serve
- Drop/smash shot

2 marks for a detailed description

1 mark for a limited description

- (ii) **If a team activity is not given, marks may be awarded if the candidate clearly identifies a team activity in the description**

Example

Team Activity – Basketball

Description

- Man to man defence/markings
- Get the ball down the court quickly/before defenders
- Hit them on the break/fast break
- Fake and drive
- Zone defence
- 2:1:2 zone/defence

Limited description

- Quick passing
- 2:1:2
- Man to man
- Zone

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

Question 8

Part A

1 mark for each correct response

Skill/Technique	Leg Speed	Arm Speed
Tennis serve		✓
Football kick	✓	
Cycling	✓	
Golf swing		✓
Badminton smash		✓

Total 5 marks

Part B

(i) 1 mark for an appropriate response

Example

Team Activity

- Netball

(ii) If no team activity is given, marks may be awarded if the candidate clearly identifies a team activity in the explanation

Examples

- Match attackers run
- To get into a space quicker
- To get to the ball first/before opponent
- To stay close to opponent

Limited explanation

- To get free/into space
- To stay close

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

(iii) 1 mark for an appropriate response

Example

Individual Activity

- Athletics

- (iv) **If no individual activity is given, marks may be awarded if the candidate clearly identifies an individual activity in the explanation**

Example

- Beat my opponent to the line

Limited explanation

- Beat my opponent

2 marks for a detailed explanation

1 mark for a limited explanation

Total 6 marks

Question 9

Part A

1 mark for each appropriate response

Statement	True	False
You should change your practice so you don't get bored	✓	
You should practice using the correct technique	✓	
You should practice for a long time with no rest		✓
Your practice should get harder as you improve	✓	

Total 4 marks

Part B

Example

Skill/technique – Set shot

If no skill/technique is given, marks may be awarded if the candidate clearly identifies a skill/technique in the description

(i) Description

- I shot at the basket ten times

Limited description

- I shot at the basket

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

(ii) Description

- I stood two steps from the basket when shooting
- I shot further away twelve times

Limited description

- I shot from further away

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

Question 10

Part A

1 mark for each appropriate response

It is easier to hold your balance still if your body weight is

above your base.

above	outside
--------------	----------------

1

It is easier to hold your balance still if your centre of gravity is

low.

low	high
------------	-------------

1

It is easier to hold your balance still if you keep your muscles

tense.

tense	relaxed
--------------	----------------

1

It is easier to hold your balance still if your base is

wide.

narrow	wide
---------------	-------------

1

Total 4 marks

Part B

- (i) Marks may be awarded in part (i) if no activity is given, if the skill/technique named is clearly from an individual activity.

1 mark for an appropriate response

Individual activity – Gymnastics

Skill/technique

- Head stand

- (ii) If no skill/technique is given in part (i), marks may be awarded in part (ii) if the candidate clearly describes a skill/technique from an individual activity.

Explanation

- I made a triangle with my head and hands
- I tensed my stomach/muscles
- I lifted my legs slowly
- I made a wide triangle base

Limited explanation

- I put my hands apart
- I tensed up
- I moved slow
- I made a wide/triangle base

2 marks for a detailed explanation

1 mark for a limited explanation

- (iii) Marks may be awarded in part (iii) if no activity is given, if the skill/technique named is clearly from a team activity.

1 mark for an appropriate response

Team Activity – Volleyball

Skill/technique

- Volley

- (iv) **If no skill/technique is given in part (iii), marks may be awarded in part (iv) if the candidate clearly describes a skill/technique from a team activity.**

Explanation

- I made a wide base with my feet
- I bent my knees to get low

Limited explanation

- I put my feet apart
- I bent my knees

2 marks for a detailed explanation

1 mark for a limited explanation

2010 Physical Education – Standard Grade

General Level

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Question 6

Part A

(i) 1 mark for each appropriate response

Gentle Running

Examples

- Raise heart/pulse rate
- Increase your temperature/blood flow
- More oxygen to muscles/into lungs
- Reduce injury
- Prepare body for stretching
- Muscles react quicker

(ii) 1 mark for each appropriate response

Stretching

Examples

- Loosen muscles
- Reduce risk of injury
- Increase your reach/range of movement/flexibility

(iii) 1 mark for each appropriate response

Practising skills

Examples

- Get specific muscles ready
- Develop touch/skills
- Work at game speed
- Get used to the surface/conditions
- To mentally prepare/get in the zone
- Prepare for the game/performance

Total 6 marks

Part B

(i) Example

Upper Body

Description

- Circle my arm for 10 seconds

Limited description

- Circle my arms

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

(ii) Example

Lower Body

Description

- I pulled my heel towards my bottom

Limited description

- I pulled my foot back

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

Question 7

Part A

(i) 1 mark for each appropriate response

Examples

- Football
- Volleyball
- Basketball
- 100 metre sprint
- Shot putt
- High jump
- Badminton
- BMX Biking/racing

(ii) 1 mark for each appropriate response

Examples

- Ice skating/dancing
- Synchronized swimming
- Dance
- Trampolining
- BMX freestyle
- Roller blading
- Skateboarding
- Freestyle skiing
- Diving
- Gymnastics

Total 6 marks

Part B

- (i) **If an individual activity is not given, marks may be awarded if the candidate clearly identifies an individual activity in the description**

Example

Activity

- Gymnastics

Description

- I linked my skills together in an unusual way
- I linked my skills together smoothly/differently while varying the height/speed/shape of my movements
- I split my legs in the handstand

Limited description

- I linked my movements/any description of a sequence
- I performed my skills differently
- I was unique

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

- (ii) **If a team activity is not given, marks may be awarded if the candidate clearly identifies a team activity in the description**

Example

Activity

- Basketball

Description

- I faked left and then went right

Limited description

- I threw a fake
- I faked left/right
- Any description of working as a team to beat an opponent

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

Question 8

Part A

1 mark for each appropriate response

- (i) Power is a combination of **speed** and **force/strength**

- (ii) Power allows you to apply a large **force** when performing. This allows you to throw objects **long** distances

Total 4 marks

Part B

If no activity or skill/technique is given, marks may be awarded if the skill/technique clearly describes a jumping action

Example

Activity – Volleyball

Skill/technique – Spiking

(i) Description

- I quickly straightened my legs
- I pushed hard off the floor
- I swung my arm up/quickly
- I ran up/in/forwards to the net/quickly
- I bent and straightened my knees

Limited description

- I straightened my legs
- I swung my legs
- I pushed off the floor/downwards
- I bent my knees

2 marks for a detailed description

1 mark for a limited description

(ii) Description

- I could not get over the ball to hit it down
- I could not hit the ball steeply

Limited description

- I could not get above the ball
- I hit the ball into the net

2 marks for a detailed description

1 mark for a limited description

If no activity or skill/technique is given, marks may be awarded if the skill/technique clearly describes a striking action

(iii) Description

Activity – Hockey

Skill/technique – Hit

- I ran up fast
- I transferred my weight quickly forward/as I hit the ball
- I swung fast as I hit the ball

Limited description

- I got behind the ball
- I transferred my weight forward/quickly/as I hit the ball
- I swung fast
- I followed through

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

Question 9

Part A

Statement	Whole-part-whole	Gradual build-up
It can develop confidence before progressing		✓ Given
It allows you to learn a skill in easy stages		✓
It allows me to develop known skills quickly	✓	
It can allow you to develop dangerous skills more safely		✓
It allows me to focus on the problem part of the skill on its own	✓	

Total 4 marks

Part B

Example 1

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

Skill/Technique – Front crawl

Description

- My legs were too far apart

Limited description

- My legs

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

- (ii) **Description**

- I did legs only holding a float
- I did legs only 10 times

Limited description

- I did legs only

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

- (iii) **Description**

- I could kick harder to swim faster

Limited description

- I could swim faster
- I could kick harder
- I could keep my legs together

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

Example 2

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

Skill/Technique – Shoulder pass

Description

- I was not bringing my arm through fast enough

Limited description

- My preparation/action/recovery part
- My arm action

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

- (ii) **Description**

- I stood side on and shadowed the movement
- I practised throwing my arm forward without the ball

Limited description

- I threw my arm forward

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

- (iii) **Description**

- My pass was more powerful and reached my team-mate

Limited description

- My pass was faster/harder/not intercepted

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

Question 10

Part A

1 mark for each correct answer entered

- (i) To achieve **movement** in one direction you must apply a force in the **opposite** direction

2 marks

- (ii) The **harder** the force you apply, the **faster** your movement.

2 marks

Total 4 marks

Part B

- (i) **If an individual activity is not given, marks may be awarded if the candidate clearly identifies an individual activity in the description**

Example

Activity – Cycling

Description

- I was trying to sprint/cycle into the wind

Limited description

- The wind was against me

2 marks for a detailed description

1 mark for a limited description

- (ii) **Description**

- I bent forward and lowered my head
- I went in close behind another rider

Limited description

- I bent forward
- I lowered my head
- I made myself streamlined
- I went behind another rider
- I wore tighter clothing

2 marks for a detailed description

1 mark for a limited description

- (iii) **If a team activity is not given, marks may be awarded if the candidate clearly identifies a team activity in the description**

Example 1

Activity – Rugby

Description

- I pushed against the ground to change direction/to pass the defender
- I wore studs to get grip to change direction

Limited description

- I pushed against the ground
- I wore studs to get grip

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

Example 2

Activity – Football

Description

- I kicked the ball into the wind to hold the ball up/drop behind their defence

Limited description

- The wind held the ball up
- I kicked the ball into the wind

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

2010 Physical Education – Standard Grade

Credit Level

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Question 6

Part A

Example

Description

- More touches of the ball, helps me develop skill
- More chance for all players, to stay involved
- Fewer players means teacher can identify problems more easily
- Fewer options, so decision making skills can be improved
- Fewer people to pass to, so you have less to think about
- Improves problem solving in the game/under pressure
- Less opponents/team-mates, means fewer options
- You can focus on one part of your play, in a game situation
- More chance to practice skills, at game speed
- On a full size pitch it was more physically demanding
- On a small size pitch it was more/less physically demanding
- You can practice complex skills under less pressure

Limited description

- More touches of the ball
- Can practice in a game situation
- Can play in different positions
- More involved
- More chance to perform skill
- Problems easily identified
- Fewer options/decisions
- Less to think about
- Improves problem solving
- Fewer opponents
- Improves decision making
- Can concentrate on skills/tackling/shooting/passing etc
- Helps build confidence
- Under less pressure
- It was less/more tiring
- Less confusing
- Easier to get feedback
- Motivates/avoids boredom/more enjoyment
- I got more time/space

2 marks for each detailed description

1 mark for each limited description

Total 4 marks

Part B

- (i) **If a team activity is not given, marks may be awarded if the candidate clearly identifies a team activity in the description**

Example

Activity – Basketball

Description

- 3 attackers played a fast break drill against 2 defenders
- 3v2 fast break

Limited description

- 3v2 to the basket/half court/game

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

- (ii) **Description**

- We always had someone in space to pass to
- It was easier to find space to score

Limited description

- Less pressure
- High success rate
- You get more time/space
- Always someone to pass to/a player unmarked
- Easier to score/pass
- We could keep the ball
- It tires out the defender

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

- (iii) **Description**

- One player went to the ball and the other covered behind
- They kept one player deep to cover the basket

Limited description

- One player went to the ball
- They used a zone
- They defended in depth
- One defender went deeper
- They used delay in defence
- They moved quickly
- They anticipated our pass/run

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

Question 7

Part A

(i) Example

- A plan/strategy/formation/system of play made up before/during a game
- A plan/strategy/formation/system of play made up to beat opponents/stop opponents scoring
- A plan to take advantage of strengths/weaknesses

Limited Description

- A plan/strategy/formation/system of play

2 marks for a detailed description

1 mark for a limited description

(ii) One mark for each appropriate factor

- Own team/individual strengths/physical/personal qualities
- Own team/individual weaknesses/physical/personal qualities
- Opponents' weaknesses/physical/personal qualities
- Opponents' strengths/physical/personal qualities
- Weather conditions
- How much time remaining
- Team mate/opponent sent off/injured
- Physical/mental demands of activity
- We were winning/losing
- Result required/only need a draw
- When you plan to use it
- The size of the pitch
- Opponents tactics
- Our level of fitness

Total 5 marks

Part B

- (i) **If a team activity is not given, marks may be awarded if the candidate clearly identifies a team activity in the description.**

Example

Activity – Football

Description

- We played high crosses into our tall players

Limited description

- We played high passes/crosses

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

- (ii) **Description**

- The defender was out jumping our player to win the ball

Limited description

- Our player was not winning the ball
- The ball was being cleared

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

- (iii) **Description**

- We played the ball low into our players feet/into space

Limited description

- We played the ball low/along the ground
- We played into our players feet

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

Question 8

Part A

(i) **Example**

- Tendons attach muscles to bones

Limited explanation

- Tendons attach the muscles

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

(ii) **One mark for each appropriate muscle named**

- Hamstring
- Quadriceps

(iii) **Description**

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

Limited description

- One muscle shortens, as the other lengthens

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

Part B

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

Skill/Technique – Drop kick

Description

- The leg bends back, then extends/straightens forward
- The knee bends the leg back then straightens/extends the leg

Limited description

- It moves back then forward
- The knee bends then straightens
- The knee joint opens and closes

2 marks for a detailed description

1 mark for a limited description

- (ii) **Explanation**

- I can swing my leg fast to hit the shot hard/reach the posts
- I can straighten my leg through the ball to get it on target/get more power

Limited explanation

- I can powerfully straighten my leg
- I can hit the shot hard
- I can get it on target

2 marks for a detailed explanation

1 mark for a limited explanation

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

Skill/Technique – Overhead clear

Description

- It is pulled back then moves forward
- It swings/turns up and around
- It rotates back then forwards

Limited description

- It moves back then forward
- It drops behind me
- It rotates back/forward

2 marks for a detailed description

1 mark for a limited description

(iv) Explanation

- It allows me to take my arm back far/get a long lever action to hit the shuttle hard
- I can bring my arm through quickly to hit the shuttle deep

Limited explanation

- I can get a big swing of my arm
- I can take my arm back far
- I can get a long lever
- I can get a big/fast swing
- I can reach high

2 marks for a detailed explanation

1 mark for a limited explanation

Total 8 marks

Question 9

Part A

1 mark for each appropriate reason

Examples

- May have many sub-routines/parts
- May have high physical demand eg flexibility/strength/speed/power etc
- May be dangerous
- May have a complicated order/number of movements
- May be performed under pressure
- May involve many decisions/judgements/a lot to think about
- May require high levels of performance related fitness eg agility, timing, balance, coordination, reaction time etc
- May be more difficult to perform

Total 4 marks

Part B

- (i) **If an activity or skill/technique is not given, marks may be awarded if the candidate clearly identifies an activity and a complex skill technique in the description. If the skill/technique is clearly a simple skill no marks should be awarded. Complex skills should clearly meet criteria listed in Part A**

Example

Activity – Badminton

Skill/technique – Overhead clear

Description

- I played overhead clears from a standing position, at the back of the court

Limited description

- I cleared high feeds

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

If a simple skill has been identified in part B (i) and no marks have been awarded, marks may be awarded in parts (ii) and (iii)

(ii) Description

- From the middle of the court I moved to play the clear

Limited description

- I moved to play a clear

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

(iii) Explanation

- I had to move back to get under the shuttle
- I had to move back quickly/to get under the shuttle/to give me more time

Limited explanation

- I had to move back
- I had to get under the shuttle

**2 marks for a detailed explanation
1 mark for a limited explanation
Total 6 marks**

Question 10

Part A

(i) Example

- If you stop training, you will lose your level of fitness

Limited explanation

- Losing your level of fitness

2 marks for a detailed explanation

1 mark for a limited explanation

(ii) 1 mark for each appropriate consideration

Examples

- Own fitness level
- Demands of the activity
- Demands of the position/role/skills required
- Aspect of fitness
- Type of training/exercise
- Workload/intensity of training/frequency/duration
- Part of body/muscle group
- How quickly you want to be fit
- Phase/cycle of training
- When you want to peak/when the event is

Total 4 marks

Part B

- (i) **No marks awarded in part (i) if no aspect of fitness is given**

One mark for naming an appropriate type of training

Example 1

Aspects of fitness – C.R.E.

Type of training – Continuous

1 mark

If no aspect of fitness is given, then marks may be awarded in parts (ii), (iii) and (iv) if an aspect of fitness is clearly identifiable

- (ii) **If no type of training is given, then marks may be awarded if the frequency relates to the aspect of fitness given.**

Description

Acceptable minimum of three sessions a week for C.R.E.

- Three times a week

1 mark

- (iii) **If no type of training is given then marks may be awarded if the initial workload relates to the aspect of fitness given.**

Description

Acceptable range of 60-80% maximum heart rate

- I ran for 20 minutes at 60% of my maximum heart rate

Limited description

- I ran for twenty minutes
- I ran at 60% of my maximum heart rate

2 marks for a detailed description

1 mark for a limited description

(iv) **If no type of training is given then marks may be awarded if the changes relate to the aspect of fitness given.**

Description

- I ran for 25 minutes at a faster pace
- I ran for 30 minutes at 70% of my maximum heart rate

Limited description

- I ran for 25 minutes
- I ran at 70% of my maximum heart rate
- I ran for the same time at a faster pace
- I ran faster for longer

2 marks for a detailed description

1 mark for a limited description

Total 6 marks

Example 2

- (i) **No marks may be awarded in part (i) if no aspect of fitness is given.**

One mark for naming an appropriate type of training

Aspects of fitness – Strength

Type of training – Weight training

1 mark

If no aspect of fitness is given, then marks may be awarded in parts (ii), (iii) and (iv) if an aspect of fitness is clearly identifiable.

- (ii) **If no type of training is given then marks may be awarded if the frequency relates to the aspect of fitness given.**

Description

Acceptable minimum of three sessions a week for strength

- Two times a week

1 mark

- (iii) **If no type of training is given then marks may be awarded if the initial workload relates to the aspect of fitness given.**

Description

Acceptable minimum of 70% maximum for strength

- I lifted 70% of my maximum lift/I rep maximum 6 times
- I did 5 repetitions of my 6 rep maximum

Limited description

- I lifted 70% of my maximum
- I lifted high weight with low reps

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

(iv) **If no type of training is given then marks may be awarded if the changes relate to the aspect of fitness given.**

Description

- I increased the amount of weight in line with my new maximum
- I increased the number of reps to 7 and the number of sets to 4

Limited description

- I increased the reps and sets

2 marks for a detailed description

1 mark for a limited description

Total 6 marks

[END OF MARKING INSTRUCTIONS]