



2010 Physical Education

Intermediate 1

Finalised Marking Instructions

© Scottish Qualifications Authority 2010

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 External Print Team, Centre Services, 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 External Print Team, Centre Services, 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.

2010 Physical Education: Intermediate 1

Question 1		Marks
(a)	• Gives a clear description of difference between self and model performer. • Gives some description of difference between self and model performer. • Marks should be awarded as indicated above for second difference. • Gives a clear description. • Gives some description.	2 marks 1 mark 2 marks 1 mark
(b)	• Uses knowledge and understanding to give clear explanation of why model performance was used to plan programme of work. • Uses knowledge and understanding to give some explanation of why model performance was used to plan programme of work.	2 marks 1 mark
(c)	• Uses knowledge and understanding to give clear explanation of what was done to make performance more like that of model performance. • Uses knowledge and understanding to give some explanation of what was done to make performance more like that of model performance. • Marks should be awarded as indicated above for second example. • Gives a clear explanation. • Gives some explanation.	2 marks 1 mark 2 marks 1 mark
(d)	• Gives a clear description of how performance changed. • Gives a broad description of how performance changed. • Gives some description of how performance changed.	3 marks 2 marks 1 mark
(e)	• Gives clear description of affect on performance. • Gives some description of affect on performance. • Marks should be awarded as indicated above for second affect. • Gives a clear description. • Gives some description.	2 marks 1 mark 2 marks 1 mark
(f)	• Provides clear description of next steps. • Provides a broad description of next steps. • Provides some description of next steps.	3 marks 2 marks 1 mark

Question 2			Marks
(a)	Relevant aspects of fitness named.		1 mark each
(b)	- Gives a clear description of relevant method of gathering information. - Gives some description of relevant method of gathering information.		2 marks 1 mark
(c)	- Gives a clear explanation of why method of gathering information was useful. - Gives some explanation of why method of gathering information was useful.		2 marks 1 mark
(d)	(i)	- Gives a clear description of aspect and its affect. - Gives some description of aspect and its affect.	2 marks 1 mark
	(ii)	- Gives a clear description of aspect and its affect. - Gives some description of aspect and its affect.	2 marks 1 mark
(e)	Appropriate method of training selected.		1 mark
(f)	- Gives a clear description of how principle of training was used. - Gives some description of how principle of training was used. - Marks should be awarded as indicated above for second principle of training. - Gives clear description. - Gives some description.		2 marks 1 mark 2 marks 1 mark
(g)	- Uses knowledge and understanding to give a clear explanation of why overload is used. - Uses knowledge and understanding to give some explanation of why overload is used.		2 marks 1 mark
(h)	- Provides a clear description of difference in performance. - Provides some description of difference in performance.		2 marks 1 mark

Question 3		Marks
(a)	- Uses knowledge and understanding to give a clear description of parts which gave problems. - Uses knowledge and understanding to give a broad description of parts which gave problems. - Uses knowledge and understanding to give some description of parts which gave problems.	3 marks 2 marks 1 mark
(b)	- Uses knowledge and understanding to give a clear description of use of relevant practice that is likely to lead to performance development. - Uses knowledge and understanding to give a broad description of use of relevant practice that is likely to lead to performance development. - Uses knowledge and understanding to give some description of use of relevant practice that is likely to lead to performance development.	3 marks 2 marks 1 mark
(c)	- Gives a clear explanation of why practice was useful. - Gives some explanation of why practice was useful.	2 marks 1 mark
(d)	- Gives a clear explanation of why it is important to monitor performance. - Gives some explanation of why it is important to monitor performance.	2 marks 1 mark
(e)	- Gives a clear description of method used to check progress. - Gives some description of method used to check progress.	2 marks 1 mark
(f)	- Uses knowledge and understanding to give a clear description of use of relevant practice that is likely to lead to performance development. - Uses knowledge and understanding to give a broad description of use of relevant practice that is likely to lead to performance development. - Uses knowledge and understanding to give some description of use of relevant practice that is likely to lead to performance development.	3 marks 2 marks 1 mark
(g)	- Uses knowledge and understanding to give a clear description of improvement in overall performance. - Uses knowledge and understanding to give broad description of improvement in overall performance. - Uses knowledge and understanding to give some description of improvement in overall performance.	3 marks 2 marks 1 mark
(h)	- Gives a clear description of what would be done next to improve performance. - Gives some description of what would be done next to improve performance.	2 marks 1 mark

Question 4		Marks
(a)	• Gives a clear description of structure, strategy or composition used. • Gives a broad description of structure, strategy or composition used. • Gives some description of structure, strategy or composition used.	3 marks 2 marks 1 mark
(b)	• Uses knowledge and understanding to give a clear description of strength in structure, strategy or composition. • Uses knowledge and understanding to give some description of strength in structure, strategy or composition. • Marks should be awarded as indicated above for second strength. • Gives a clear description. • Gives some description.	2 marks 1 mark 2 marks 1 mark
(c)	• Uses knowledge and understanding to give a clear description of weakness in structure, strategy or composition. • Uses knowledge and understanding to give some description of weakness in structure, strategy or composition. • Marks should be awarded as indicated above for second weakness. • Gives a clear description. • Gives some description.	2 marks 1 mark 2 marks 1 mark
(d)	• Gives a clear description of information gathering. • Gives a broad description of information gathering. • Gives some description of information gathering.	3 marks 2 marks 1 mark
(e)	• Provides clear description of appropriate monitoring methods. • Provides some description of appropriate monitoring methods.	2 marks 1 mark
(f)	• Gives a clear description of how action(s) affected structure, strategy or composition used. • Gives a broad description of how action(s) affected structure, strategy or composition used. • Gives some description of how action(s) affected structure, strategy or composition used.	3 marks 2 marks 1 mark

[END OF MARKING INSTRUCTIONS]