

Scottish Certificate of Education

**Standard Grade Arrangements in
Physical Education**

Foundation, General and Credit Levels in and after 1990

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Introduction

In March 1986, a report produced by a Joint Working Party (JWP), containing proposals for a syllabus and examination in Physical Education on the Standard Grade of the Scottish Certificate of Education, was issued to interested bodies for comment.

In response to a substantial number of representations from teachers that the Standard Grade assessment arrangements were unduly onerous, the Scottish Education Department published a report by the Standard Grade Review of Assessment Group (SGROAG): "Assessment in Standard Grade Courses: Proposals for Simplification". Following consultation on, and general acceptance of, the SGROAG proposals, a Short Life Working Group (SLWG), consisting of nominees of the Board and the Consultative Committee on the Curriculum, was established in each Standard Grade subject to revise the assessment arrangements in line with the SGROAG recommendations.

The Report of the SLWG on Physical Education was issued for consultation in August 1987. The submissions from interested bodies are gratefully acknowledged. In preparing the Revised Arrangements, the SLWG has taken account of the observations received and has amended the proposals as appropriate.

A Standard Grade examination in Physical Education at Foundation, General and Credit Levels will be offered in and after 1990 on the basis of the arrangements detailed in this document.

A wide range of support materials has been prepared by the Central Support Group in Physical Education.

1 Rationale

- 1 1** In its report the Munn Committee identified physical education as one of the four "core" areas of study for all S3 and S4 pupils. However, "physical education" was not clearly defined in that report and appeared to be regarded as being synonymous with "physical activity". Certainly, physical education, as it is identified in school curricula, involves many and varied physical activities but does so in such a way that they become the contexts for learning and not ends in themselves.
- 1 2** This is a different use of the term "activities" from that made in sport and physical recreation, which are concerned on the one hand with serious competition and the pursuit of sporting excellence, and on the other with relaxed enjoyment. Nevertheless, all three aspects - physical education, sport and physical recreation - have in common the purpose of enhancing the personal well-being of the individual and emphasising active participation.
- 1 3** It is this active participation which provides the key to the unique contribution which physical education makes to the curriculum as a practical experiential subject. The Munn Report spoke of controlled physical movement providing scope "for expression of feeling, for aesthetic pleasure, for the sheer enjoyment of play, and for the display of skilled performance". Thereafter it went on to identify the contribution made to leisure and recreation. To this should be added the complexity of acquiring skills and techniques, a learning process which involves physical, intellectual, social, emotional and moral dimensions. The elective Standard Grade course in Physical Education adopts this broad educational perspective.
- 1 4** A holistic approach results in a much broader perspective on what achievement in such a course will involve. Pupils will gain far more than mastery of a number of practical skills, however complex they may be. All of the physical activities in which they engage will contribute in some way to an improvement in physical condition; some of them will provide entry into the social and cultural life of the community. In addition pupils will acquire, through first hand experience, a knowledge of these activities, their own ability in them, and some of the principles involved. The understanding of concepts and principles thus gained will then be directed towards an evaluation of their own and other pupils' performance.
- 1 5** During the course pupils will be afforded the opportunities to explore, rehearse and adopt a variety of social roles in the physical domain through competition and cooperation, by striving and sharing, as individuals and with others. On occasions, the moral dimension with regard to rules and codes will be an important feature calling on pupils to exercise self-discipline, adjust attitudes, make decisions and accept the decisions of others.
- 1 6** The Standard Grade course in Physical Education offers pupils:
- the opportunity to reveal their commitment to Physical Education and undertake more specialised work in pursuit of their own interests;
 - a more intense experience over a two-year period of concentrated study and during an increased allocation of time in the curriculum;
 - national recognition through certification.

2 Aims

2 1 The rationale gives rise to the following aims of the Standard Grade course.

2 2 Main Aim

The main aim of the course is to enable pupils to improve their performance in a range of physical activities and through critical and imaginative practice come to know and understand the principles involved and how they are applied in physical education.

2 3 Specific Aims

The specific aims are to enable pupils:

to improve their physical performance

by developing the abilities underlying those skills which are fundamental to physical activities and by practising and refining techniques;

to know and understand the principals involved

by participating in a range of practical activities individually and with others in ways which make various demands on them;

to identify and distinguish different abilities

by evaluating their own performance and that of others;

to enhance their affective development

by sharing their ideas, communicating their decisions and coming to terms with their responses to various types of challenge.

3 Course Design

The course has been designed as follows.

3 1 Principles

The course is designed on the basis of 160 hours over two academic years. It is based on a set of components selected by each school. These components are linked by groups of aims, learning experiences and learning outcomes which form the constants of the course and promote a coherent structure. This differs substantially from free standing units or modules.

3 2 Syllabus Model

The process model adopted for this course provides a common syllabus for all pupils who are presented with the same set of learning experiences and learning outcomes. An experiential approach is advocated in which learning takes place by engaging in and observing physical activity. Differentiation is demonstrated through the different levels at which pupils attain the learning outcomes.

3 3 Learning Experiences

The concept of process as it relates to learning in physical education is shown in the learning experiences which pupils meet. They are:

- practising and refining actions;
- devising and creating movements;
- receiving directed learning;
- engaging in practical investigation;
- solving problems;
- observing and reporting on skills and techniques;
- analysing human movement;
- assessing self and peers;
- meeting challenges;
- adopting different roles;
- cooperating with partner or group;
- competing with partner or group.

3 4 Learning Outcomes

All pupils will attempt to achieve the learning outcomes but will do so with varying degrees of success. As a result of taking part in a Standard Grade course pupils will be required to:

- perform skills;
- apply skills in context;
- demonstrate knowledge and understanding of facts and principles;
- apply facts and principles to appropriate contexts;
- observe and describe actions;
- suggest appropriate ways to improve performance;
- make and accept decisions;
- accept responsibilities.

4 Content of the Course

4 1 There are four aspects of the course content. The emphasis given to each of them will vary from component to component. These aspects are:

Practical Performance
Knowledge and Understanding
Evaluating
Affective Development.

Only three of these aspects - Practical Performance, Knowledge and Understanding, Evaluating - will be assessed for certification. These form the assessable elements of the course under each of which is grouped a pair of learning outcomes (see 6 3).

4 2 Practical Performance

Controlled physical movement forms the basis of this aspect. The physical attributes of the performer, such as strength, flexibility and stamina, in addition to abilities such as coordination and balance, will contribute to the ease with which competence is achieved. This achievement can be considered in three associated forms of movement:

basic movement patterns;
discrete physical skills;
applied skills in context.

Basic movement patterns are instantly recognisable in the actions of, for instance, running, jumping and throwing. Such actions are the essential base for the development of discrete skills. Discrete skills are those aspects of a physical activity which may be practised separately for the purposes of refinement. Examples are, a "spike" in volleyball, a "sidestep" in rugby, a "pas de basque" in dance. In developing a range of discrete skills, pupils should be able to apply them in the appropriate context and at different stages in their development. In so doing pupils will be involved in selecting from a range of skills.

The processes of practising, refining, devising, creating and selecting are applied to these three forms of movement for each physical activity. Activities will be included by a school if its teachers have detailed knowledge of the activities' special characteristics, skills and techniques. The selection of activities will influence the specific techniques which pupils learn. The range and balance of activities provided will determine the richness of pupils' repertoires at the end of the course. A classification of activities is offered in 5 2.

4 3 Knowledge and Understanding

This aspect should not be simply equated with the theory of movement in an academic sense. In Physical Education, as with other practical activities, there are essentially practical ways of revealing knowledge and understanding. Demonstration of such knowledge may be through decisions made and actions taken as much as through written or graphic presentations.

The process requires pupils to investigate, to solve problems and to apply the knowledge and understanding they have gained during the active learning of physical activities. Herein lies the key to what is meant by content in this aspect. The emphasis on active learning seeks to arrive at knowledge which explains practice.

Consequently, as a result of taking part in a Physical Education course pupils should have acquired through first hand experience a body of knowledge about various activities and about their ability to operate successfully in each. Three areas of knowledge are clearly identifiable as being essential:

- | | |
|------------|--|
| The body | including sufficient facts about structure and sufficient principles relating to function to support safe performance, to provide a basis on which to make decisions affecting health and to promote understanding of the effects of physical activity. |
| Skills | including facts related to specific techniques in the particular activities in a course and to principles which are generally applicable, such as mechanics or movement analysis or methods of practice. |
| Activities | including facts which identify the roles to be played by different participants, the procedures which are appropriate to different activities in terms of rules, strategies or organisation, and principles which apply to relationships between individuals and management of groups of people in different environments. |

It is essential that teachers select the content carefully and provide pupils with the relevant learning experiences to achieve the learning outcomes. In such a way, knowledge and understanding will be developed in the practical setting throughout the course.

The content for this aspect is set out below in the form of items to be included by the teacher, with examples of questions to which pupils might respond.

a The body

Teachers should illustrate the following in relation to physical activity:

- the action of the main muscle groups;
- the action of the main joints;
- the main limitations on movement either due to structure or condition;
- the effect of exercise on the body;
- how to use these facts to gain improvement in performance.

Pupils might consider questions such as:

- What are the main muscles and joints used in particular actions?
- How did my body respond to exercise?
- How do I prepare for strenuous physical activity?

How long does my body take to recover from that activity?
How can I monitor fitness?
Can I select and plan basic ways to meet my own needs for improvement?

b Skills

Teachers should illustrate the following in relation to physical activity:

an outline of mechanical principles and their application;
how to use energy, speed and direction in relation to a variety of techniques;
ways of arranging the practice and development of skills.

Pupils might consider questions such as:

Why do I need to know about my centre of gravity in this activity?
How can I aid my balance in different ways?
Where and how do I apply force to improve my performance?
How did I learn the activities in the course?
What are the advantages of practising parts of an action?
Do I learn faster if I concentrate on one thing for several weeks?

c Activities

Teachers should illustrate the following in relation to various activities:

differences in their nature and purpose;
how the purpose affects the use of the body;
the range of roles to be adopted by individuals in different activities;
the informal codes which result; and the formal rules (if applicable) and how these influence participation in the activity;
how to estimate one's own performance;
how to choose an appropriate role;
where and how to obtain information about taking part.

Pupils might consider questions such as:

Do I enjoy in the same way all the activities in which I take part?
Am I competent to take my turn of being the leader?
How does everybody know what to do?
What can be done to make an event run smoothly?
How can I find out more about a chosen activity?

4 4 Evaluating

The ability to evaluate performance, whether one's own or that of others, is an important development of the kinds of knowledge and understanding which pupils acquire through taking part in a Physical Education course. It requires the recognition of basic actions, physical attributes and details of technique as factors affecting quality or effectiveness of performance.

Here the process requires pupils to refine their observations and analyses of the ways in which movements, skills and techniques are performed in order to develop their critical ability. They will be engaged in making simple comparisons, applying criteria set by the teacher and devising appropriate criteria for themselves.

The purpose of Evaluating is to help pupils to produce a coherent description and thereafter to suggest ways in which a particular performance might be improved.

Several forms of analysis are available, namely:

those based on the physical sciences with the emphasis on efficiency of movement explained through laws governing motion, propulsion, balance, flight and flotation;

those based on principles of human movement regarding body shape, perception of space, or rhythm and dynamics;

those which identify in a particular performance the detail of its technique or its several phases, such as preparation, action and recovery.

More than one of these forms may be used to make qualitative comment on any performance. Observations of the agility or speed required, the technique employed and the rhythm and flow of the whole will be combined.

These observations and forms of analysis will allow pupils to evaluate performance. This ability will be developed in the following ways:

by observation during participation in a range of specific activities;

by applying knowledge and understanding of the techniques and principles underlying performance in broad groups of activities;

by detailed observation of sample performances not only in familiar activities but also in activities of which the pupils have no experience or technical knowledge.

4 5 Affective Development

This aspect is a reflection of the social, moral and emotional dimensions present in physical education. It is concerned with the attitudes and dispositions which pupils form and display through meeting the various challenges provided in the course. Opportunities should be provided for pupils to adopt different roles, to develop a realistic self-image, to accept a degree of responsibility for their own learning, to cooperate and form relationships with their peers, to be tolerant and fair, and to make and accept decisions. These activities take place in a variety of environments which may require pupils also to demonstrate such qualities as courage and forbearance.

5 Structure and Planning

5 1 Structure of the Course

Within the planning requirements described below schools will choose their own combination of components for the two-year course.

A component is a portion of the course within which a group of learning experiences are provided for pupils in the context of one or more physical activities.

The purpose of each component is to provide the appropriate learning experiences which will enable pupils to achieve selected learning outcomes. The number of components and the duration of each may vary but the following requirements should be met:

the total time for the course will be 160 hours;

the course will contain a minimum of five components and a maximum of eight;

the teaching time for any one component will be a minimum of 20 hours, with a maximum of 50 hours;

Overall development of pupil competence will take place as the course progresses.

5 2 Planning the Course

5 2 1 Planning the course should begin with a consideration of the aims, all of which should be reflected in the course. Each component should fulfil certain of the aims.

A balanced pattern of the aims should be established across all the components of the course, before the further design of each is undertaken.

Distribution of the time among the components of the course will be determined by the selected aims to be fulfilled, the teaching strategies to be adopted, and the venue in which each is to be taught.

Within each component the distribution of time among different learning experiences and different outcomes should be carefully planned.

5 2 2 Each component will take place over a period of time during which one specific physical activity or a number of activities will be undertaken. Resources and staff expertise will to some extent determine the choices available.

Examples of physical activities are shown in 5 2 4, grouped under the following categories:

Gymnastics
Dance
Water-based Activities
Outdoor Pursuits
Individual Activities: Directly Competitive
Individual Activities: Indirectly Competitive
Team Games: Indoor
Team Games: Outdoor
Thematic Study.

5 2 3 The course should include activities chosen from a minimum of five of these categories.

While some activities may be placed in more than one category, once a school has decided under which category an activity is to be included, it should not be included under another category for the duration of a particular course (except in the case of a Thematic Study).

The activities within any one component should all be selected from the same category. Each component should feature a different category. Neither of these requirements applies to the Thematic Study.

5 2 4 The nine categories have been planned to provide qualitatively different challenges to teachers and pupils alike. They are as follows:

i Gymnastics

Gymnastics promotes the development of skilled bodily movement through a progression of demanding tasks and challenges.

ii Dance

In addition to offering a demanding form of physical activity, dance allows the opportunity for expression and creativity, as well as emphasising aesthetic appreciation. It encourages rhythmic and dynamic aspects of movement.

iii Water-based Activities

Moving in and on water demands a range of skills which provide unique physical demands for coping with this different medium. They may be of an individual technical nature or may be linked to social consideration for the safety of others.

iv Outdoor Pursuits

Outdoor pursuits comprise those activities which take place in the natural environment. The scope for developing a range of physical skills and providing a variety of challenging experiences is extensive. There may also be special emphasis on interpersonal skills.

v Individual Activities: Directly Competitive

These activities develop a range of physical skills and involve the individual in making decisions in relation to an active opponent or opponents.

vi Individual Activities: Indirectly Competitive

These activities are distinct from the previous category in that their conduct is not dependent upon the presence of an opponent and they may be engaged in without direct competition with others.

Team Games - Indoor and Outdoor

Team Games necessitate groups of pupils cooperating with each other in the pursuit of the common goal of defeating an opposing team through the tactical deployment of both individual and collective skills and in accordance with clearly defined rules.

vii Indoor Games

In these games small groups of players are required to cooperate within a restricted area, which demands precision in technique and in use of space.

Games Making gives pupils the opportunity to invent, develop and refine their own games which may include cooperation or tactics and which require the definition of a framework of rules.

viii Outdoor Games

In these games players are required to adapt to variable weather and playing surfaces which demand versatility of skills and tactics. Skills practices and small-side team games may take place indoors but the main emphasis must be placed on the outdoor context.

ix Thematic Study

This study is an opportunity to identify common links across a variety of categories involving pupils in a process of practical investigation. Examples of these are "performance related fitness", "movement patterns" and "acquisition of skills".

5 2 5 The following list of activities is not intended to be exhaustive but has been arrived at from an analysis of the activities taught most frequently in schools in Scotland.

Categories									
i	ii	iii	iv	v	vi	vii	viii	ix	
Gymnastics	Dance	Water-based Activities	Outdoor Pursuits	Individual Activities: Directly Competitive	Individual Activities: Indirectly Competitive	Team Games: Indoor	Team Games: Outdoor	Thematic Study	
A C T I V I T I E S	Modern	Ethnic	Swimming	Orienteering	Badminton	Archery	Basketball	Hockey	
	Olympic	Contemporary	Personal Survival	Hill Walking	Squash	Trampolining	Volleyball	Lacrosse	
	Rhythmic		Life-saving	Rock Climbing	Table Tennis	Athletics	Handball	Football	
			Synchronised Swimming	Skiing	Fencing	Cross-country Running	Netball	Rugby	
			Sailing		Tennis		Games Making	Shinty	
			Canoeing			Golf		Cricket	
			Board Sailing					Softball	
								Rounders	

53 Course Requirements

In evaluating their own courses teachers should take account of the following:

The course should contribute to all the aims.

The aims should be distributed across all the components.

The appropriate learning experiences should be identified in each component.

All the learning experiences should be included.

All the learning outcomes should be included.

Distribution of the learning outcomes across the components should be balanced.

The assessment techniques for each learning outcome should be stated.

There should be adequate evidence to support the internal assessment.

6 Assessment for Certification

6 1 Certification

Candidates will be assessed by a system common to all three levels, Foundation, General and Credit. Three of the four aspects listed in 4 1 form the assessable elements of Practical Performance, Knowledge and Understanding, and Evaluating.

6 2 Pattern of Assessment

At all levels, Practical Performance will be assessed internally, with external moderation.

At all levels Knowledge and Understanding and Evaluating will be assessed externally in the same written paper. Centres will be required to submit separate estimates for each of these elements.

6 3 Learning Outcomes Assessed

Assessment will be directly linked to each of the learning outcomes as follows:

In Practical Performance to

perform skills,
apply skills in context.

In Knowledge and Understanding to

demonstrate knowledge and understanding of facts and principles,
apply facts and principles to appropriate contexts.

In Evaluating to

observe and describe actions,
suggest appropriate ways to improve performance.

6 4 Internal Assessment

6 4 1 Internal assessment will determine the grade to be awarded for Practical Performance and will be the basis of the estimates for Knowledge and Understanding and for Evaluating. The teacher will use professional judgement to arrive at a grade for each element.

Awards made by bodies other than the Board will not be accepted in support of internal assessment.

The method of assessment used should be selected because of its suitability for assessing a particular learning outcome. There should be both variety and balance in the methods chosen reflecting the different skills which are being assessed and the different teaching/learning situations which the candidate has experienced.

6 4 2 Internal Grade for Practical Performance

An internal grade for Practical Performance will be awarded to each pupil by the school and conformity with national standards will be ensured by external moderation by the Board (see 6 5).

For Practical Performance appropriate assessment methods are:

practical tests to measure practical skills;

teachers' observation schedules covering both process and product;

records of achievement used for self and peer assessment with teacher verification.

Internal assessment of this element should be recorded in a minimum of four of the components of the course. Each of the learning outcomes should be assessed in more than one component. Equal attention should be paid to both the learning outcomes for Practical Performance (see 6 3). The internal grade will be determined by the teacher's judgement across the minimum of four components.

A minimum of two pieces of evidence relating to each learning outcome should be retained until completion of the Board's appeals procedures.

6 4 3 Estimates for Knowledge and Understanding and for Evaluating

Presenting centres must submit to the Board, by 31 March of the year of the examination, an estimate grade for each candidate for Knowledge and Understanding, and Evaluating. The teacher should determine the estimate grades on the basis of each candidate's work. Estimates are used by the Board for its examination procedures, including such cases as absence from external examinations, adverse circumstances and appeals. Evidence in support of these estimates should be compiled and retained by centres for submission to the Board if required.

a Knowledge and Understanding

Assessment of Knowledge and Understanding should employ methods which require candidates to use what they have learned through practical experience.

These methods may take the following forms:

worksheets requiring a restricted or structured response;

short-answer tests requiring written and graphic responses which provide evidence of practical investigation;

checklists used in practical skills;

oral assessment which may have special relevance for some situations. This form of assessment may be used independently or as a supplement to or in confirmation of other forms used; it may involve informal questions, prepared talks by candidates, or explanations on techniques and tactics.

A minimum of two pieces of evidence relating to each learning outcome should be retained until completion of the Board's appeals procedures.

b Evaluating

Assessment of Evaluating may take place during practical ability sessions. Some of the methods used in assessing Practical Performance may be employed but with the focus on observation and the ability to recommend measures for improvement of the observed performance.

Assessment methods may include:

checklists requiring comparison of a performance with a good example, with the pupil providing evidence of what has been observed;

questions, oral or written, based on observations;

monitoring of improvement programmes to demonstrate observation of changes in performance.

As with assessment in the other elements it is important that the above methods are used to monitor the development of skills and understanding during the course.

A minimum of two pieces of evidence relating to each learning outcome should be retained until completion of the Board's appeals procedures.

Video film may be used to provide candidates with experience of the external assessment format.

6 5 External Moderation of Internal Assessment

To ensure conformity with national standards, internal assessments of Practical Performance will be externally moderated by a Visiting Moderator. A sample of centres will be selected each year by the Board and will be visited on one occasion during March/April of the S4 year. Moderation will be based on direct observation of a sample of 12 candidates taking part in two activities. The focus will not be on individual candidates but on the perceptions of the staff.

Details of the arrangements for moderation are issued annually by the Board.

6 6 External Assessment

6 6 1 Knowledge and Understanding and Evaluating

External assessment will be by a written paper with the relevant subject matter portrayed on video. Candidates will be shown a video film containing a variety of excerpts from several physical activities. This approach to the assessment of Knowledge and Understanding and Evaluating maintains a prime focus on physical activity. For the assessment of Knowledge and Understanding the video excerpts are a stimulus which should remind the candidate of the practical context in which the knowledge was gained. In assessing Evaluating the attention of candidates is shifted from performer to observer, thereby calling upon a separate range of skills.

At all levels the external assessment will assess the same learning outcomes as the internal assessment, ie the candidate's ability to demonstrate and apply knowledge and understanding of facts and principles to appropriate contexts and to observe and recommend means of improving the observed performance. Reference should be made to the specimen question papers for examples of questioning styles and techniques which may be employed.

Three question papers will be offered, each covering one Level: Foundation, General and Credit.

The time allocation will be as follows:

<i>Paper</i>	<i>Grades Assessed</i>	<i>Duration</i>
Foundation	6, 5	1 hour approx.
General	4, 3	1 hour approx.
Credit	2, 1	1 hour approx.

Each paper will contain a total of 5 questions. After Question 3 candidates will receive a 5 minute break during which time they may check over their answers. This time will be spent in the examination room. The examination will then re-commence and a further 5 minutes' checking time will be given after the last question.

6 6 2 Presentation Levels for Knowledge and Understanding and Evaluating

At the time of presentation, centres will be required to indicate the Levels of the external papers which each candidate will attempt, as follows:

Foundation and General Levels only S

or

General and Credit Levels only C

This presentation does not imply any restriction on grades available for Practical Performance.

Candidates are not obliged to attempt the papers at both Levels but are strongly advised to do so, since, other than as a result of an appeal, candidates can only be awarded one of the grades assessed by the papers attempted, or grade 7.

The following table may be helpful as a guide to presentation.

<i>Expected External Grade</i>	<i>Presentation Levels</i>	<i>Grades Assessed</i>
6, 5, 4	Foundation and General	6, 5, 4, 3
3, 2, 1	General and Credit	4, 3, 2, 1

This arrangement allows in each case for a grade award higher or lower than expected (except at grades 1 and 7 respectively). A candidate expected to achieve grade 6 may choose to be presented for both the Foundation and the General papers; or a candidate expected to achieve grade 3 may choose to be presented for the Foundation and General combination of papers, thereby accepting that grade 2 or grade 1 will not be possible.

Candidates who attempt papers at two Levels will be given the better of the two grades achieved on these papers. Performance at one Level will **not** be taken into account in grading at the other Level.

6 7 Knowledge and Understanding and Evaluating

Each of the 5 questions will be in 4 parts - A, B, C and D. Parts A and B will be concerned with Evaluating and Parts C and D will be concerned with Knowledge and Understanding. Within each question, marks will be awarded separately to each element and separate totals for each of the two elements will be calculated.

The two grades associated with each Level will be distinguished by setting two cut-off scores. The lower score will reflect a satisfactory overall standard of performance, the upper score a high overall standard of performance. Cut-off scores will be set for each element.

6 8 Grade 7 and No Overall Award

Candidates who have not complied with the assessment requirements in any element (eg due to unauthorised absence from the external examination) will be deemed not to have completed the course, in that element. Such candidates will not receive a grade for that element and hence will not receive an overall award. In such cases, however, if a grade is gained for any other element, that grade will be recorded on the Certificate.

7 Grade Related Criteria

7 1 Definition

Grade Related Criteria (GRC) are positive descriptions of performance against which a candidate's achievement is measured. Direct comparisons are not made between the performance of one candidate and that of another.

7 2 Application of GRC

GRC are defined at three levels of performance: Foundation, General and Credit.

Awards will be reported on six grades, two grades being distinguished at each Level. The upper of the two grades at a given Level will be awarded to candidates who meet the stated criteria demonstrating a high standard of performance; the lower grade to those who demonstrate a lower but still satisfactory, standard of performance.

There will be a seventh grade for candidates who complete the course but fail to meet the criteria for any Level.

7 3 Types of GRC

Summary GRC are broad descriptions of performance. They are published as an aid to the interpretation of the profile of attainment by candidates, parents, employers and other users of the Certificate.

Extended GRC are intended to assist teachers in making their assessments for each element, and to be used by examiners when conducting external assessment.

7 4 Practical Performance - Summary GRC

Foundation Level (grades 6, 5)

The candidate can carry out basic skills, linking a few together moderately effectively in familiar contexts.

General Level (grades 4, 3)

The candidate can carry out basic skills combining some effectively in contexts requiring related judgements to be made.

Credit Level (grades 2, 1)

The candidate can complete, adapt and combine a range of simple and complicated skills in contexts which involve a wide variety of options.

7 5 Knowledge and Understanding - Summary GRC

Foundation Level (grades 6, 5)

The candidate has demonstrated limited knowledge and understanding of facts and principles and a limited ability to use them in a familiar context.

General Level (grades 4, 3)

The candidate has demonstrated knowledge and understanding of facts and related principles and ability to apply them in a range of familiar contexts.

Credit Level (grades 2, 1)

The candidate has demonstrated detailed knowledge and depth of understanding of facts and related principles, and ability to apply them in a range of contexts.

7 6 Evaluating - Summary GRC

Foundation Level (grades 6, 5)

The candidate has demonstrated ability to identify and describe in simple terms the broad features of the actions observed and to make a suggestion as to how performance might be improved.

General Level (grades 4, 3)

The candidate has demonstrated ability to identify and describe features of the actions observed and to suggest how performance might be improved.

Credit Level (grades 2, 1)

The candidate has demonstrated ability to identify and describe in detail features of the actions observed and how performance might be improved.

7 7 Descriptions of Grades

These describe performance within Levels. They apply to each element.

Grade 6 The candidate has met the criteria for Foundation Level, demonstrating a satisfactory overall standard of performance.

Grade 5 The candidate has met the criteria for Foundation Level, demonstrating a high overall standard of performance.

Grade 4 The candidate has met the criteria for General Level, demonstrating a satisfactory overall standard of performance.

- Grade 3 The candidate has met the criteria for General Level, demonstrating a high overall standard of performance.
- Grade 2 The candidate has met the criteria for Credit Level, demonstrating a satisfactory overall standard of performance.
- Grade 1 The candidate has met the criteria for Credit Level, demonstrating a high overall standard of performance.

7 8 Practical Performance - Extended GRC

Foundation Level
(grades 6, 5)

General Level
(grades 4, 3)

Credit Level
(grades 2, 1)

To perform skills

The candidate can carry out the basic skills required for the activities in the course and the pattern of the actions is usually identifiable.

The candidate can carry out the basic skills with clear patterns and rhythms, and can occasionally carry out complicated actions.

The candidate can complete a range of simple and complicated actions with control and fluency.

To apply skills in context

The candidate can link a few skills to be moderately effective in familiar contexts.

The candidate can combine skills effectively in contexts which require several related judgements to be made.

The candidate can adapt and combine skills effectively in contexts which involve a wide variety of options.

7 9 Knowledge and Understanding - Extended GRC

Foundation Level
(grades 6, 5)

General Level
(grades 4, 3)

Credit Level
(grades 2, 1)

To demonstrate knowledge and understanding of facts and principles

The candidate can demonstrate limited knowledge and understanding of facts and principles.

The candidate can demonstrate knowledge and understanding of facts and related principles.

The candidate can demonstrate detailed knowledge and depth of understanding of facts and related principles and ability to interpret the relationship between them.

To apply facts and principles to appropriate contexts

The candidate can demonstrate limited ability to use facts and principles in familiar contexts.

The candidate can demonstrate ability to apply facts and related principles in a range of familiar contexts.

The candidate can demonstrate ability to apply detailed knowledge and depth of understanding of facts and related principles in a range of contexts.

Descriptions of grades are given in 7 7.

7 10 Evaluating - Extended GRC

Foundation Level
(grades 6, 5)

General Level
(grades 4, 3)

Credit Level
(grades 2, 1)

To identify and describe actions

The candidate can identify and describe in simple terms the broad features of the actions observed.

The candidate can identify and describe features of the actions observed.

The candidate can identify and describe in detail features of the actions observed.

To suggest appropriate ways to improve performance

The candidate can identify factors which affect the success of observed actions and make a simple suggestion how they may be changed to improve performance.

The candidate can identify factors which affect the success of observed actions and suggest how they may be changed to improve performance.

The candidate can identify key features affecting the success of observed actions and describe in detail measures to improve performance.

Description of grades are given in 7 7.

Checklist for Course Design

The design principles for a Standard Grade Course in Physical Education require a single, broad based course at all Levels. For every presenting centre the aims, elements and learning experiences will be the same. The learning outcomes will be attempted by all pupils and differentiation will be achieved through their varying levels of response and ability to perform tasks of greater or lesser complexity.

The centre will choose the following.

The number and duration of components within the total time allocation.

The combination of physical activities to be included.

The number and distribution of the aims to which each component contributes.

The number and distribution of the learning experiences to each component.

The element(s) and specific learning outcomes to be assessed in each component.

The range of assessment instruments to be used in internal assessments.

The number and timing of recorded assessments to be made.

Structure

The centre should check the following.

The course is made up of a minimum of 5 components and a maximum of 8.

The teaching time allocated to each component is a minimum of 20 hours and a maximum of 50 hours.

The total time for the course is 160 hours.

The course includes physical activities from a minimum of 5 categories.

The activities within any one component should all be selected from the same category. Each component should feature a different category. Neither of these requirements applies to the Thematic Study.

An activity is not included in more than one category (except where included in a Thematic Study).

Planning

The centre should check the following.

The course contributes to all the aims.

Each of the aims is included in more than one component.
(NB It is reasonable to state up to 3 aims for any one component.)

All the learning experiences are provided by the course.

All the learning outcomes are included.

Each of the learning outcomes will be assessed in more than one component.

The element, Practical Performance will be assessed in a minimum of 4 components.

The assessment instruments used are appropriate to the learning outcomes to be assessed.

Moderation of Practical Performance Assessment

Purpose

Moderation is intended to ensure uniform interpretation by centres of Standard Grade assessment procedures and standards.

Method

At each centre, a designated teacher should be responsible for finalising on a common basis, and for submitting to the Board, the assessments for all candidates at the centre.

A sample of 20 candidates representing, as far as possible, the full range of grades, will be selected. Should there be 20 or fewer candidates then all will take part.

The performance of the sample in physical activities from the course will be viewed simultaneously but independently by a Visiting Moderator and the designated teacher.

Each candidate in the sample will be seen in a minimum of two activities, each from a different category.

Actions/extracts from the course which adequately show the learning outcomes should be chosen.

Each candidate in the sample will be seen in each learning outcome.

Identification of candidates must be clear and is the responsibility of the centre.

The number of candidates viewed at any one time should not exceed 10.

Learning and Teaching

1 Introduction

In order to ensure that the prescribed learning experiences and outcomes are brought about, it will be necessary for teachers to employ a variety of approaches. These approaches should reflect the philosophy and nature of the course. This practical approach based on direct experience requires that learning takes place through engagement in and observation of physical activity.

There are several ways in which approaches to teaching and learning have been classified, usually under such headings as methods, modes, styles or strategies. No matter which classification is adopted, there are a number of characteristics for which all teachers should have regard.

A variety of approaches will be required and should be deliberately employed by teachers to serve particular ends.

No one approach is necessarily better than any other. The appropriate approach will depend upon the learning experiences chosen to enable a particular learning outcome to be achieved.

The variety of approaches permits a gradual shift of responsibility for learning from teacher to pupils. At one extreme the teacher takes all of the decisions, directs the learning, imparts information and instructions, generally to the whole class or group. At the other extreme pupils assume greater responsibility for their own learning and their own actions with the teacher acting more as a consultant than as a director of learning and provider of information and instructions.

2 Approaches to Teaching and Learning

Several main approaches are presented below which will allow the pupils to participate in the range of learning experiences listed in 3.3.

Teacher-directed Learning

In Physical Education the teacher-directed approach operates where close control of the learning experience is necessary, for example, in securing safety, meeting specific regulations and establishing basic movements. Such activities as swimming and outdoor pursuits call for such close control and not only at the early stages of learning.

In this approach the teacher makes all, or the majority of, the decisions on how, where and what the pupils experience through the activity.

Guided Discovery

This approach offers the pupil greater personal choice and opportunity to create responses and solutions to given tasks. In this approach, rather than providing the solution, teachers lead the pupils gradually through appropriate cues towards a predetermined outcome. Through successful achievement in these small scale objectives pupils can come to a clearer understanding of general principles and concepts.

Problem Solving

This is a feature of many physical activities. Tactical situations in every team game demand immediate solutions to the problems they pose; all racquet games are a constant ebb and flow of problems and solutions as one player attempts to outwit and out-manoeuvre another; changes in temperature, weather and terrain pose problems in outdoor pursuits; and in gymnastics there is an overt emphasis on developing the ability of pupils to solve problems posed by the theme, task or equipment.

Presenting these problems in an open-ended way where the results are not pre-determined helps to foster greater pupil independence. In this way the processes are most clearly marked through practising and refining actions, devising and creating movements, selecting and applying skills, investigating, observing and analysing.

Peer and Self Assessment

Peer assessment takes place either in pair or group situations where each pupil has the opportunity of observing and commenting on the performance of a partner or other pupils. Comparing actions against clear and simply stated written criteria, the observer then offers constructive comment. In addition to the assistance given to the performer, the pupil who adopts the role of the observer may derive many benefits in terms of personal and social development and through increased understanding which may also be acquired. The teacher's role is restricted to communicating with the observer. This has the dual purpose of limiting to manageable proportions the teacher's involvement in assessment and of promoting in pupils the ability to observe critically and make comment.

Self assessment is a development from peer assessment. An important factor in the success of this self assessment is that pupils should have evaluated the performance of other pupils before applying the same criteria to their own performance. Written criteria assume far greater importance in providing feedback with the teachers verifying the assessment at the summative stage. The teacher's role is to offer feedback to the pupil on progress in self assessment but not to make comment to the pupil about the performance of the task.

In order to allow pupils the personal satisfaction of participating in the assessment process, opportunities should be given for peer and self assessment. Such assessment should include checklists requiring comparison of a performance to a good example with the pupil providing evidence of what has been observed. Provided that this is verified by the teacher, it may contribute to the award in the Evaluating element.

Individualised Learning

Within each of the several approaches lies the question of differentiation. The adoption of a process framework means that differentiation will be achieved through the pupils' performance in the same set of learning experiences. Teachers have to be ready to respond appropriately to pupils who, in aiming for the same goals, develop skills and acquire knowledge and understanding at different levels of sophistication and at different rates. Teachers of Physical Education already make regular and frequent use of class, group, pair and individual activities, forms of class organisation which allow individual differences to be revealed in different ways.

The skill of teaching in such varied settings lies in the balance preserved between providing work within the competence of the least able in the class, and providing challenging experiences which extend both skilled performance and the capacity for decision making.

Setting a task at a number of different levels and allowing pupils to choose their level of operation is an approach which can be used in many physical activities. This approach can operate through the differentiated demands of such activities as swimming (eg depth, repetitions), cross-country running (eg time, distance), and track and field activities (eg time, height, distance).

3 Affective Development

To the extent that Affective Development is concerned with attitudes, dispositions, and personal qualities, it will exert indirect and subtle influences on pupil behaviour and teacher responses. The process of learning through practical experience with and among other people will require pupils to use and develop social skills; similarly, meeting the challenges offered by the range of activities included in the course and the variety of experiences provided will require pupils to demonstrate the skills of decision making and ability to accept responsibility which are defined in the learning outcomes.

Although not formally assessed for certification the contribution of Affective Development to teaching and learning is an integral part of any physical education course. Ways of reporting observations of pupils' behaviour in this area have been considered in "Pupils in Profile"*. The extent to which departments make use of information in this area, for example in personal or vocational guidance, is a matter for individual schools to decide.

4 Assessment for Teaching Purposes

Assessments are part of the normal process of teaching and learning. The evidence for these assessments is obtained from a variety of sources and may include teacher observation, self assessment, peer assessment, diagnostic tests and checklists. Though not required for certification such assessments provide information on the effectiveness of teaching and perform an evaluative function.

Some of the methods of assessment are set out in 6 4.

* *Scottish Council for Research in Education (1977)*

An assessment system should be considered as part of the teaching and learning process. It should be simple and kept to manageable proportions in order to advance the process of learning without unnecessary testing or recording. It will be prompted and guided by the decisions made on course planning.

Individual teachers should operate within an agreed departmental plan on assessment developed through departmental discussion. This plan should include:

what is to be assessed;

when assessments will be made;

how assessments will be made;

the number, type and timing of assessments within each component and across the two-year course;

the appropriate methods to be used;

methods of recording the assessment.

Arrangements should be made to ensure that candidates are aware of the purpose of the course as a whole, its components, and the learning outcomes in which they are being assessed.

Methods devised by departments for recording achievement should emphasise positive response.