



## **Physical Education National Courses: National 3 to Advanced Higher**

### **Acceptable activities for assessment**

This report was commissioned by SQA to clarify the definition of what constitutes an acceptable physical education activity for assessment purposes.

It should be used by centres for guidance in conjunction with our published documents.

## Acceptable activities for assessment

The important distinction, to be made when deciding which activities are acceptable for assessment in certificated physical education, is between those which are and remain educative, and thus embody the principles of Curriculum for Excellence and the criteria which make them such, and those which are purely sport or recreation. This distinction is important to ensure that the qualifications gained through the certificated courses enshrine and promote the principles and values of physical **education** rather than the principles and values of sport or recreation per se.

Underpinning the principles and values of physical education is holistic growth in the four domains of **mental, emotional, social and physical**.

### Criteria for assessment in acceptable activities

The activities should afford the learner the opportunity, in an authentic context, to exhibit successful application of their capabilities in the four interconnected MESP factors which impact on performance.

**Within an acceptable activity, a candidate must be able to demonstrate, in a range of challenging contexts, the ability to:**

- ◆ perform a range of movement and performance skills, showing control and fluency
- ◆ use techniques, composition or tactics
- ◆ use body and spatial awareness
- ◆ make appropriate, effective, safe decisions
- ◆ work cooperatively with others
- ◆ follow rules and regulations
- ◆ display appropriate etiquette
- ◆ control emotions throughout a performance

**Activities acceptable for assessment are those that:**

- ◆ allow for a performance opportunity to be observed
- ◆ require effort and exertion to be powered by the performer
- ◆ require a range of skills and practice
- ◆ require fitness, drawing on aspects of agility, balance, coordination, flexibility, reaction time, speed, strength, and power etc as appropriate to the activity context, and training
- ◆ use large muscle groups
- ◆ use anaerobic/aerobic energy systems
- ◆ require cooperation and/or competition (including personal bests) in group and team activities or individual performance
- ◆ require performers to evaluate and appreciate performance
- ◆ require performers to make decisions and adapt to challenging situations

**Activities not acceptable for assessment are those:**

- ◆ where the effort, exertion or power are generated by a source other than the performer, such as activities where power is generated by a motor vehicle
- ◆ which do not encapsulate the interconnected holistic requirement of the four MESP factors
- ◆ which do not have a performance opportunity to allow assessment
- ◆ which do not comprise depth, breadth or complexity of skills or technique
- ◆ which do not comprise depth, breadth or complexity of tactics and strategy, or compositional creativity
- ◆ which do not require a level of physiological fitness which directly affects the quality and sustainability of performance
- ◆ where there is an ethical reason why activities are not appropriate
- ◆ where there is a medical reason why activities are not appropriate
- ◆ such as power lifting where the candidate's body is not fully developed to cope with the exertion due to imbalance between bones' growth plates and muscles
- ◆ which are beyond or outside the expertise or resources of the physical education staff at the centre to be able to assess accurately

**Examples of activities not acceptable for assessment** (do not meet the criteria defined above) are:

- ◆ motorised activities: such as go-karting, motor-biking, motor-racing, quad-biking
- ◆ target games: such as archery, darts, shooting
- ◆ table games: such as snooker, pool

The list above is not exhaustive.

Please note that SQA offers a wide variety of qualifications within the areas of Dance and Sport and Recreation which may be suitable for your candidates.

Dance: [www.sqa.org.uk/sqa/45710.html](http://www.sqa.org.uk/sqa/45710.html)

Sport and fitness: [www.sqa.org.uk/sqa/58965.html](http://www.sqa.org.uk/sqa/58965.html)

Sport and recreation: [www.sqa.org.uk/sqa/25145.html](http://www.sqa.org.uk/sqa/25145.html)

Sport and leisure: [www.sqa.org.uk/sqa/27387.html](http://www.sqa.org.uk/sqa/27387.html)