

# Comparative document

(Version 1.1 June 2013 compared with Version 1.2 June 2014)

## National 5 Physical Education Course Assessment Specification (C756 75)

The purpose of this document is to give a quick, visual guide to any amendments or clarifications made during the revision process.

**Valid from August 2013**

First edition: April 2012, version 1.0

Revised: June ~~2013~~2014, version 1.42

This specification may be reproduced in whole or in part for educational purposes provided that no profit is derived from reproduction and that, if reproduced in part, the source is acknowledged. Additional copies of this Course Assessment Specification can be downloaded from SQA's website: [www.sqa.org.uk](http://www.sqa.org.uk).

Please refer to the note of changes at the end of this Course Assessment Specification for details of changes from previous version (where applicable).

© Scottish Qualifications Authority 2014

## Course outline

**Course title:** National 5 Physical Education

**SCQF level:** 5 (24 SCQF credit points)

**Course code:** C756 75

**Course assessment code:** X756 75

The purpose of the Course Assessment Specification is to ensure consistent and transparent assessment year on year. It describes the structure of the Course assessment and the mandatory skills, knowledge and understanding that will be assessed.

### Course assessment structure

Component 1 — performance	60 marks
Component 2 — portfolio	40 marks
<b>Total marks</b>	<b>100 marks</b>

This Course includes six SCQF credit points to allow additional time for preparation for Course assessment. The Course assessment covers the added value of the Course.

### Equality and inclusion

This Course Assessment Specification has been designed to ensure that there are no unnecessary barriers to assessment. Assessments have been designed to promote equal opportunities while maintaining the integrity of the qualification.

For guidance on assessment arrangements for disabled learners and/or those with additional support needs, please follow the link to the Assessment Arrangements web page: [www.sqa.org.uk/sqa/14977.html](http://www.sqa.org.uk/sqa/14977.html).

Guidance on inclusive approaches to delivery and assessment of this Course is provided in the *Course Support Notes*.

## Assessment

To gain the award of the Course, the learner must pass all of the Units as well as the Course assessment. Course assessment will provide the basis for grading attainment in the Course award.

## Course assessment

SQA will produce and give instructions for the production and conduct of Course assessments based on the information provided in this document.

## Added value

The purpose of the Course assessment is to assess added value of the Course as well as confirming attainment in the Course and providing a grade. The added value for the Course will address the key purposes and aims of the Course, as defined in the Course Rationale. It will do this by addressing one or more of breadth, challenge or application.

In this Course assessment, added value will focus on the following:

- ◆ challenge — requiring greater depth or extension of knowledge and/or skills
- ◆ application — requiring application of knowledge and/or skills in practical or theoretical contexts as appropriate

The added value will consist of:

- ◆ applying a single performance event for which planning and evaluation are carried out
- ◆ a portfolio
- ◆ ~~Together they will add challenge and application to the Course as the learner integrates, extends and applies the skills, knowledge and understanding in a challenging, practical single performance event~~
- ~~integrating, extending and applying the skills, knowledge and understanding they have learned during the Course they acquired through development of the Course.~~
- ◆ a portfolio

## Grading

Course assessment will provide the basis for grading attainment in the Course award.

The Course assessment is graded A–D. The grade is determined on the basis of the total mark for all Course assessments together.

A learner's overall grade will be determined by their performance across the Course assessment.

### Grade description for C

For the award of Grade C, learners will have demonstrated successful performance in all of the Units of the Course. In the Course assessment, learners will typically have

demonstrated successful performance in relation to the mandatory skills, knowledge and understanding for the Course.

**Grade description for A**

For the award of Grade A, learners will have demonstrated successful performance in all of the Units of the Course. In the Course assessment, learners will typically have demonstrated a consistently high level of performance in relation to the mandatory skills, knowledge and understanding for the Course.

**Credit**

To take account of the extended range of learning and teaching approaches, remediation, consolidation of learning and integration needed for preparation for external assessment, six SCQF credit points are available in Courses at National 5 and Higher, and eight SCQF credit points in Courses at Advanced Higher. These points will be awarded when a grade D or better is achieved.

# Structure and coverage of the Course assessment

The Course assessment will consist of two Components: a performance and a portfolio.

## Component 1 — performance

The purpose of this performance is to assess the learner's ability to plan, prepare for, effectively perform and evaluate personal performance in **one** physical activity.

This performance will be a single event and will give learners an opportunity to demonstrate the following skills, knowledge and understanding:

- ◆ ~~demonstrating planning, developing, implementing and evaluating performance~~
- ◆ a comprehensive range of movement and performance skills ~~safely~~
- ◆ ~~planning, developing and implementing effective approaches to enhance personal performance~~
- ◆ decision-making and problem-solving in performance contexts
- ◆ ~~organisational skills in preparing for, and during, physical activities~~

The performance will have three ~~sections~~ Sections:

### ◆ ~~Plan~~

#### ◆ Plan for the single performance event

- ◆ Perform at a single event
- ◆ Evaluate the single performance event

The context of the performance must be challenging, competitive and/or demanding. This will allow learners to demonstrate their ability to select from a broad range of skills, make informed effective decisions to meet the challenges during the single performance event and follow the rules, regulations and etiquette that apply to their chosen physical activity. The performance must be long enough to sufficiently challenge learners, and the context of the performance should enable learners to provide their best evidence.

The single performance ~~will draw on the skills, knowledge and understanding described in the further mandatory information on course coverage.~~

~~The performance event will have 60 marks out of a total of 100 marks. This is 60 marks: 10 marks for planning, 40 marks for the performance and 10 marks for evaluation, making 60% of the overall marks for the Course assessment.~~

## Component 2 — portfolio

The purpose of this portfolio is to assess the learner's knowledge and understanding of the performance development process. It will assess the learner's ability to integrate skills and apply knowledge, and understanding ~~and skills~~ from across the Units.

The portfolio will have a greater emphasis on the knowledge and understanding than the performance.

This portfolio will give learners an opportunity to demonstrate the following skills, knowledge and understanding:

- ◆ understanding factors that impact on performance
- ◆ planning, developing and implementing approaches to enhance personal performance
- ◆ monitoring, recording and evaluating performance development
- ◆ decision-making and problem-solving ~~in performance contexts~~

The portfolio will draw on the skills, knowledge and understanding described in the further mandatory information on course coverage.

The portfolio will have 40 marks ~~out of a total of 100 marks.~~ This is 40% of the overall marks for the Course assessment.

For further details of the Course requirements, please see the 'Further mandatory information on Course coverage' section.

## Setting, conducting and marking of assessment

### Controlled assessment — performance

This performance is:

- ◆ set by centres within SQA guidelines
- ◆ conducted under ~~some~~ supervision and control

Evidence will be internally marked by centre staff in line with SQA marking instructions.

All marking will be quality assured by SQA.

### Setting the assessment

The performance will be set by centres within SQA guidelines. ~~The candidate will have an open choice of physical activity to be assessed.~~

### Conducting the assessment

~~The performance~~ Section 1, 'Planning and preparation', and Section 3, 'Evaluation', will be conducted under some supervision and control.

Section 2, 'Single performance', will be conducted under supervision and control.

### Controlled assessment — portfolio

This portfolio is:

- ◆ set by SQA
- ◆ conducted under some supervision and control

Evidence will be submitted to SQA for external marking.

All marking will be quality assured by SQA.

### Setting the assessment

The portfolio will be set by SQA.

### Conducting the assessment

The production of evidence for assessment will be conducted under some supervision and control and be carried out:

- ◆ in time to meet a submission date set by SQA
- ◆ independently by the learner
- ◆ when the learner is ready

## Further mandatory information on Course coverage

The following gives details of mandatory skills, knowledge and understanding for the National 5 Physical Education Course. Course assessment will involve sampling the following skills, knowledge and understanding. ~~Options exist for personalisation and choice.~~

~~Mandatory~~ This list of skills, knowledge and understanding also provides the basis for assessment of Units of the Course.

### Performance

#### Planning

- ◆ Describing personal challenges for the single performance event
- ◆ Explaining their impact on the single performance event
- ◆ Pre-planning and preparation to meet these challenges
- ◆ Warming up

#### Demonstrating

- ◆ A repertoire of skills — including complex skills
- ◆ Control and fluency — showing spatial awareness
- ◆ Effective decision-making
- ◆ Conforming to rules, regulations and etiquette
- ◆ Controlling emotions
- ◆ Working co-operatively with others

#### Evaluating

- ◆ Evaluating the single performance event
- ◆ Reviewing overall performance in the single event

### Knowledge and understanding of factors which impact on performance

- ◆ Impact of mental, emotional, social and physical factors on performance
- ◆ Process of carrying out methods to collect information
- ◆ Reliability, validity, practicability, appropriateness of methods, organisational issues, recognised tests
- ◆ Evaluating information
- ◆ Developing performance:
  - planning
  - evaluation
  - decision making
  - adapting/modifying
- ◆ Implementing performance development
- ◆ Monitoring:
  - reasons for evaluating development
  - the importance of feedback
  - recording methods
- ◆ Evaluating the effectiveness of the plan
- ◆ Reviewing performance
- ◆ Planning ahead: future development

### **Physical activity choices — guidance and advice**

Physical activities that are suitable for assessment will normally be chosen from those covered within the National 5 Physical Education Course at the centre. The National 5 Physical Education *Course Support Notes* contain a table of popular activities.

It is the centre's responsibility to ensure that sufficient assessor expertise exists to manage the assessment process and assess learner evidence. Before agreeing to assess an activity, the assessor should consider the following:

- ◆ the practicality of assessing activities outwith the usual learning environment
- ◆ health and safety and child protection issues
- ◆ available resources
- ◆ the time management involved in assessing the activity
- ◆ the suitability of the performance context: ensuring the context is challenging enough to provide the learner with the opportunity to generate the evidence that will meet all the ~~Assessment Standards~~ requirements of the Course
- ◆ the collation, assessment and recording of appropriate assessment evidence

Further advice on managing performance contexts is provided in the National 5 Physical Education *Course Support Notes*.

# Administrative information

---

Published: June 2014 (version 1.2)

---

## History of changes to Course Assessment Specification

Course details	Version	Description of change	Authorised by	Date
	1.1	Further information and clarification on scope and structure of the question paper/Coursework given in the 'Structure and coverage of Course assessment' section. 'Further mandatory information' section divided into separate parts for each Component.	Qualifications Development Manager	June 2013
	<u>1.2</u>	<u>Wording in 'Added value' section clarified.</u> <u>'Structure and coverage of the Course assessment' section reworded for clarification.</u> <u>Further information and clarification on conducting the performance given in the 'Setting, conducting and marking of assessment' section.</u> <u>'Further mandatory information on Course coverage' section reordered and reworded for clarification.</u>	<u>Qualifications Manager</u>	<u>June 2014</u>

This specification may be reproduced in whole or in part for educational purposes provided that no profit is derived from reproduction and that, if reproduced in part, the source is acknowledged. Additional copies of this specification can be downloaded from SQA's website at [www.sqa.org.uk](http://www.sqa.org.uk).

Note: You are advised to check SQA's website ([www.sqa.org.uk](http://www.sqa.org.uk)) to ensure you are using the most up-to-date version of the Course Assessment Specification.

© Scottish Qualifications Authority 2014