



# Physical Education (National 5)

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## Draft National Course Assessment Specification

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

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# Course outline

**Course title:** Physical Education (National 5)

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

**Course code:** to be advised

**Course assessment code:** to be advised

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

**Total marks 100 marks**

This Course includes six SCQF credit points for 40 additional programmed hours to allow 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 will be provided in the *Course Support Notes*.

# Assessment

To gain the award of the Course, the learner must pass all 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 consists of:

- ◆ applying knowledge, understanding and skills from the Units to prepare mentally, physically and emotionally for a personal performance
- ◆ selecting, combining and applying skills within a full performance context
- ◆ applying knowledge, understanding and skills from the Units to follow the performance development process, set goals, evaluate progress and identify future performance development opportunities
- ◆ evaluating personal performance and personal performance development

The learner will be assessed through two Components, a performance and a portfolio. These Components will add challenge and application to the Course as the learner will integrate, extend and apply the skills, knowledge and understanding they have learned during the Course. The learner will, effectively perform and evaluate their performance in a physical activity of their choice and provide a supporting personal performance development plan.

## **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 and prepare for, effectively perform, and evaluate personal performance improvement in one physical activity.

This component will have 60 marks (60% of the total marks).

The context of performance in this section must be competitive and/or demanding. This will allow learners to demonstrate their ability to select from a range of skills and make informed decisions to meet the challenges during performance, as well as following the rules, regulations and etiquette which apply to that activity.

The marks will be awarded for:

- ◆ selection and application of movement skills with an appropriate degree of body management, economy, self-confidence and effectiveness in relation to others, their environment and/ or in relation or response to fixed or moving objects
- ◆ decision making and skill adaptation during performance
- ◆ application of safe practices, relevant rules, regulations and etiquette in the chosen physical activity
- ◆ evaluation of their performance with action points for future performance development

### **Component 2 — Portfolio**

The purpose of the portfolio is to provide evidence of the process involved in planning for personal performance development.

This portfolio will have 40 marks (40% of the total marks).

Evidence will be collated by the learner, with support from the teacher/lecturer, on an on-going basis during the Course. Learners may present this evidence in the form of a logbook, diary, development record or any other appropriate format. This could be in electronic or paper form and could include written contributions, photographic or video evidence or any other suitable evidence-types.

The marks will be awarded for planning and implementing a personal development plan which includes:

- ◆ identifying strengths and areas for improvement in performance
- ◆ preparing and implementing a personal performance development plan
- ◆ setting goals and recording progress
- ◆ monitoring progress on an on-going basis and adapting plans where appropriate
- ◆ reviewing and evaluating the effectiveness of the personal performance development plan

*successful learner, confident individual, responsible citizen, effective contributor*

- ◆ identification of area(s) for future development

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

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## **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.

### **Controlled assessment — portfolio**

This portfolio is:

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

Evidence will be submitted to SQA for external marking.

All marking will be quality assured by SQA.

SQA will provide portfolio guidelines, mark the portfolios and set submission dates.

## **Further mandatory information on Course coverage**

The following gives details of mandatory skills, knowledge and understanding for the Physical Education (National 5) Course. Course assessment will involve sampling the skills, knowledge and understanding. This list of skills, knowledge and understanding also provides the basis for the assessment of Units of the Course.

When preparing learners for the Course assessment, please refer first to the 'Structure and coverage of the Course assessment' section."

### **Learners must know, understand and be able to:**

Identify personal strengths and areas for development in personal performance.

**Demonstrate approaches to develop performance** — a range of approaches with strengths and weaknesses for a range of uses. Learners will be able to select approaches for particular purposes, implement these, monitor progress and justify their choices.

**Apply aspects of fitness** — types/aspects of fitness; methods of training; methods of testing; activity and role-related fitness requirements.

**Understand skill acquisition** — types of skills; characteristics of a model performer; skills/ techniques classification; stages of learning, simple/complex, discrete, continuous, serial, open–closed continuum.

**Select and follow principles of effective practice** including methods of practice, work/rest ratios, role/types of feedback.

**Principles of training** which include specificity, progressive overload, adaptation, frequency, duration, intensity, goal setting.

Evaluate factors which underpin performance and the impact of positive and negative factors on performance.

Recognise influential factors which affect performance development motivation, concentration, mental toughness, personality trait.

**Apply composition/tactics** — types of compositions/formations; roles within compositions/formations; benefits and limitations of compositions/formations; creativity/disguise, adaptation and changes of compositions/formations.

**Carry out methods of data collection** — a range of methods with strengths and weaknesses for a range of uses. Learners will be able to select methods for particular purposes and justify their choices.

Demonstrate a range of straightforward performance skills — this will involve selecting and combining appropriate skills and making appropriate decisions and adaptations during performance.

Evaluate the nature and demands of performance in different physical activities and different roles.

**Apply the cycle of analysis process to all tasks:**

- ◆ identifying needs
- ◆ planning
- ◆ implementing
- ◆ monitoring
- ◆ receiving and using feedback
- ◆ reflecting/evaluating

**Approval for assessing activities out with the usual learning environment remains with the assessor**

Physical activities for assessment will often be chosen from those covered within the delivering centre.

For assessment purposes, where a learner wishes to negotiate with the assessor an activity out with the learning environment, the following conditions must be addressed.

Before agreeing to assess an activity out with the learning environment, the assessor must take account of managing assessment, including:

- ◆ practicality of assessing activities out with the usual learning environment
- ◆ health and safety issues
- ◆ available resources
- ◆ time management involved in assessing the activity

**Conditions**

The assessor will be responsible for:

- ◆ ensuring learners understand their personal responsibility for an activity to be assessed out with the usual learning environment
- ◆ ensuring the high-level performance context is sufficiently challenging and provides the learner with the opportunity to demonstrate a range of complex skills within a competitive or demanding context and sufficient evidence to meet all assessment standards
- ◆ collating, assessing and recording appropriate assessment evidence
- ◆ seeking authorisation from SQA to validate, for assessment and verification purposes, an activity studied and developed out with the usual learning environment

The learner will be responsible for:

- ◆ ensuring full agreement and approval with the assessor for any activity to be assessed out with the usual learning environment
- ◆ discussing the challenging context, nature and demand of performance in the physical activity proposed
- ◆ providing and presenting appropriate assessment evidence in the format agreed with the assessor for any performance completed out with the usual learning environment for all assessment standards

### Provisional categorisation of activities

The following list provides examples of common sports/activities taught in centres across Scotland. The list is not intended to be exhaustive. Some activities will naturally fall into more than one category.

ACTIVITY GROUPINGS					
AESTHETIC	WATERBASED ACTIVITIES	ADVENTUROUS	INDIVIDUAL ACTIVITIES (directly competitive and individually competitive)	TEAM GAMES (indoor)	TEAM GAMES (outdoor)
<b>Examples</b> <ul style="list-style-type: none"> <li>◆ Dance styles</li> <li>◆ Gymnastics</li> <li>◆ Trampolining</li> <li>◆ Diving</li> </ul>	<b>Examples</b> <ul style="list-style-type: none"> <li>◆ Canoeing</li> <li>◆ Life saving</li> <li>◆ Water-based games</li> <li>◆ Rowing</li> </ul>	<b>Examples</b> <ul style="list-style-type: none"> <li>◆ Outdoor activities</li> <li>◆ Hillwalking</li> <li>◆ Skiing</li> </ul>	<b>Examples</b> <ul style="list-style-type: none"> <li>◆ Athletics</li> <li>◆ Climbing</li> <li>◆ Swimming</li> <li>◆ Cross country running</li> <li>◆ Golf</li> </ul>	<b>Examples</b> <ul style="list-style-type: none"> <li>◆ Netball</li> <li>◆ Badminton</li> <li>◆ Handball</li> <li>◆ Volleyball</li> </ul>	<b>Examples</b> <ul style="list-style-type: none"> <li>◆ Football</li> <li>◆ Rugby</li> <li>◆ Hockey</li> <li>◆ Lacrosse</li> <li>◆ Shinty</li> <li>◆ American football</li> </ul>

# Administrative information

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**Superclass:** to be advised

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## History of changes

Course details	Version	Description of change	Authorised by	Date

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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 Specification.