



National
Qualifications

Physical Education Performance General assessment information

This pack contains general assessment information for centres preparing candidates for the performance Component of Advanced Higher Physical Education Course assessment.

It must be read in conjunction with the specific assessment task for this Component of Course assessment, which may only be downloaded from SQA's designated secure website by authorised personnel.

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Introduction

This is the general assessment information for Advanced Higher Physical Education performance.

This performance is worth 30 marks out of a total of 100 marks. This is 30% of the overall marks for the Course assessment. The Course will be graded A-D.

Marks for all Course Components are added up to give a total Course assessment mark which is then used as the basis for grading decisions.

The performance is one of two Components of Course assessment. The other Component is a project.

This document describes the general requirements for the assessment of the performance Component for this Course. It gives general information and instructions for assessors.

It must be read in conjunction with the Assessment task for this Component of Course assessment.

Equality and inclusion

This Course assessment 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 candidates and/or those with additional support needs, please follow the link to the Assessment Arrangements web page: www.sqa.org.uk/sqa/14977.html

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

What this assessment covers

This assessment contributes 30% of the total marks for the Course.

The assessment will assess the skills, knowledge and understanding specified for the performance in the *Course Assessment Specification*. These are:

- ◆ applying a range of movement and performance skills during a high-level single performance
- ◆ making informed decisions during a high-level single performance

The performance is designed to assess the candidate's ability to retain, integrate and consolidate the knowledge and skills gained in individual Units, and provide Added Value. Added Value in Course assessment focuses on one or more of breadth, challenge or application.

In the case of this assessment, the focus is on challenge and application:

- ◆ challenge allows candidates to demonstrate greater depth or extension of knowledge, understanding and skills assessed in the Units of the Course, through a single performance in a demanding, challenging, and/or competitive context
- ◆ application allows candidates to select and apply knowledge, understanding and skills, make decisions and problem-solve in their high-level single performance

Assessment

Purpose

The purpose of this assessment is to generate evidence for this Component of the Added Value of this Course by means of a performance.

Assessment overview

The performance requires candidates to apply skills, knowledge and understanding gained during the Course to carry out a high-level single performance. The duration of the single performance should be whatever is the norm for the chosen physical activity.

The high level of the context for the single performance must set it apart from normal learning and teaching activities, in that it must be challenging, demanding and/or competitive. It is the assessor's responsibility to ensure that candidates are provided with a suitable environment and appropriate conditions for the high-level performance. Matters such as availability of resources, equipment or time, assessor expertise and health and safety must be taken into account. Assessors must ensure that they can reliably assess each candidate. This will involve giving consideration to the number of candidates being assessed at any one time, especially in a large team situation.

This table gives an overview of what is assessed in the performance:

Evidence
(a) Demonstrate a broad and well established performance repertoire, selecting and combining complex skills to meet the demands of the performance context
(b) Demonstrate control and fluency during the performance including responding to challenges
(c) Demonstrate an ability to make and follow through appropriate decisions in response to a range of challenging performance demands
(d) Demonstrate adherence to rules and regulations, appropriate etiquette and control of emotions throughout the performance

Assessment conditions

Assessors must exercise their professional responsibility in ensuring that evidence submitted by a candidate is the candidate's own work.

Candidates should begin this assessment at an appropriate point in the Course. This will normally be when they have completed most of the work on both Units in the Course.

Assessors should agree the physical activity for the high-level single performance with the candidate.

The single performance has to be of sufficient duration to allow candidates to demonstrate the required skills. 'Sufficient duration' will be whatever is the norm for the physical activity. For example, in some activities this would be a set period of play. In others, such as field events, it would be the number of attempts normally given, with decisions being taken and acted on over the duration of these attempts within the single performance.

The single performance must be set within a high-level, challenging, demanding and/or competitive context. Assessors should ensure that candidates understand the requirements of this single performance, such as the structure of any event, the timing of any event and any operational issues.

The single performance may be undertaken outwith the centre. Whether the single performance is undertaken within or outwith the centre, it is the assessor's responsibility to come to a valid and reliable assessment decision, which is supported by sufficient, appropriate evidence.

Candidates must complete the assessment independently. However reasonable assistance may be provided prior to the formal assessment process taking place. The term 'reasonable assistance' is used to balance the need for support with the need to avoid giving too much assistance.

Reasonable assistance may be given on a generic basis to a class or group of candidates. It may also be given to candidates on an individual basis. When reasonable assistance is given on a one-to-one basis in the context of something the candidate has already produced or demonstrated, there is a danger that it becomes support for assessment and assessors must be aware that this may be going beyond reasonable assistance. Assessor support to select the physical activity for the high-level single performance is appropriate before the candidate starts the assessment.

Clarification may be sought by candidates regarding the instructions or performance requirements for the assessment if they find them unclear. In this case, the clarification should normally be given to the whole class.

Group work, except in the context of the nature of the performance, is not appropriate once formal work on assessment has started.

The single performance will be conducted under a high degree of supervision. This means that the candidate must be within sight of the assessor (or any other responsible person) for the duration of the single performance assessment. Assessors should put in place mechanisms to authenticate any evidence gathered outwith the centre.

Assessors should put in place mechanisms to authenticate candidate evidence. For example:

- ◆ checklists which record evidence of the single performance
- ◆ photographic, film or audio evidence

Evidence to be gathered

The following candidate evidence is required for this assessment:

- ◆ Evidence of a high-level single performance for the chosen physical activity. In the case of assessment by observation, evidence should include assessors' comments and other relevant supporting evidence that shows clearly the basis on which assessment judgements have been made.

General Marking Instructions

In line with SQA's normal practice, the following General Marking Instructions are addressed to the marker. They will also be helpful for those preparing candidates for Course assessment.

Evidence will be internally marked by centre staff in line with SQA Marking Instructions.

All marking will be quality assured by SQA.

General Marking Principles for Advanced Higher Physical Education performance

This information is provided to help you understand the general principles you must apply when marking candidate performance. These principles must be read in conjunction with the Detailed Marking Instructions, which identify the key features required in the candidate's performance.

- (a) Marks for each assessment item in the candidate performance must always be assigned in line with these General Marking Principles and the Detailed Marking Instructions for this assessment
- (b) Marking should always be positive. This means that, for each candidate response, marks are accumulated for the demonstration of relevant skills, knowledge and understanding: they are not deducted from a maximum on the basis of errors or omissions.
- (c) There is some degree of flexibility in the way that marks are awarded in particular items. This is clearly noted in the Detailed Marking Instructions.

Detailed Marking Instructions for Advanced Higher Physical Education performance

When allocating marks for the single performance, the assessor should first select the mark range descriptor which most closely describes the evidence demonstrated by the candidate, then:

Where 2 marks are available in the range descriptor:

- ◆ if the evidence fully or closely meets the description of the mark range, the higher mark should be awarded
- ◆ if the evidence just meets the description of the mark range, the lower mark should be awarded

Where 3 marks are available in the range descriptor:

- ◆ if the evidence fully matches the description of the mark range, the highest mark from the range should be awarded
- ◆ if the evidence just meets the description of the mark range, the lowest mark from the range should be awarded
- ◆ otherwise, the middle mark from the mark range should be awarded

The following table details how marks must be allocated.

Evidence	Marking Instructions	Max mark
(a) Demonstrate a broad and well established performance repertoire, selecting and combining complex skills to meet the demands of the performance context	<p>There are 8 marks available.</p> <p>6-8 marks Applies a broad, and well established performance repertoire consistently selecting and combining complex skills effectively to meet the demands of the performance context</p> <p>3-5 marks Applies a broad and well established performance repertoire, selecting and combining some complex skills effectively to meet the demands of the performance context</p> <p>1-2 marks Applies a broad performance repertoire, selecting and combining some complex skills appropriately to meet the demands of the performance context</p> <p>0 marks Shows no evidence of a broad performance repertoire</p>	8

Evidence	Marking Instructions	Max mark
<p>(b)</p> <p>Demonstrate control and fluency during the performance including responding to challenges</p>	<p>There are 8 marks available.</p> <p>6-8 marks Control and fluency consistently demonstrated during the performance while responding effectively to demanding challenges</p> <p>3-5 marks Control and fluency usually demonstrated during the performance while responding effectively to challenges</p> <p>1-2 marks Control and fluency usually demonstrated during the performance while responding with some effectiveness to challenges</p> <p>0 marks Shows no evidence of control and fluency during the performance</p>	8
<p>(c)</p> <p>Demonstrate an ability to make and follow through appropriate decisions in response to a range of challenging performance demands.</p>	<p>There are 8 marks available.</p> <p>6-8 marks Demonstrates ability to anticipate and make appropriate decisions quickly in response to a range of challenging performance demands, resulting in effective follow-through throughout the performance</p> <p>3-5 marks Demonstrates ability to make appropriate decisions quickly in response to a range of challenging performance demands, resulting in effective follow-through throughout the performance</p> <p>1-2 marks Demonstrates appropriate decision-making skills in response to a range of straightforward performance demands throughout the performance with limited evidence of effective follow-through throughout the performance</p> <p>0 marks Demonstrates no appropriate decision-making skills in response to a range of straightforward performance demands during the performance, with no evidence of effective follow-through</p>	8

Evidence	Marking Instructions	Max mark
<p>(d) Demonstrate adherence to rules and regulations, appropriate etiquette and control of emotions throughout the performance</p>	<p>There are 6 marks available.</p> <p>5-6 marks Displays consistent adherence to rules and regulations and demonstrates exemplary etiquette and control of emotions at the start of, during, and at the end of the performance</p> <p>3-4 marks Follows rules and regulations and displays appropriate etiquette and control of emotions at the start of, during and at the end of the performance</p> <p>1-2 marks Follows rules and regulations and displays appropriate etiquette and control of emotions during the performance</p> <p>0 marks Shows limited/no evidence of following rules and regulations, displaying appropriate etiquette and controlling emotions during the performance</p>	<p>6</p>

Overview of Detailed Marking Instructions for high-level single performance – 30 marks

Evidence	0 marks	1-2 marks	3-5 marks	6-8 marks
(a) Performance repertoire 8 marks	Shows no evidence of a broad performance repertoire	Applies a broad performance repertoire, selecting and combining some complex skills appropriately to meet the demands of the performance context	Applies a broad and well established performance repertoire, selecting and combining some complex skills effectively to meet the demands of the performance context	Applies a broad and well established performance repertoire, consistently selecting and combining complex skills effectively to meet the demands of the performance context
(b) Control and fluency 8 marks	Shows no evidence of control and fluency during the performance	Control and fluency usually demonstrated during the performance while responding with some effectiveness to challenges	Control and fluency usually demonstrated during the performance while responding effectively to challenges	Control and fluency consistently demonstrated during the performance while responding effectively to demanding challenges
(c) Decision making 8 marks	Demonstrates no appropriate decision-making skills in response to a range of straightforward performance demands during the performance, with no evidence of effective follow-through	Demonstrates appropriate decision-making skills in response to a range of straightforward performance demands throughout the performance, with limited evidence of effective follow-through throughout the performance	Demonstrates ability to make appropriate decisions quickly in response to a range of challenging performance demands, resulting in effective follow-through throughout the performance	Demonstrates ability to anticipate and make appropriate decisions quickly in response to a range of challenging performance demands, resulting in effective follow-through throughout the performance
(d) Following rules, displaying etiquette and control of emotions 6 marks	0 marks Shows limited/no evidence of following rules and regulations, displaying appropriate etiquette and controlling emotions during the performance	1-2 marks Follows rules and regulations and displays appropriate etiquette and control of emotions during the performance	3-4 marks Follows rules and regulations and displays appropriate etiquette and control of emotions at the start of, during and at the end of the performance	5-6 marks Displays consistent adherence to rules and regulations and demonstrates exemplary etiquette and control of emotions at the start of, during, and at the end of the performance

Administrative information

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History of changes

Version	Description of change	Authorised by	Date

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