



National
Qualifications

Physical Education Performance General assessment information

This pack contains general assessment information for centres preparing candidates for the performance Component of 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.

This edition: September 2015 (version 1.1)

The information in this publication may be reproduced to support SQA qualifications. This publication must not be reproduced for commercial or trade purposes. This material is for use by assessors

© Scottish Qualifications Authority 2015

Contents

Introduction	1
What this assessment covers	2
Assessment	3
General Marking Instructions	8

Introduction

This is the general assessment information for Higher Physical Education Performance.

This performance is worth 60 marks. This is 60% 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 question paper.

This performance has three Sections:

Section 1, titled 'Planning and preparation' will have **8 marks**

Section 2, titled 'Single performance' will have **40 marks**

Section 3, titled 'Evaluation' will have **12 marks**

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 Support Notes*.

What this assessment covers

This assessment contributes 60% 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:

- ◆ selecting, demonstrating and safely applying a broad and comprehensive range of complex movement and performance skills in challenging contexts
- ◆ planning, developing, implementing and evaluating performance
- ◆ decision-making and problem-solving in challenging contexts

The performance is designed to assess whether the candidate can retain, integrate and consolidate the knowledge and skills gained in individual Units, and provides 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 and skills assessed in the Units of the Course, through a performance in a challenging, competitive or demanding context
- ◆ application allows candidates to select and apply knowledge and skills, make decisions and problem-solve in their 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 prepare for, carry out and evaluate a single performance. The duration of the single performance should be whatever the norm is for the chosen physical activity.

The performance has three Sections:

Section 1, titled 'Planning and preparation' will have **8 marks**

Section 2, titled 'Single performance' will have **40 marks**

Section 3, titled 'Evaluation' will have **12 marks**

The context for the single performance must set it apart from normal learning and teaching activities, in that it must be challenging, competitive and/or demanding. It is the assessor's responsibility to ensure that candidates are provided with a suitable performance environment and appropriate conditions. 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:

Section	Assessment item
1 Planning and preparation	1(a) Explain the relevance of two challenges you will face in this single performance.
	1(b) Identify the actions you will take to meet each of the challenges in 1(a). Explain why these actions are appropriate.
2 Single performance	2(a) Demonstrate a broad and comprehensive performance repertoire (including complex movement and performance skills) during the performance.
	2(b) Demonstrate control and fluency of complex movement and performance skills during the performance.
	2(c) Demonstrate decision-making and problem solving throughout the performance.

	2(d) Demonstrate the effectiveness of following through on the decision-making during the performance.
	2(e) Demonstrate the following of rules and regulations and displaying of etiquette throughout the performance.
	2(f) Demonstrate control of emotions during the performance.
3 Evaluation	3(a) Analyse the effectiveness of your preparation for the two challenges explained in 1(a).
	3(b) Evaluate at least one strength of, and at least one area for development from, your performance.

Assessment conditions

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

This assessment will be carried out over a period of time. 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 the Units in the Course.

The performance has three Sections:

Section 1: Planning and preparation

Section 2: Single performance

Section 3: Evaluation

◆ **Section 1:** Planning and preparation

This Section should be completed over a period of time. Candidates must have sufficient time to identify their challenges and prepare for the single performance. Should the single performance need to be changed, sufficient time must be allocated again for the challenges and preparation to be reviewed and amended, as necessary. Evidence which meets the requirements of this Section is unlikely to exceed one A4 page or equivalent. There are no restrictions on the resources to which candidates may have access to complete Section 1.

◆ **Section 2:** Single performance

The single performance has to be of sufficient duration to allow candidates to demonstrate the required skills. 'Sufficient duration' will be whatever the norm is 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 challenging, competitive and/or demanding 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.

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

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.

◆ **Section 3: Evaluation**

The evaluation should be completed by candidates as soon as possible after completing the single performance. This need not be immediately after the event ends. Evidence which meets the requirements of this Section is unlikely to exceed one A4 page, or equivalent. There are no restrictions to the time required to complete the evaluation or to the resources to which candidates may have access to complete Section 3.

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 need to be aware that this may be going beyond reasonable assistance. Assessor support to select the physical activity for the 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 approaches as part of the preparation for assessment can be helpful to simulate real-life situations, share tasks and promote team working skills. However, group work, except in the context of the nature of the performance, is not appropriate once formal work on assessment has started.

Sections 1 and 3 of this assessment will be conducted under some supervision and control. This means that although candidates may complete part of the work outwith the learning and teaching setting, assessors should put in place processes for monitoring progress and ensuring that the work is the candidate's own and that plagiarism has not taken place.

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

- ◆ regular checkpoint/progress meetings with candidates
- ◆ short spot-check personal interviews
- ◆ checklists which record activity/progress
- ◆ photographs, film or audio evidence

Section 2 will be conducted under a high degree of supervision. This means that the candidate must be within sight of the assessor (or 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.

Evidence to be gathered

The following candidate evidence is required for this assessment:

- ◆ evidence of preparation for the single performance (Section 1)
- ◆ evidence of a single performance for a chosen physical activity (Section 2)
- ◆ evidence of evaluation of the single performance (Section 3)

Candidates may provide evidence for Sections 1 and 3 in a range of ways, such as a short report, talk or presentation.

For all three Sections, in the case of assessment by observation or oral questioning, 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 the performance

This information is provided to help you understand the general principles you must apply when marking candidate responses to this performance. These principles must be read in conjunction with the detailed marking instructions, which identify the key features required in candidate responses.

- (a) Marks for each candidate response 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) The term 'or any other acceptable response' is used to allow for the possible variation in candidate responses. Marks should be awarded according to the accuracy and relevance of the evidence provided, whether it is included in the examples given in the specific Marking Instruction or not.
- (d) Assessment items that ask candidates to *explain* require them to relate cause and effect and/or make relationships between things clear.
- (e) Assessment items that ask candidates to *evaluate* require them to make a judgement based on criteria; determine the value of something.
- (f) Assessment items that ask candidates to *analyse* require them to identify parts (eg preparation for challenges) and their relationship with the whole (eg the single performance). The candidate could also analyse data (which could include calculations) or draw a conclusion.
- (g) A development of a point (of description, explanation, evaluation or analysis) will provide further related information and might include exemplification of the point.
- (h) 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.

(i) Allocating marks for Section 2: Performance

The assessor should first select the mark range descriptor which most closely describes the evidence demonstrated by the candidate, then:

- ◆ where the evidence fully matches the description of the mark range, the higher mark from the range should be awarded
- ◆ where the evidence just meets the description of the mark range, the lower mark from the range should be awarded

Detailed Marking Instructions for Higher Physical Education: Performance

The following table details how marks must be allocated for each Section.

Assessment Item	Marking Instructions	Max mark	Additional guidance
Section :1 Planning and preparation			
(a) Explain the relevance of two challenges you will face in this single performance	<p><i>There are 4 marks available. Candidates can be awarded up to 2 marks for explaining each challenge. Challenges must be related to this single performance and to any of the four factors impacting on performance (mental, emotional, social or physical).</i></p> <p>1 mark should be awarded for each relevant point of explanation, or development of an explanation, of the relevance of the challenge, up to 2 marks for each challenge.</p> <p>0 marks should be awarded if there is no evidence of explanation of a challenge.</p>	4	<p>Explanations must make clear the relationship between the single performance and each of the challenges.</p> <p>An example for 1 mark might be: <i>'Because I don't concentrate enough I don't get back, so I will leave a gap which could let the opponents get in near the basket for an easy shot'.</i></p>
(b) Identify the actions you will take to meet each of the challenges in 1(a). Explain why these actions are appropriate	<p><i>There are 4 marks available. Candidates can be awarded up to 3 marks for an explanation of action(s) relating to each challenge. No marks will be awarded for identification.</i></p> <p>1 mark should be awarded for each relevant point of explanation, or development of an explanation relating to the appropriateness of action(s) taken to meet each challenge, up to 3 marks for any one challenge.</p> <p>0 marks should be awarded if there is no explanation of the appropriateness of action(s) taken.</p>	4	<p>Explanations must make clear the relationship between the challenges and the appropriateness of the actions taken.</p> <p><i>'I am going to shout my name every time I am in a useful space. I will explain this to the team before we start.'</i> (This is identification so no marks.)</p>

			An example for 1 mark might be: <i>'If I shout out then the team will be more aware of me and may pass the ball to me more often so that I can help keep possession or gain ground to be in a better attacking position'</i> .
Assessment Item	Marking Instructions	Max mark	Additional guidance
Section: 2 Performance			
(a) Demonstrate a broad and comprehensive performance repertoire (including complex movement and performance skills) during the performance	<p><i>There are 8 marks available.</i></p> <p>7-8 mark range 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>5-6 mark range 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>3-4 mark range Applies a broad performance repertoire, selecting and combining some complex skills appropriately to meet the demands of the performance context.</p> <p>1-2 mark range Applies a basic performance repertoire consistently.</p> <p>0 marks Shows no evidence of a basic performance repertoire.</p>	8	<p>For items a-f in Section 2:</p> <p>The assessor should first select the mark range descriptor which most closely describes the evidence demonstrated by the candidate.</p> <p>Once the mark range has been selected:</p> <ul style="list-style-type: none"> ◆ where the evidence fully matches the description of the mark range, the higher mark from the range should be awarded ◆ where the evidence just meets the description of the mark range, the lower mark from the range should be awarded

<p>(b) Demonstrate control and fluency of complex movement and performance skills during the performance</p>	<p><i>There are 8 marks available.</i></p> <p>7-8 mark range Control and fluency consistently demonstrated during the performance while responding effectively to challenges.</p> <p>5-6 mark range Control and fluency usually demonstrated during the performance while responding effectively to challenges.</p> <p>3-4 mark range Control and fluency usually demonstrated during the performance while responding with variable effectiveness to challenges.</p> <p>1-2 mark range Control and fluency usually demonstrated during the performance, while unchallenged.</p> <p>0 marks Shows no evidence of control and fluency during the performance.</p>	<p>8</p>	
<p>(c) Demonstrate decision-making and problem solving throughout the performance</p>	<p><i>There are 8 marks available.</i></p> <p>7-8 mark range Demonstrates ability to anticipate and make appropriate decisions quickly in response to a range of challenging performance demands, throughout the performance.</p> <p>5-6 mark range Demonstrates ability to make appropriate decisions quickly in response to a range of challenging performance demands, throughout the performance.</p> <p>3-4 mark range Demonstrates appropriate decision-making skills in response to a range of challenging performance demands, throughout the performance.</p> <p>1-2 mark range Demonstrates appropriate decision-making skills in response to a range of straightforward performance demands, throughout the performance.</p> <p>0 marks Shows no evidence of appropriate decision-making skills.</p>	<p>8</p>	

<p>(d) Demonstrate the effectiveness of following through on the decision-making during the performance</p>	<p><i>There are 8 marks available.</i></p> <p>7-8 mark range Following through on decision making results in effectiveness throughout the performance especially in response to challenging demands.</p> <p>5-6 mark range Following through on decision making results in effectiveness throughout the performance.</p> <p>3-4 mark range Following through on decision making results in limited effectiveness throughout the performance.</p> <p>1-2 mark range Following through on decision making results in limited effectiveness occasionally during the performance.</p> <p>0 marks Shows no evidence of effectiveness of following through on the decision making during the performance.</p>	<p>8</p>	
<p>(e) Demonstrate the following of rules and regulations and displaying of etiquette during the performance</p>	<p><i>There are 4 marks available.</i></p> <p>3-4 mark range Follows rules and regulations and displays appropriate etiquette at the start of, during and at the end of the performance.</p> <p>1-2 mark range Follows rules and regulations and displays appropriate etiquette occasionally during the performance.</p> <p>0 marks Shows no evidence of following rules and regulations or displaying appropriate etiquette.</p>	<p>4</p>	

(f) Demonstrate control of emotions during the performance	<p><i>There are 4 marks available.</i></p> <p>3-4 mark range Demonstrates control of emotions throughout the performance</p> <p>1-2 mark range Demonstrates control of emotions occasionally during the performance</p> <p>0 marks Shows no evidence of controlling emotions during the performance</p>	4	
Assessment Item	Marking Instructions	Max mark	Additional guidance
Section 3: Evaluation			
(a) Analyse the effectiveness of your preparation for the two challenges explained in 1(a)	<p><i>There are 6 marks available. Candidates can be awarded up to 4 marks for an analysis of the preparation for any one challenge.</i></p> <p>1 mark should be awarded for each analytical point, or development of an analytical point, about the effectiveness of the preparations, up to 4 marks for each challenge.</p> <p>0 marks should be awarded if there is no evidence of analysis of preparation for performance in relation to either of the two challenges.</p>	6	<p>Analytical points must relate the preparation undertaken for 1(b) to the effectiveness of how the challenges were dealt with in the performance.</p> <p>An example for 1 mark might be: <i>'Because I worked in my training zone for at least 30 minutes each time I knew I could last longer and I stayed with my opponent for most of the match, stopping him easily getting the ball'.</i></p>
(b) Evaluate at least one strength of, and at least one area for development from, your performance	<p><i>There are 6 marks available. Candidates can be awarded up to 3 marks for any evaluation of a strength or an area for development.</i></p> <ul style="list-style-type: none"> ◆ Candidates must identify and evaluate a minimum of one strength and one area for development to access all 6 marks. ◆ Candidates can be awarded up to 4 marks for the evaluation of 	6	<p>Evaluation of the performance may be based on criteria such as:</p> <ul style="list-style-type: none"> ◆ <i>quantitative</i>: scores, time, height, distance or personal

	<p>strength(s) or area(s) for development.</p> <p>1 mark should be awarded for each relevant point of evaluation, or development of a point of evaluation, for any one strength and/or area for development, up to 3 marks.</p> <p>0 marks should be awarded if there is no evaluation or if the evaluation is not appropriate.</p>	<p>best</p> <ul style="list-style-type: none"> ◆ <i>qualitative</i>: feelings of success, emotional responses, mood, pressure felt ◆ or any other relevant criteria <p>An example for 1 mark might be: <i>'I knew I could block more at the net and so I stopped the opponents getting easy points which was worthwhile because it helped team morale'</i>.</p>
--	---	---

Overview of mark allocation for Section 2

Assessment item	0 marks	1-2 mark range	3-4 mark range	5-6 mark range	7-8 mark range
<i>2 (a) Performance repertoire</i>	Shows no evidence of a basic performance repertoire	Applies a basic performance repertoire consistently	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
<i>2 (b) Control and fluency</i>	Shows no evidence of control and fluency during the performance	Control and fluency usually demonstrated during the performance, while unchallenged	Control and fluency usually demonstrated during the performance while responding with variable 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 challenges
<i>2 (c) Decision-making and problem solving throughout the performance</i>	Shows no evidence of appropriate decision-making skills	Demonstrates appropriate decision-making skills in response to a range of straightforward performance demands, throughout the performance	Demonstrates appropriate decision-making skills in response to a range of challenging performance demands, throughout the performance	Demonstrates ability to make appropriate decisions quickly in response to a range of challenging performance demands, throughout the performance	Demonstrates ability to anticipate and make appropriate decisions quickly in response to a range of challenging performance demands, throughout the performance

<p><i>2 (d) The effectiveness of following through on the decision-making</i></p>	<p>Shows no evidence of effectiveness of following through on the decision making during the performance</p>	<p>Following through on decision making results in limited effectiveness occasionally during the performance</p>	<p>Following through on decision making results in limited effectiveness throughout the performance</p>	<p>Following through on decision making results in effectiveness throughout the performance</p>	<p>Following through on decision making results in effectiveness throughout the performance, especially in response to challenging demands</p>
<p><i>2 (e) Following rules and regulations and displaying etiquette during the performance</i></p>	<p>Shows no evidence of following rules and regulations or displaying appropriate etiquette</p>	<p>Follows rules and regulations and displays appropriate etiquette occasionally during the performance</p>	<p>Follows rules and regulations and displays appropriate etiquette at the start of, during, and at the end of the performance</p>		
<p><i>2 (f) Control of emotions during the performance</i></p>	<p>Shows no evidence of controlling emotions during the performance</p>	<p>Demonstrates control of emotions occasionally during the performance</p>	<p>Demonstrates control of emotions throughout the performance</p>		

Administrative information

Published: September 2015 (version 1.1)

History of changes

Version	Description of change	Authorised by	Date
1.1	'Assessment overview' section: minor change to table – question 1(b) amended. Detailed Marking Instructions: mark distribution clarified; additional guidance included.	Qualifications Manager	September 2015

Security and confidentiality

This document can be used by practitioners in SQA approved centres for the assessment of National Courses and not for any other purpose.

Copyright

This document may be reproduced in whole or in part for assessment purposes provided that no profit is derived from reproduction and that, if reproduced in part, the source is acknowledged. If it needs to be reproduced for any purpose other than assessment, it is the centre's responsibility to obtain copyright clearance.

Re-use for alternative purposes without the necessary copyright clearance may constitute copyright infringement.

© Scottish Qualifications Authority 2015