



Physical Education

Performance

General assessment information

This pack contains general assessment information for centres preparing candidates for the performance Component of National 5 Physical Education Course assessment.

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

Valid from session 2013/14 and until further notice

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Introduction

This is the general assessment information for National 5 Physical Education performance Component.

This performance is worth 60 marks. The marks contribute 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 Course assessment is one of two Components of Course assessment. The other Component is a portfolio.

This performance has three Sections:

Section 1, titled 'Planning and preparation' will have **10 marks**

Section 2, titled 'Performance' will have **40 marks**

Section 3, titled 'Evaluation' will have **10 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:

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

Assessment

Purpose

The purpose of this assessment is to generate evidence for the added value of this Course by means of a **performance**.

Assessment overview

This task is for the candidate to carry out a single performance, the context of which must be challenging, competitive and/or demanding. The candidate must plan and prepare for this single performance and evaluate it.

This 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 single 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 single performance

Assessors may provide support to candidates regarding their choice of activity for this performance. Matters such as availability of resources, equipment or time; assessor expertise and health and safety may be taken into account, as appropriate. It is the assessor's responsibility to ensure that an appropriate context is provided for candidates.

The performance task has three sections:

1. Planning and preparation
2. Performance
3. Evaluating

Section 1: Planning and preparation

Candidates must plan and prepare for a single performance by:

- 1 (a) describing two personal challenges they need to plan and prepare for in order to carry out this demanding, single performance
- 1 (b) explaining why these challenges are relevant to this demanding, single performance
- 1 (c) describing how they plan to prepare themselves to meet these challenges
- 1 (d) carrying out an appropriate warm-up routine prior to the beginning of the performance

Challenges must be related to this single performance context and to any of the four factors (mental, emotional, social or physical) which might impact on performance.

Candidates may provide evidence for this section (with the exception of 1(d), the warm-up) in a range of ways. A template which may be used by candidates is provided in the *assessment task* document. If candidates provide evidence orally or are observed by the assessor, the assessor must record this evidence in an appropriate format and must include comments which show the basis on which the assessment judgement has been made.

For 1(d), assessors will use an observational checklist to record candidate achievement.

This checklist can be found at the end of the *assessment task* document. Assessors must ensure that comments about how assessment judgements have been made for each candidate are included on the checklist.

Section 2: Performance

The candidate must carry out a single performance, the context for which must be challenging, competitive and/or demanding. Candidates must demonstrate the following:

- 2 (a) a performance repertoire
- 2 (b) control and fluency of movement and performance skills
- 2 (c) decision-making throughout the performance
- 2 (d) the effectiveness of following through on these decisions
- 2 (e) following rules and regulations and displaying etiquette
- 2 (f) controlling emotions

Assessors will use an observational checklist to record candidate achievement in this section.

This checklist can be found in the *Assessment task* document. Assessors must ensure that comments about how assessment judgements have been made for each candidate are included on the checklist.

Section 3: Evaluation

After the candidate has completed the performance, they must carry out an evaluation, particularly in relation to the challenges identified and prepared for.

Candidates must:

- 3 (a) Evaluate their performance in relation to planning and preparation for the two challenges previously described in 1(a) and 1(c).
- 3 (b) Evaluate the overall performance

Candidates may provide evidence for this section in a range of ways. A template which may be used by candidates is provided in the *Assessment Task* document. If candidates provide evidence orally or are observed by the assessor, the assessor must record this evidence in an appropriate format and must include comments which show the basis on which the assessment judgement has been made.

This table gives an overview of how marks are allocated in the performance:

Section	Assessment item	Mark allocation	Total marks for section
1 Planning and preparation	1(a) Describing two personal challenges to plan and prepare for in order to carry out this demanding, single performance	2	10
	1(b) Explaining why these challenges are relevant to this demanding, single performance	4	
	1(c) Describing planning to prepare themselves to meet these challenges	2	
	1(d) Carrying out an appropriate warm-up routine prior to beginning the performance	2	
2 Performance	2(a) Performance repertoire	8	40
	2(b) Control and fluency	8	
	2(c) Decision-making	8	
	2(d) Effectiveness of following through decisions	8	
	2(e) Roles, regulations and etiquette	4	
	2(f) Controlling emotions	4	

3 Evaluation	3(a) Evaluate performance in relation to planning and preparation for the two challenges previously described in 1(a) and 1(c).	8	10
	3(b) Evaluate the overall performance	2	
TOTAL		60 marks	

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 National 5 Physical Education Course. This will normally be when they have completed most of the work on the Units in the Course.

Some of the challenges described in section 1 may require candidates to take action before their single performance. This action could be specific training activities, or, during the performance itself, action such as modifying tactics. For section 1, there are no restrictions on the resources to which candidates may have access.

The assessment conditions for section 2 require a single performance event. This performance should be in a challenging, competitive and/or demanding context to set it apart from normal learning and teaching activities. The performance should be of a sufficient length to allow candidates to demonstrate the required skills, knowledge and understanding. The assessor must ensure candidates are provided with a suitable performance environment and appropriate conditions to undertake their assessment. Assessors should use their professional judgement as to whether the context is suitable.

Assessors must ensure that they can reliably assess each candidate under any given conditions. This will involve giving consideration to the number of candidates being assessed at any one time, especially in a large team situation.

Section 3 should be completed by candidates as soon as possible after completing section 2. However, this need not be immediately after the performance ends. There are no restrictions on the resources to which candidates may have access.

Reasonable assistance may be given on a generic basis to a class or group of candidates, for example, advice on how to prepare and plan for the single performance event. 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.

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

Candidates may select the physical activity for the performance event with assistance from the assessor.

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 must be authenticated as being carried out under the required performance conditions and to the required standards, especially if undertaken outwith the normal performance environment.

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.

Evidence to be gathered

The following candidate evidence is required for this assessment:

- ◆ evidence of planning and preparation for the performance
- ◆ evidence of a single performance for a chosen physical activity
- ◆ evidence of evaluation of the single performance

Candidates may provide evidence for sections 1 (with the exception of 1(d)) and 3 in a range of ways. A template which may be used by candidates is provided in the *Assessment task* document. If a candidate provides evidence orally or is observed by the assessor, the assessor must record this evidence in an appropriate format and must include comments which show the basis on which the assessment judgement has been made.

For section 1(d) and section 2, assessors will use an observational checklist to record candidate achievement. This checklist can be found in the *Assessment Task* document. Assessors must ensure that comments about how assessment judgements have been made for each candidate are included on the checklist.

General Marking Instructions

This Course assessment is internally marked by centre assessors and verified by SQA.

Part one: General Marking Principles for National 5 Physical Education: performance

This information is provided to help you understand the general principles you must apply when marking candidate evidence. These principles must be read in conjunction with the specific Marking Instructions for each item.

- (a) Marks for each candidate response will always be assigned in line with these General Marking Principles and the specific marking instructions for the relevant assessment item.
- (b) Marking should always be positive, ie marks should be awarded for what is correct and not deducted for errors or omissions.
- (c) For credit to be given:
 - (i) Points must always relate to the detail in the assessment item
 - (ii) There are two types of assessment items used in this **performance**, namely:
 - A Describe ...*
 - B Explain ...*
 - iii) For each of the assessment items (in (ii) above), the following provides an overview of marking principles.

A Assessment items that ask candidates to *describe*...

Candidates must make a number of relevant, factual points, or state characteristics and features, as appropriate to the assessment item. Points made do not need to be in any particular order. Candidates may provide a number of straightforward points or a smaller number of developed points, or a combination of these.

Up to the total number of marks allocated:

- ◆ One mark should be given for each relevant point that answers the assessment item

Example

For assessment item 1(a), a candidate describes two personal challenges they feel they need to plan and prepare for in order to carry out this demanding, single performance. This response would be awarded two marks.

Example response

A challenge could be that the candidate has never performed alone in front of an audience and so is unsure how they may react. This could relate to a dance routine for example. (one relevant point for one challenge).

A second challenge could be that the candidate finds it difficult to remember all of the sequence of moves in a routine. Again, this could relate to a dance example. (one relevant point for a second challenge).

B. Assessment tasks that ask candidates to explain...

Candidates should make points that relate cause and effect and/or make relationships between things clear. Where a number of points are made, these do not need to be in any particular order. Candidates may provide a number of straightforward points or a smaller number of developed points, or a combination of these.

Up to the total number of marks allocated:

- ◆ One mark should be given for each relevant point of explanation that answers the assessment item.
- ◆ Each subsequent mark can be given for any development of a relevant point, including exemplification.

Example

For assessment item 1(b), a candidate explains why one of the challenges they have identified is relevant to them and this demanding, single performance. For four marks, a candidate must explain both identified challenges. This response would be awarded two marks as it refers to one challenge:

Example response

The challenge could be that the candidate has faced an opponent before, and so is aware that the opponent is physically much stronger. The candidate might comment upon their own physical ability. For example, they may compare their physical stature to the opponent and go on to explain that this has previously been a problem when taking and making tackles. (one point of explanation of the relevance of the challenge to the candidate)

The candidate might explain that they intend to adopt a strategy to try to minimise the impact of this factor on their performance during this big game.

In this example, the candidate can't do much about their size, but they intend, during game play, to offload the ball more quickly to avoid taking too many tackles from their opponent. (one further mark for development of a relevant point)

- (d) For section 2, the assessor should select the mark range which most closely describes the evidence demonstrated by the candidate.

Once the mark range has been selected:

- ◆ where the evidence almost matches the description of the mark range above, the highest available mark from the current mark range should be awarded
- ◆ where the evidence just meets the description of the current mark range, the lowest mark from this range should be awarded

Part two: Marking Instructions for each section

The following table gives details regarding how the marks must be allocated for each section of this Component. Assessors may find the second table, in the landscape format, useful as an overview of how marks are awarded in section 2 and/or to use when assessing candidates' performances.

Assessment item		Marking Instructions	Max mark	Additional guidance
1	(a) Describe two personal challenges you feel you need to plan and prepare for in order to carry out this demanding, single performance.	<p><i>Candidates can be credited to a maximum of 2 marks.</i></p> <p>1 mark should be given for a relevant point of description relating to one challenge</p> <p>A second mark should be given for a relevant point of description relating to a second challenge</p> <p>0 marks should be given if there is no evidence of description of any challenge</p>	2	Challenges must be related to this single performance context and to any of the four factors (mental, emotional, social or physical).
1	(b) Explain why these challenges are relevant to you and this demanding, single performance.	<p><i>There are 4 marks available. Candidates can be credited to a maximum of 2 marks for explaining the relevance of each challenge.</i></p> <p>1 mark should be given for each explanation, or development of an explanation, including exemplification</p> <p>0 marks should be given if no evidence is provided of explanation in relation to the two challenges previously described</p>	4	There must be clear links between the explanations and each of the challenges.
1	(c) Describe how you plan to prepare yourself to meet these	<p><i>Candidates can be credited to a maximum of 2 marks.</i></p> <p>1 mark should be given for a relevant point of</p>	2	There must be clear links between descriptions of preparations and each

	challenges.	description relating to one challenge 0 marks should be given if there is no description of any planning or preparation		of the challenges.
1	(d) Carry out an appropriate warm-up routine which is specific to your physical activity prior to beginning your performance.	<i>Candidates can be credited to a maximum of 2 marks.</i> 2 marks – An adequate warm-up is carried out and contains an activity related Component to make it specific to the activity 1 mark – A warm-up is carried out and is adequate but lacks specificity in relation to the performance activity 0 marks – There is no attempt to carry out a warm-up or the warm-up is not adequate for the performance activity	2	
2	(a) Performance repertoire	<i>Candidates can be credited to a maximum of 8 marks.</i> 7-8 mark range Applies a broad performance repertoire, selecting and combining some skills appropriate to the performance context 5-6 mark range Applies a basic performance repertoire consistently 3-4 mark range Applies a basic performance repertoire with some consistency 1-2 mark range Applies a basic	8	

		<p>performance repertoire occasionally</p> <p>0 marks Shows no evidence of a basic performance repertoire</p>		
2	(b) Control and fluency of movement and performance skills	<p><i>Candidates can be credited to a maximum of 8 marks.</i></p> <p>7-8 mark range Both control and fluency usually demonstrated during the performance including responding to challenges</p> <p>5-6 mark range Both control and fluency usually demonstrated during the performance</p> <p>3-4 mark range Both control and fluency occasionally demonstrated during the performance</p> <p>1-2 mark range Either control or fluency are demonstrated during the performance</p> <p>0 marks Shows no evidence of either control or fluency during the performance</p>	8	
2	(c) Decision-making throughout the performance	<p><i>Candidates can be credited to a maximum of 8 marks.</i></p> <p>7-8 mark range Demonstrates appropriate decision-making skills throughout the performance in response to a range of challenging performance demands</p>	8	

		<p>5-6 mark range Demonstrates appropriate decision-making skills throughout performance in response to a range of performance demands</p> <p>3-4 mark range Demonstrates appropriate decision-making skills occasionally, in response to performance demands</p> <p>1-2 mark range Demonstrates limited appropriate decision-making skills in response to performance demands</p> <p>0 marks Shows no evidence of appropriate decision-making skills</p>		
2	(d) The effectiveness of following through on decision-making	<p><i>Candidates can be credited to a maximum of 8 marks.</i></p> <p>7-8 mark range Performs effectively throughout the performance especially in response to challenging demands</p> <p>5-6 mark range Performs effectively throughout the performance</p> <p>3-4 mark range Performs effectively occasionally during the performance</p> <p>1-2 mark range Performs with limited effectiveness during the performance</p>	8	

		<p>0 marks Shows no evidence of effectiveness in performance</p>		
2	(e) Extent to which rules and regulations are followed and etiquette is displayed	<p><i>Candidates can be credited to a maximum of 4 marks.</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>	4	
2	(f) Extent to which emotions are controlled on the day of the performance	<p><i>Candidates can be credited to a maximum of 4 marks.</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	

3	<p>(a) Evaluate your performance in relation to planning and preparation for the two challenges previously described in 1(a) and 1(c).</p>	<p><i>Candidates can be credited to a maximum of 8 marks.</i></p> <p><i>Up to a maximum of 4 marks are available for an evaluation in relation to each one of the challenges previously described in 1(a) and the planning and preparation activities described in 1(c)</i></p> <p>1 mark should be given for each evaluative comment, or development of an evaluative comment, including exemplification.</p> <p>0 marks should be given if no evidence is provided of evaluation of performance in relation to the two challenges previously described and planning and preparation activities.</p>	8	<p>To obtain the maximum 8 marks, two challenges must be evaluated.</p> <p>There must be clear links between the evaluative comments and the challenges described in 1(a), and the planning and preparation activities described in 1(c).</p>
3	<p>(b) Evaluate your overall performance</p>	<p><i>Candidates can be credited to a maximum of 2 marks.</i></p> <p>1 mark should be given for each relevant point of evaluation, or for development of a relevant point, including exemplification</p> <p>0 marks should be given if there is no evaluation or the evaluation is not appropriate</p>	2	<p>Comments relating to the performance overall may be quantitative in nature, such as scores, time, height, distance or personal best.</p> <p>Comments may also be qualitative, such as feelings of success, emotional responses or mood.</p>

Section 2: Performance					
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 occasionally	Applies a basic performance repertoire with some consistency	Applies a basic performance repertoire consistently	Applies a broad performance repertoire selecting and combining some skills appropriate to the performance context
<i>2 (b) Control and fluency</i>	Shows no evidence of either control or fluency during the performance	Either control or fluency are demonstrated during the performance	Both control and fluency occasionally demonstrated during the performance	Both control and fluency usually demonstrated during the performance	Both control and fluency usually demonstrated during the performance including responding to challenges
<i>2 (c) Decision-making throughout the performance</i>	Shows no evidence of appropriate decision-making skills	Demonstrates limited appropriate decision-making skills in response to performance demands	Demonstrates appropriate decision-making skills occasionally, in response to performance demands	Demonstrates appropriate decision-making skills throughout performance in response to a range of performance demands	Demonstrates appropriate decision-making skills throughout the performance in response to a range of challenging performance demands
<i>2 (d) The effectiveness of following through on decision-making</i>	Shows no evidence of effectiveness in performance	Performs with limited effectiveness during the performance	Performs effectively occasionally during the performance	Performs effectively throughout the performance	Performs effectively throughout the performance especially in response to challenging demands
<i>2 (e) Extent to which rules and regulations are followed and etiquette is displayed</i>	Shows no evidence of following rules and regulations or displaying appropriate etiquette	Follows rules and regulations, and displays appropriate etiquette occasionally during the performance	Follows rules and regulations, and displays appropriate etiquette at the start of, during, and at the end of the performance		
<i>2 (f) Extent to which emotions are controlled on the day of the performance</i>	Shows no evidence of controlling emotions during the performance	Demonstrates control of emotions occasionally during the performance	Demonstrates control of emotions throughout the performance		

Administrative information

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History of changes

Version	Description of change	Authorised by	Date

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