

25 July 2005

To: SQA Co-ordinators  
Directors of Education, SCIS  
Scottish Executive Key Stakeholders  
Teaching Associations/Unions  
Higher Education Institutions – Department of Education  
SQA Customer Account Managers

Action by Recipient
Response required
Note and pass on
✓ None — update/information only

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Dear Colleague

**National Qualifications — Physical Education Update**

The contents of this letter should be passed to the member of staff responsible for Physical Education.

The newsletter updates staff on issues from last session 2004/05 and highlights important information for the current session 2005/06 for National Qualifications in Physical Education.

I hope the contents of this letter are helpful to you. Please do not hesitate to contact me if you need further clarification.

Yours faithfully

*Jennifer di Folco*

Jennifer di Folco  
Qualifications Manager  
National Qualifications – Physical Education

## National Qualifications — Physical Education

### 1. Appeals

The following information is intended to update you and to clarify a number of key areas of the appeals process.

The majority of schools and colleges use prelims to generate evidence to support appeals cases. All evidence therefore (whether prelim or other) must be valid and reliable and in line with national standard.

SQA past papers — in all cases — may not be used in their entirety as evidence for appeals. However, it is acceptable for you to use a judicious selection of individual questions (preferably adapted) drawn from a range of past papers (at least three) to make up a prelim paper. Detail in the publication *Estimates, Absentees and External Assessment Appeals: guidance on evidence requirements (BA0992/3, April 2004)* is where you are reminded that prelims should reflect Course assessments in format and style, and depth and degree of challenge.

For further detail see Appeals Update letter issued to all Centres on 3 May 2005.

### Standard Grade

For Standard Grade prelims, centres are reminded that the ‘Evaluating’ section of the exam (ie the video and the related questions) may be used *en bloc*. For the ‘Knowledge and Understanding’ section, however, centres are required to either make up their own questions or draw questions from at least three SQA past papers, 1999-2004, ensuring that they cover all aspects of the externally assessed component.

Evidence submitted for External Assessment Appeals must comprise:

- ◆ the instrument of assessment
- ◆ the marking instructions, with cut-off scores
- ◆ the candidate evidence

### 2. Access 3

For the current session 2005/06, the cluster at Access 3 has been revised to consist of **five** mandatory Units:

- ◆ Physical Education: Performance (A, B, C and D)
- ◆ Physical Education: Analysis and Development of Performance

This revised structure will allow candidates easier progression into Intermediate 1. The cluster will be awarded on the basis that all the mandatory Units are passed. Where Candidates have attained a Performance Unit at Intermediate 1 level, they are still required to pass **three** Performance Units at Access 3 to be awarded the Cluster. This award is equivalent to a Standard Grade Foundation level award.

### 3. Intermediate 1 to Higher

Following a National Consultation on Appendix 4 of our Course Arrangements at Intermediate 1, Intermediate 2 and Higher levels, revised content was published on our website in April of this year and an e-mail was sent to all presenting centres alerting them to this.

It is important to note that examination questions will focus on the Concepts in Appendix 3. Candidates can acquire knowledge related to these Concepts by considering the features in Appendix 4. This will allow candidates to fully answer questions in the examination.

The new Courses have been well received by centres, with the submission of Estimates and Internal Assessment marks more accurately managed.

### 4. Performance

The Unit assessment is based on a candidate's performance in at least one activity. A range of support materials is available to assist in assessing Performance, eg *A Guide to Assessing Performance*, the set of videos and case studies exemplifying Performance at all levels.

1. Where a candidate is entered for the Performance Unit only, performance in one activity will be internally assessed to determine the Unit result (pass/fail) and should be assessed using the appropriate Performance Criteria. The result (pass/fail) should be submitted to SQA.
2. Where the Performance Unit is being undertaken as part of the Physical Education Course, performance will be internally assessed, with the dual purpose of determining both Unit achievement (pass/fail) and for a mark to contribute to the Course assessment. For the Course assessment, the performance should be assessed in each candidate's best two activities from the Course. The performance in each of these two activities should be marked out of 20, with a total mark out of 40 being submitted to SQA to contribute to the Course assessment for each candidate.
3. The Performance Unit can be resulted (pass/fail) at a level higher than the Course entry — this is where you can give exceptional performers credit for their abilities! Performance should be assessed as in point 1 above. Where this Unit will contribute to the overall Course award, the performance must be assessed and marks awarded at the same level as the Course (see point 2 for guidance) using the Physical Education Performance Scale and Performance Criteria appropriate to the level of the Course.

### 5. Advanced Higher

For the current session 2005/06, the Course has been revised and consists of **three** mandatory Units:

- ◆ Physical Education: Performance
- ◆ Physical Education: Perspectives on Performance Development
- ◆ Physical Education: Analysis and Development of Performance

To gain a Course award, candidates must pass the Units as well as the Course assessment. The Course assessment at this level consists of two components:

- ◆ *Performance* (30 marks, assessed internally and externally moderated)
- ◆ *A Project Report* (70 marks, externally marked; the report is based on work done in the *Perspectives on Performance Development* and *Analysis and Development of Performance Units*).

The Project Report:

- ◆ should have a performance-led focus which is relevant to the candidate's performance activity and performance goals. A significant development need should be identified and a detailed analysis of performance undertaken
- ◆ requires the candidate to undertake research into selected areas of subject content and discuss their significance to performance and performance development. This work must relate to a minimum of one 'Perspectives on Performance Area' and a minimum of two 'Key Concepts'
- ◆ should normally be between 2,500 and 3,500 words in length, excluding any explanatory text relating to supporting materials, for example video and other appendices

Further details, including Course Arrangements, Course Assessment Specification and NAB materials are available and can be accessed via SQA's website: [www.sqa.org.uk](http://www.sqa.org.uk)

### **Other news**

#### **Standard Grade**

Following feedback from Chief Invigilators, an additional five minutes has been added to the timetable for the 2006 examinations at all three levels. The Evaluating section of the examination will also be available on DVD format from next year and should be requested in January in the normal way.

#### **Marking instructions**

Marking instructions from the 2005 examinations at all levels will be available on SQA's website early in the new session.

#### **Quality Network**

This event was held in Dunblane on 24 June 2005 and was attended by 110 delegates from across the country. Demand for places was extremely high and to accommodate those who were disappointed, a second event is being planned for 9 September.

#### **Past papers**

SQA can provide you and your candidates with past papers for Physical Education at all levels. Also, marking instructions from the 2005 examinations will be available early in the new session and can be accessed via SQA's website: [www.sqa.org.uk](http://www.sqa.org.uk)

**Exemplification**

Early in the new session, we intend to publish Exemplar materials on the website for:

- ◆ The new Advanced Higher Course
- ◆ Intermediate 1
- ◆ New exemplars will be available for the Intermediate 2 and Higher Courses