



National Qualifications

Physical Education: Performance

**Higher Case Studies
Support Notes**

Physical Education Higher Performance Scale (Extract)

The full document is available in the Higher Course Arrangements at:
www.sqa.org.uk.

Range	Mark allocation	Marking criteria
Upper	18–20	<ul style="list-style-type: none">◆ demonstrate a broad and well-established performance repertoire◆ show a high level of control and fluency in selecting, adapting and combining skills and technique to perform at a high level in contexts offering a variety of options
Mid	14–17	
Lower	11–13	<ul style="list-style-type: none">◆ demonstrate a broad performance repertoire◆ select and combine skills to perform with control and fluency within contexts which offer a variety of options

Football

Football (Red 4)

The performer shows a broad performance repertoire in contexts which offer a variety of options.

When attacking, the player can select and combine skills with control and fluency; often using short simple passes which are accurate and to team mates.

However when put under pressure, errors occur and the player's skill level drops. Whilst the player does move around, there are only occasionally decisive movements into space to receive the ball and make himself available.

When defending there is only occasional evidence of the player tracking back with his opponent or managing to tackle and win back the ball.

This performance was placed at the mid-point of the lower range of marks.

Football (Red 2)

The performer has a reasonably broad and established performance repertoire.

The performer contributes reasonably well in a number of both attacking and defensive situations. He often initiates play from the back and links well with team-mates using short but accurate passing.

The performer moves around throughout the game appearing on both sides of the field and his presence is often evident in both attack and defence.

He supports his team-mates by making himself available for the ball by moving purposefully into space. Occasionally his final execution detracts from his performance.

This performance was placed at the upper end of the middle range of marks.

Netball (Centre)

The centre demonstrates a broad performance repertoire in a challenging performance context.

There is evidence of control and fluency at times, but when under pressure she demonstrates being slow to react to either receive a pass or to defend.

Most of the time she gives accurate passes. However, her decisions about where to move to often result in her being unable to receive the pass and thereby keep possession for her team.

On several occasions she leaves her opponent unmarked because she is unable to sustain a good position to mark her effectively.

This performance was placed at the lower end of the middle range of marks.

Netball

Netball (Goal Attack)

The performer contributes reasonably well in a number of attacks in a challenging context.

On most occasions she is able to demonstrate control and fluency in selecting, adapting and combining skills in the challenging context.

Whilst the performer moves around a lot in attack, there are occasions where her dodging is not decisive enough to receive the pass.

Possession is also given away when under pressure, and defensively there are occasions where she leaves her opponent unmarked when the opposition are building an attack.

While there are examples of success in shooting, there are other unsuccessful attempts. The quality of the defence directly against her makes this a challenging context. However, overall she is reasonably effective.

This performance was placed at the mid-point in the middle of marks.

Volleyball

Volleyball (Boy)

The performer shows a broad and reasonably established performance.

There is evidence of a variety of skills being used. Some of these skills are used effectively at times. This is evident particularly when attacking skills are used.

The performer is sometimes ready to move in reaction to the attack.

When defending at the net his positioning is rarely effective, but there are times away from blocking when he is able to retrieve the ball with some success.

This performance was placed at the lower end of the middle range of marks.

Volleyball (Girl)

The performer shows a broad and well established performance. She uses a variety of skills when attacking and defending, all carried out with a high level of control and fluency.

There is clear evidence of combining and performing skills in contexts where there is a variety of options. This is clearly evident when serving, setting and spiking the ball.

The performer is constantly re-adjusting her position in preparation for playing the ball.

She works effectively with the other players in the team in combining and adapting to various attacking and defending situations.

This performance was placed at the very top of the upper range of marks.

Badminton

Badminton Girl (Player 1)

There is a broad performance repertoire evident with a reasonable variety of strokes used. At times appropriate decisions are made, but these are generally inconsistent.

At some points there is evidence of good touch to pull her opponent into the net, but beyond this the performer is unable to move her opponent around the court.

Movement is reasonably fluent, but recovery to base and readiness to move in any direction is not always observable.

This performance was placed at the top end of the lower range of marks.

Badminton Girl (Player 2)

There is evidence as the game progresses that the girl can make good use of a variety of strokes and full or part power.

There are a number of successful attempts at moving her opponent around the court to create space which she then is able to capitalise upon.

The performer does attempt on occasion to disguise her choice of shot and to take advantage of opponent errors showing effective decision making in this fairly challenging context.

As the game is played out the performer begins to take more control and dictate play.

This performance was placed at the lower end of the middle range of marks.

Badminton

Badminton Boy (Player 1)

The performer shows a variety of strokes in his repertoire which are used effectively at times. However, as the game progresses these become inconsistent and more errors are made.

There is evidence of good touch at times with disguise being used effectively. Again this is adversely affected by inconsistency.

Early in the match, he shows ability to take advantage of errors by his opponent, but generally returns are played straight back to opponent and not into space.

This performance was placed at the mid-point of the middle range of marks.

Badminton Boy (Player 2)

This performer shows the ability to defend well, picking up the attempts at attacking shots from his opponent. However these are generally played straight back to the opponent.

There is only a limited variety of strokes used, but these are generally consistent and effective in some challenging contexts.

The performer gradually begins to develop consistency and takes some control of the game, dictating play and taking advantage of the space on his opponent's side of the net.

He tends not to play outright winners, rather waits for his opponent to make an error.

This performance was placed near the top end of the middle range of marks.