

To: SQA Coordinators  
Secondary Schools and Further Education Colleges

Cc: SCIS  
SQA Customer Support Managers  
Director of Education  
HMIE

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

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Dear Colleague

## **National Qualifications — NQ Physical Education**

The contents of this update, which provides information and advice to centres in relation to National Qualifications in Physical Education Courses at all levels, should be passed to the members of staff responsible for these subjects.

This update contains information about:

- 1 Appointees
- 2 Internal and External Assessment Reports
- 3 Intermediate 1 and 2 Nabs
- 4 Understanding Standards Website
- 5 Advanced Higher Exemplification – Project Report
- 6 Performance Exemplification
- 7 Course Materials Checklist
- 8 Extra curricular activities
- 9 Development Visit and Bespoke In-Service Training
- 10 Curriculum for Excellence Update

### **1. Appointees**

#### *Examination Teams*

We would like to express our gratitude and extend our thanks to all those who have undertaken duties in session 2010/11. We appreciate the work that all the teams carry out and look forward to continuing working with them during session 2011/12.

## **Markers**

Marking is an extremely important, and highly valued, component of the education system in Scotland. Many teachers/lecturers carry out the role in order to further their own understanding of the examination process, and as part of their Continuous Professional Development. If you are interested in becoming a Marker for next year's diet of examinations and have either two (Standard Grade, Intermediate 1, Intermediate 2) or three (Higher and Advanced Higher) year's teaching experience in Physical Education, please complete an Appointee Application form, which can be downloaded from the Appointee Management page of SQA's website ([www.sqa.org.uk/am](http://www.sqa.org.uk/am)), and return it to [am@sqa.org.uk](mailto:am@sqa.org.uk).

## **Verifiers**

We are grateful to the appointees who carry out this role and would encourage others to become involved. Many teachers carry out this role to further their own understanding of SQA Courses, and as part of their Continuous Professional Development. If you are interested in becoming a Verifier and have relevant teaching experience, please complete an Appointee Application form, which can be downloaded from the Appointee Management page of SQA's website ([www.sqa.org.uk/am](http://www.sqa.org.uk/am)), and return to [am@sqa.org.uk](mailto:am@sqa.org.uk).

## **2. Internal and External Assessment Reports**

These reports will be available from the SQA website ([www.sqa.org.uk](http://www.sqa.org.uk)) by the end of October. I recommend that you take time to read these reports as they contain useful feedback on Diet 2011. This includes information about areas in which candidates performed well, together with advice to centres regarding areas which they found more demanding.

## **3. Intermediate 1 and 2 Nabs**

Intermediate 1 and 2 Analysis and Development of Performance Nabs have been revised and can be found on SQA's secure web page.

Your centre coordinator has access to this web page.

## **4. Understanding Standards Website**

A new set of exemplar material of the Higher question paper from Diet 2010 will be made available shortly on the Understanding Standards website ([www.understandingstandards.org.uk](http://www.understandingstandards.org.uk)).

This website has been designed to assist teachers/lecturers of SQA Courses leading to National Qualifications. At all levels of each subject there will be information and advice on Marking, Appeals and Question Paper Setting. In addition we have plans to provide guidelines on how to differentiate between levels by showing what to expect from candidates at each level of the subject.

## **5. Advanced Higher Exemplification – Project Report**

A further set of exemplification of Advanced Higher Project Report from Diet 2011 will be available shortly. Centres are reminded that these will be in electronic form and can only be downloaded by SQA Co-ordinators.

## **6. Performance Exemplification**

Exemplar DVD's have been created for Intermediate 1 and Higher Physical Education and sent to all centres. They contain examples of candidate performance in a variety of different activities with accompanying support notes.

If you have not yet received a copy please contact Zoë Anderson for further details.

Please note there are a limited number of copies left in storage and will be distributed on a first-come first-served basis.

## **7. Course Material Checklist**

The Course Materials Checklist has been updated and published on our website ([www.sqa.org.uk](http://www.sqa.org.uk)). This document highlights important information and essential materials for centres who are delivering Courses in Physical Education.

## **8. Extra curricular activities**

Centres are reminded that only activities which form part of the centre's PE Course can contribute to any performance grade; ie, **the use of extra-curricular activities to contribute to performance grades is unacceptable.**

Please see extracts from the various Course Arrangements Documents below:

*Intermediate 1, 2, Higher and Advanced Higher*

Appendix 1 of the Arrangements Document for Intermediate 1, 2, Higher and Advanced Higher Physical Education states:

Definition of activity in the context of a Course award

1. A Course activity is one which forms part of the teaching and learning of a centre's overall course for Higher Physical Education. As such, an integrated approach which combines selected activities with selected areas and forms of analysis and development of performance is required.
2. The balance of time allocated to selected activities which feature in the Course design will be a matter for individual centres to decide.
3. When teacher/lecturers are negotiating with candidates the activities for the Course, account must be taken of the assessment requirements in relation to each activity and whether these can be accommodated in the Course. An activity in which a candidate has a particular interest or expertise may only be brought into the Course provided satisfactory

negotiation has taken place to ensure acceptable management of the activity and valid assessment arrangements.

4. **An activity undertaken in extra-curricular time only cannot contribute to the candidate's assessment in Performance.**
5. It is the responsibility of the teacher/lecturer in charge of the Course to collate appropriate assessment evidence and submit Performance marks. Evidence should be recorded in relation to the criteria associated with the performance scale. Evidence on which assessment is based should be generated during the Course.
6. Centres will be required to submit to SQA the names of the activities which have been used to compile each candidate's Performance mark. It will be part of the Visiting Moderator's duties to advise the SQA of circumstances where activities appear to have been assessed in situations not in keeping with the requirements described above.

#### Definition of an activity in the context of a Unit only

1. When teacher/lecturers are negotiating with candidates the activities for the Unit, account must be taken of the assessment requirements in relation to each activity and whether these can be accommodated in the Unit. An activity in which a candidate has a particular interest or expertise may only be brought into the Unit provided satisfactory negotiation has taken place to ensure acceptable management of the activity and valid assessment arrangements.
2. **An activity undertaken in extra-curricular time only cannot contribute to the Unit assessment in Performance.**
3. It is the sole responsibility of the teacher/lecturer in charge of the Unit to collate appropriate assessment evidence. Evidence should be recorded in relation to the criteria associated with the performance scale. Evidence on which assessment is based should be generated during the Unit.
4. Centres will be required to submit to SQA the names of the activities which have contributed towards each candidate's Unit assessment. It will be part of the Visiting Moderator's duties to advise the SQA of circumstances where activities appear to have been assessed in situations not in keeping with the requirements described above.

#### *Standard Grade*

#### Structure of the Course

Within the planning requirements described below centres will choose their own combination of component activities for the two-year Course.

A component activity is a portion of the Course within which a group of learning experiences are provided for candidates in the context of one or more physical activities.

The purpose of each component activity is to provide the appropriate learning experiences which will enable candidates to achieve selected learning outcomes. The number of component activities and the duration of each may vary but the following requirements should be met:

- ◆ the total time for the Course will be 160 hours

- ◆ the Course will contain a minimum of five component activities and a maximum of eight
- ◆ the teaching time for any one component activity will be a minimum of 20 hours, with a maximum of 50 hours

## ***9. Development Visit and Bespoke In-Service Training***

The following options are available to centres looking for feedback/support:

### **Development visit**

Development visits focus on internal (Unit) assessment and are charged at £100. Please contact [bill.crawford@sqa.org.uk](mailto:bill.crawford@sqa.org.uk) or 0131 561 6866 to arrange.

### **In-Service training**

It is possible to request in-service training, subject to the nature of the request and the availability of resources. In most cases, the Principal Assessor or another experienced Appointee would deliver the training.

There is a charge for this service: a 3 hour session (half day) costs £494 and a six hour session (full day) costs £741.

If your centre agrees to the above costs, then the next stage is for us to liaise with the Appointee and the centre/local authority to agree the content of the training and agree on a suitable date. Please note that should any preparation material be required for the event then the duplication of material would be the responsibility of the centre/local authority.

In-Service training is bespoke therefore tailored to individual centres' needs, however, please note: that this training would **not** involve a review of the work that you submitted for external assessment in 2011 and justifying the marks awarded.

If you are interested in requesting this service, please complete a booking form via SQA's website.

## ***10. Curriculum for Excellence Update***

### **Quality Assuring the new National Qualifications**

In session 2013/14, new National Qualifications at SCQF levels 1-5 (Access 1 – National 5) will be available to centres. New Qualifications at SCQF levels 6 and 7 (Higher and Advanced Higher) will follow in sessions 2014/15 and 2015/16 respectively.

Learner achievement will still be credited through assessments, which are marked internally by centres and quality assured externally by SQA, and assessments which are directly marked by SQA.

**The existing, robust processes will continue to be used for SQA-marked assessments at SCQF levels 5-7 (National 5 – Advanced Higher) for the new National Qualifications.**

SQA will ensure rigorous systems are in place to quality assure assessments at SCQF levels 1-7 (Access 1 – Advanced Higher), which are marked internally by centres.

SQA have reviewed the current quality assurance processes to make sure they are consistent and compatible with evolving quality assurance and moderation practice in the broad general education stage (3-15).

By undertaking this activity, SQA have ensured the quality assurance process that is implemented for the new National Qualifications will fully support the values, purposes and principles of Curriculum for Excellence.

Once approved, further details about SQA's quality assurance processes will be published on the CfE pages of the SQA website.

Centres are encouraged to make use of the 'Have your say' facility on the Curriculum for Excellence website. Centres can also subscribe to MyAlerts for Curriculum for Excellence news and updates.

Further information on Curriculum for Excellence and details of how to access 'Have your say' and 'MyAlerts' are located on [www.sqa.org.uk/curriculumforexcellence](http://www.sqa.org.uk/curriculumforexcellence).

Should you require any further information regarding the content of this letter or any other matter relating to Physical Education Courses, please contact Zoë or me using the contact details provided.

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Yours sincerely



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