

## Physical Education: Advanced Higher, Higher, Intermediate 2, Intermediate 1

Headroom Provided by NABs	Orientation of Grade Descriptions	Basis of evidence for Estimates, Absentee consideration and Assessment Appeals
Headroom	Output	<p>Evidence for Estimates, Absentee consideration and Assessment Appeals at all levels must show a sufficient breadth of coverage of the content of the Units of each Course, and must relate to the Course Grade Descriptions.</p> <p>Estimates should be based on evidence from:  <b>Performance: Practical work in selected activities</b>                      Record of assessments including marks. Video evidence may also be retained.                      Performance Estimates may be made with reference to:</p> <ul style="list-style-type: none"> <li>◆ the single Outcome at each level</li> <li>◆ Performance Criteria for the level</li> <li>◆ Grade Descriptions for the level</li> </ul> <p><i>Progressions in Performance</i> published by HSDU may also offer useful assistance. Similarly, the videos exemplifying Performance standards in a variety of activities should also assist.</p> <p><b>Analysis of Performance: Performance-led analysis tasks</b>                      Centres are advised to use either NAB evidence or a summative assessment modelled on the specimen question papers provided at each level. Assessment items in LTS (formerly HSDU) ‘Unit Plans’ (activity specific) may be used, where appropriate, as an alternative.</p> <p><b>Investigation of Performance: Performance-led exploration, analysis and evaluation tasks</b>                      There is a section at the back of the Investigation of Performance NABs at all levels which gives a clear indication of how Course Estimates may be made. Completion of the log-book contained in Investigation of Performance NABs (or a Draft Report following the structure advised in the NAB) should provide Assessment Appeal evidence.</p> <p><b>Advanced Higher</b>                      The Course estimate should be calculated out of 210 marks, using Unit assessments as follows:  <b>Performance</b> — marks for ONE activity should be between 61 and 70 on the Performance.  <b>Perspectives on Performance</b> — the two Unit essays are marked to give a Unit pass.  <b>Investigation of performance</b> — the log-book is marked to give a Unit pass.  <b>Dissertation</b> — marked out of 70 for External Assessment purposes. Mark doubled to give mark out of 140.                      Total for estimate is out of 210.</p> <p>More detail is available for AH in the LTS (formerly HSDU) publication <i>Advanced Higher Physical Education: Dissertation</i></p> <p>Evidence assembled in support of an Assessment Appeal should cover the content of all the Units. This could be compiled by combining the evidence gathered for the estimate with other assessment evidence generated towards the end of the Course, ie between the submission of Estimates and the examination (for the remaining Unit). It should always include assessment evidence to cover all Units. High-scoring evidence generated in the NAB Unit assessments at the appropriate level will lend weight to an Appeal, particularly where NABs provide headroom, ie the opportunity for the demonstration of attainment as measured by the Grade Descriptions of the Course.</p>

### Contact

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## **Summary: Evidence requirements for Estimates, Absentees and External Assessment Appeals**

### **Estimates**

Centres make Estimates of their candidates' expected attainment in National Courses. You should take care to ensure that Estimates reflect candidates' abilities against the requirements of the Course, not just the requirements for the Units which make up the Course.

Since Estimates relate to achievement of a Course, the assessment instruments which are used to generate evidence for Estimates should allow candidates opportunities to demonstrate attainment against the requirements for the Course. Assessment instruments which assess candidates' abilities against the outcomes of National Units can help with making decisions about Estimates. However, NABs cannot normally, on their own, generate sufficient evidence of how a candidate can perform against the assessment criteria (eg retention, integration) for a Course.

### **Absentees and External Assessment Appeals**

Submissions for Absentee consideration and Assessment Appeals must be supported by valid, reliable evidence of the candidate's demonstrated attainment against the requirements for the externally-assessed components of the Course.

No past papers, including SQA past papers, will be accepted in their entirety as the assessment instrument used to generate evidence for Absentee consideration or External Assessment Appeals. However, questions selected carefully from a minimum of three past papers, preferably adapted (to ensure the breadth and depth of coverage required to satisfy the Course Grade Descriptions) can be combined to form a valid assessment instrument.

Where a centre is submitting Appeals for a significant proportion (ie more than 10%) of a cohort, it should send with the Appeals a rationale explaining why these candidates did not perform to the standard expected in the externally assessed component(s). Rationales will be used by Examiners to assist decision-making.

Evidence submitted for Absentee consideration and External Assessment Appeals must include:

- ◆ a copy of the assessment instrument(s) with details of the source of questions used (eg past papers) and associated marking schemes with cut-off scores which have been applied
- ◆ evidence which has been generated by these assessment instrument(s), before the date of the external assessment, and which has been marked in accordance with the marking schemes provided
- ◆ a clear indication of the completion date for each piece of evidence

It is the responsibility of centres to ensure the validity, reliability and security of assessment instruments, and authenticity of candidate evidence used for Estimates, Absentee consideration and External Assessment Appeals.