

21 October 2004

To: Principal Teachers and Teachers of Physical Education
Directors of Education, SCIS
Scottish Executive Key Stakeholders
Teaching Associations, SQA Co-ordinators (all centres)
SQA Customer Account Managers.

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

Contact Name: Pauline Muir at Dalkeith
Direct Line: 0131 - 561 6857
E-mail: pauline.muir@sqa.org.uk

Dear Colleague

National Qualifications — Physical Education Update

This newsletter updates centres on issues that have arisen during period 2003/2004 and highlights important information for this current session 2004/05 for National Qualifications in Physical Education. The contents of this letter should be passed to the member of staff responsible for Physical Education.

I am pleased to advise you that Jennifer di Folco is now Qualifications Manager for National Qualifications in Physical Education. Pauline Muir will continue as Qualifications Officer and will work with Jennifer to provide centres with support in Physical Education.

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Appendices

1. Consultation Paper
2. Flowchart

1. Standard Grade

Centres, examining teams and markers were pleased with the new format to this year's examination. It is important to emphasise that no candidates were disadvantaged as a result of the late notification to centres on the change to the format of the question paper.

There were some issues with activities used for the Evaluating section and these are being looked at for future improvements. Concern was raised by the Assessment Panel that candidates were still answering questions on Snooker, Darts and Pool. It is important that centres advise candidates not to use these activities in their answers as no marks will be awarded for their efforts.

Arrangements documents, which have been expanded to include clarification of Knowledge and Understanding content, are available on SQA's website (www.sqa.org.uk), along with support materials for applying marking criteria in Evaluating. Appendix 4 of the Arrangements gives clarification of the curricular content which will be used to set examinations from 2006. It also gives clarification of terminology/language that will be used and identification of Credit only concepts.

2. Higher, Intermediate 1 and 2

Evidence shows that centres are entering candidates at the correct level for Course awards.

Care must be taken to ensure that candidates have studied all the aspects of content that are outlined in the Key Concepts of the selected areas of analysis. This will ensure that they are prepared for questions that ask for a broad knowledge from across the range of the key concept.

Candidates who have not studied Performance Appreciation in their Course should be advised not to answer this section in the external assessment.

Candidates tend to have difficulty when they are asked to show detailed knowledge and understanding of key concepts. This is particularly the case when they are asked to show how they could apply relevant concepts and knowledge to the development of their performance. At Higher level, candidates need to be able to critically discuss relevant concepts and suggest courses of action for the development of their performance. Candidates must be given as many opportunities as possible to practise this analysis skill.

3. Advanced Higher

Candidates found it difficult to access good marks in the research and interpretation and discussion sections. Often there was a lack of clarity and the focus of the dissertation was not maintained. Many candidates produced a narrative and descriptive interpretation and discussion of the issues to be addressed

Candidates should be clear about the perspective(s), key concept(s) and features they are using. They should highlight this clearly in the rationale of their dissertation. Centres/candidates should continue to follow the process as per NAB material previously issued.

4. Moderation

Written moderation

In order to support centres with the quality assurance demands of the Course it is recommended that centres enter the Analysis and Development of Performance Unit with a completion date of March. Many centres choose the Performance Unit for this completion date, but given this Unit has visiting moderation the other Unit would be more appropriate.

Centres will continue to be moderated centrally in April of each session. The number of centres moderated in 2005 will be increased to support centres in the implementation of the new Unit. It is hoped that moderation visits to centres by the full-time Moderator for Physical Education early in 2005 will also be used to support centres in the first two years of implementation. Notification of this will be sent to centres selected for moderation in November 2004.

Moderation of Performance

Forms and worksheets will be revised to support the new course and the relevant paperwork will be issued to centres before the moderation exercise commences.

Further clarification on the awarding and submitting marks is outlined in the flowchart in Appendix 2 of this letter.

Some staff in centres have not used or are not aware of the range of support materials available to assist in assessing Performance, eg the set of videos and case studies exemplifying Performance at all levels. Where a centre is selected for moderation, staff should view the appropriate video case studies before the moderation visit.

5. Appeals

Standard Grade — Centres are again reminded not to use question papers before 1998 as prelim papers if they intend using the evidence for appeals. More than one piece of evidence should be submitted for the level centres are appealing for.

6. National Qualifications Review

The main development from the launch events held in May this year has been the consultation of Appendix 4 (Key Features). This consultation has been extended until the end of November to allow Local Authorities, centres and individuals more time to respond. The Consultation Paper can be found at Appendix 1 of this letter.

The following information has been put together to further clarify issues from the workshops at the launches in May.

Performance Unit

1. The Unit is awarded on a pass/fail basis. Candidates must have achieved the Outcome and PCs to be awarded a pass.
2. A mark is only assigned to performance activities where this is contributing to a Course award.
3. The Unit can be achieved above the level of the Course award.

4. There is NO minimum time for an activity as part of the Course. This issue has been discussed at great length.

Performance for a Course award

1. 0-10 on the Higher scale (Appendix 2a of the Course arrangements) is the same as 11-20 in Intermediate 2 scale (Appendix 2b)
2. When candidates do not appear on the scale for their second activity a zero would be recorded.
3. It is important that staff use the Appendix relevant to the Course award for the candidate.
4. The two activity marks are added together to give a mark out of 40. This mark is submitted to SQA.
5. Performance should be integrated into Course. See Appendix 1 of the Course arrangements for full details.
6. Candidates can only be assessed in an extra-curricular activity if it is also part of the school course.
7. SQA do not retain performance marks to be used the following year. This is the responsibility of the centre.

INTERNAL ASSESSMENT

Analysis and Development of Performance

From Course Arrangements Page 16

‘This Unit could be assessed by an assignment based on structured questions on investigating, analysing, developing and evaluating performance in one activity. Candidates may have access to notes, records, plans and data gathered throughout the course of the Unit work when undertaking the assessment. Evidence should be gathered on one open-book assessment occasion under supervision lasting no longer than one and a half hours; or on two separate open-book assessment occasions under supervision, lasting no more than 45 minutes each’.

Advice for Centres

Centres must ensure that there is no duplication of effort or assessment. Managing this Assignment will be a key issue in the first year of implementation. *Times are for guidance only.* Centres should allocate sufficient time for assessment to be completed.

Outcome 1 will be assessed through the teaching and learning process. The notes, data etc, will then be used to complete Outcome 2 (under controlled conditions) when staff make the decision that candidates are ready to complete this part of the assignment. (This could be the first 45 minute assessment.)

The same format could then be used for Outcomes 3 and 4, particularly the training programme part of Outcome 3. Centres, however, may decide to do all of this in one assessment situation.

1. When changes are made to NAB packs, it is advisable to submit the revised materials to SQA for prior moderation if they are to be used as evidence.
2. Outcomes may have to be completed over two areas — this is acceptable.
3. The NAB pack can be released to candidates, please disregard this section of the security statement on page 2 of the NAB pack.

4. For Unit assessment, only ONE area of analysis needs to be completed.
5. Exemplars will be on the website in November.

EXTERNAL ASSESSMENT

1. **Setters and Departments** must work to the **Key Concepts** in Appendix 3 of the Course arrangements to cover examinable content for 2005. This has always been the case and centres should continue to sample from key features to give understanding of the key concepts. Where staff have already started to use the new Appendix 4, this will not disadvantage their candidates in the 2005 examination.
2. Staff should cover all the key concepts for the three areas of the Course. The minimum number for this would be 11 eg:

| | |
|--|----------------|
| Preparation of the Body | 5 key concepts |
| Skills and Techniques | 3 key concepts |
| Structures, Strategies and Composition | 3 key concepts |

(If all four areas are covered, the total would be 16.)
3. The number of questions in the Higher examination has been reduced from 12 to 8.

NOTE

Advanced Higher and Access 3 levels are presently being reviewed in light of NQ Review

7. SQA Website and other information

You are reminded that the Principal Assessor and Senior Moderator Reports have been placed on SQA's website (www.sqa.org.uk).

SQA's website is the main source of information on National Qualifications in Physical Education. It contains the current Principal Assessors and the Senior Moderator reports where you can find statistical information on the 2004 examination diet, including pass rates. Arrangements documents, specimen question papers, subject updates and support materials can also be accessed through this page.

The NAB materials are available on the secure section of the website which can be accessed by your SQA co-ordinator.

There is also an extensive range of support materials available on the Learning and Teaching Scotland website. Many of these resources will still be relevant and useful when planning your courses. The address of the website is www.LTScotland.org.uk

I would like to thank all Principal Assessors, Examining Teams, Markers and Moderators for Physical Education for their hard work undertaken to make diet 2004 a big success. Particular thanks to John Anton, who has returned to his centre following the completion of a very successful secondment to us as Project Manager.

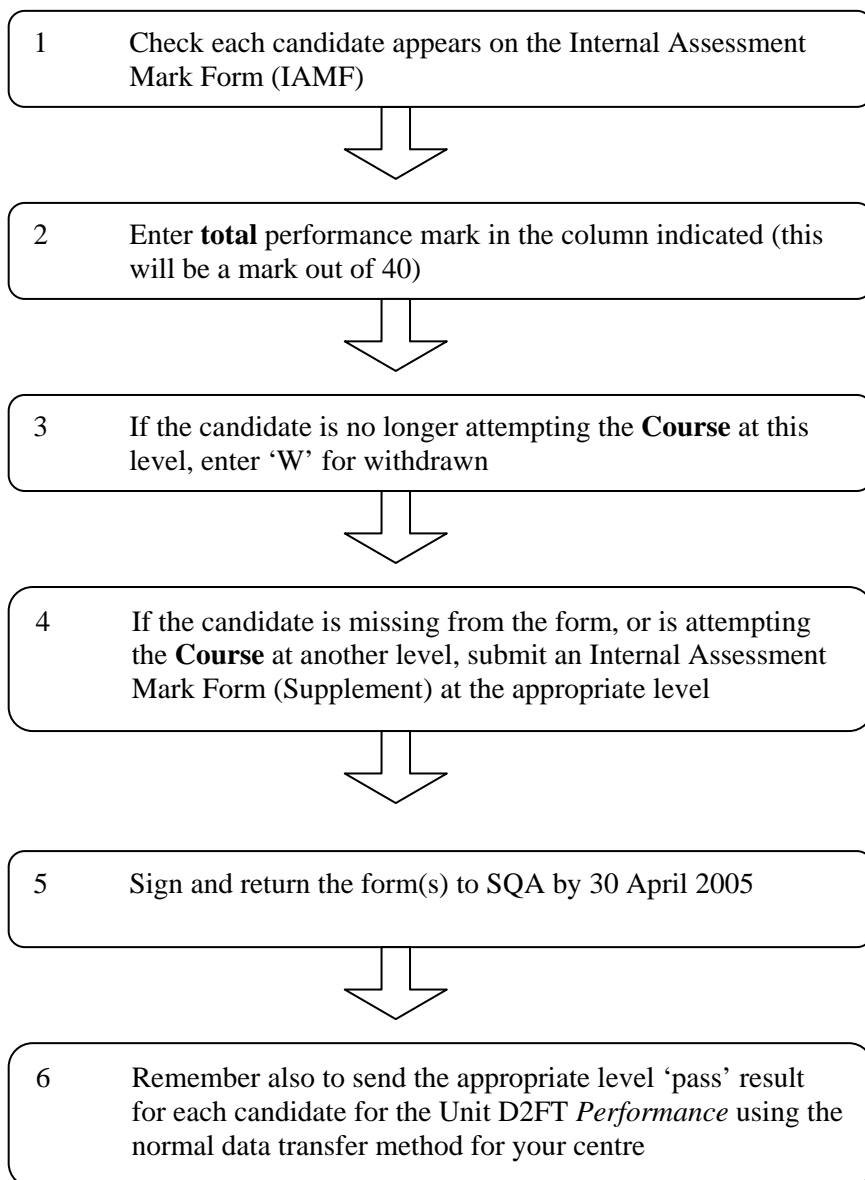
Yours faithfully

Jennifer di Folco

Jennifer di Folco
Qualifications Manager
National Qualifications, Physical Education

National Qualifications in Physical Education 2005

Course mark for performance activities at Intermediate 1, Intermediate 2 and Higher



Performance Moderation

Where candidate performance at your centre has been Moderated, the Internal Assessment Mark Form (IAMF) still **must** be completed and submitted as above.

The Internal Assessment Mark Form (IAMF) is used to submit the performance marks for your candidates. These marks contribute to Course awards. SQA will combine the performance mark for each candidate with the examination mark to determine the Course grade and band. All components of the course assessment must be at the same level.

The IAMF is produced from entry data held by SQA. Please make sure that your entry data is accurate, and that it is updated where necessary — SQA cannot process changes to entry data from information submitted on an IAMF.

IAMF data is used to compute **Course** results — SQA do not use it to result, or amend entry information for Unit D2FT *Performance*.

- 1 If a candidate's name does not appear on the form, **do not** write it in. You should complete an Internal Assessment Mark Form Supplement — see 4 below.
- 2 Mark your candidates in accordance with the Course arrangements (please refer to Appendices 2a, 2b and 2c). Performance in two activities should be marked, each out of 20. These marks should then be combined to give a **total** mark out of 40.

Ensure that any changes to marks agreed at Visiting Moderation are taken into account.

- ◆ Don't exceed the maximum mark stated on the form.
- 3 Enter 'W' against candidates who are not completing the Course, or who are doing the Course at another level. Make sure that the Course entry level has been changed for these candidates (see the Operational Guide for Schools for information on changing a candidate's Course/Unit level). Do NOT enter 'W' against candidates who are achieving Unit D2FT *Performance* at another level — but who are not changing their Course entry level.
 - 4 Complete an IAMF (Supplement) if:
 - ◆ The candidate's name was omitted from the pre-printed IAMF.
 - ◆ The candidate has been withdrawn from the original Course entry level and entered for a different level. Remember that all Unit passes must be at the Course entry level or above.
 - ◆ Don't forget to enter the Course level on the IAMF Supplement — a separate supplement is required for each course level.
- Do NOT complete an IAMF Supplement if:
- ◆ The candidate has not changed Course level, but has achieved the *Performance* Unit at a level higher than the Course entry — see * below.
- 5 Make sure that all forms are returned to SQA by the due date of 30 April 2005.
 - 6 For each candidate make sure you have completed the IAMF or any supplement required to give SQA the mark which goes towards the **Course award**. You still need to make sure that you submit a result for the Unit D2FT *Performance* — that result will be Pass or Fail. If a candidate needs more time to complete the Unit the completion date can be extended. This information is sent to SQA using your normal data transfer method (electronic or paper).

* Unit D2FT *Performance* can be resulted at a level higher than the Course entry — this is where you can give exceptional performers credit for their abilities! See the Operational Guide for Schools for information on changing a candidate's Course/Unit level.