



Physical Education

Portfolio

General assessment information

This pack contains general assessment information for centres preparing candidates for the portfolio component of National 5 Physical Education Course assessment.

It must be read in conjunction with the specific assessment task(s) for this component of Course assessment, which may only be downloaded from SQA's designated secure website by authorised personnel.

This edition: September 2015 (version 1.2)

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Introduction

This is the general assessment information for National 5 Physical Education portfolio Component.

This portfolio is worth 40 marks. The marks contribute 40% of the overall marks for the Course assessment. The Course will be graded A-D.

Marks for all Course Components are added up to give a total Course assessment mark which is then used as the basis for grading decisions.

The Course assessment is one of two Components of Course assessment. The other Component is a performance.

This portfolio has three sections.

- Section 1** 'Understanding factors that impact on performance' will have **8 marks**
- Section 2** 'Planning, developing and implementing approaches to enhance personal performance' will have **16 marks**
- Section 3** 'Monitoring, recording and evaluating performance development' will have **16 marks**

This document describes the general requirements for the assessment of the **portfolio** Component for this Course. It gives general information and instructions for assessors.

It must be read in conjunction with the assessment task for this Component of Course assessment.

Equality and inclusion

This Course assessment has been designed to ensure that there are no unnecessary barriers to assessment. Assessments have been designed to promote equal opportunities while maintaining the integrity of the qualification.

For guidance on assessment arrangements for disabled candidates and/or those with additional support needs, please follow the link to the assessment arrangements web page: www.sqa.org.uk/sqa/14977.html

Guidance on inclusive approaches to delivery and assessment in this Course is provided in the *Course Support Notes*.

What this assessment covers

This assessment contributes 40% of the total marks for the Course.

The assessment will assess the skills, knowledge and understanding specified for the portfolio in the *Course Assessment Specification*. These are:

- ◆ Understanding factors that impact on performance
- ◆ Planning, developing and implementing approaches to enhance personal performance
- ◆ Monitoring, recording and evaluating performance development
- ◆ Decision-making and problem-solving in performance context

Assessment

Purpose

The purpose of this assessment is to generate evidence for the added value of this Course by means of a **portfolio**.

Assessment overview

The portfolio task requires the candidate to demonstrate application of their skills, knowledge and understanding of performance development in physical activities.

Candidates are required to select evidence of and explain how they solved problems and made decisions during planning for performance development. Candidates must also reflect upon and evaluate the process of performance development.

This portfolio is designed to assess whether candidates can retain, integrate and consolidate the knowledge and skills gained in individual Units and provides added value. Added value focuses on one or more of breadth, challenge or application.

In the case of this assessment, the focus is on challenge and application:

- ◆ Challenge allows candidates to demonstrate extension of knowledge, understanding and skills developed in the Units of the Course. Candidates must compile a portfolio which requires them to select and explain evidence of their ability to make decisions and problem solve in a performance development context
- ◆ Application allows candidates to apply knowledge, understanding and skills to identify future strategies for continued performance development

Candidates will generate evidence throughout the Course which may be drawn upon in the portfolio. As a result, candidates should be reminded of the portfolio demands during the Course so that they may identify relevant information to take forward.

Candidates must use the template provided in the *Assessment task* document to complete their portfolio.

Space has been provided for each part of the task and information may be written into the template or inserted electronically. Candidates may add extra space or pages to the template where required. Candidates must also provide any additional evidence required for the portfolio, such as their programme of work. The completed portfolio must be able to be printed off or photocopied and submitted to SQA for marking.

Following portfolio guidelines, candidates must make an appropriate selection of evidence for their portfolio and organise their portfolio according to the guidance provided.

The portfolio has three Sections:

- 1 Understanding factors that impact on performance
- 2 Planning, developing and implementing approaches to enhance personal performance
- 3 Monitoring, recording and evaluating performance development

Section 1: Understanding factors that impact on performance

In this section, the candidate must select and explain the impact of **two** factors on performance in **two different** physical activities.

The candidate must:

- 1(a) Select and explain, in detail, the impact of two factors on performance in two different physical activities.

Section 2: Planning, developing and implementing approaches to enhance personal performance

In this section, the candidate must select **one of the factors** selected in Section 1 and one activity in which to demonstrate performance development work. The candidate must justify the method chosen to develop their performance, describe how they carried it out and provide a summary of the information they have gathered.

The candidate must:

- 2(a) Describe how they carried out a method to gather information about the impact of this factor on their performance in the chosen activity.
 - ◆ In the portfolio, candidates must include a copy of the relevant information they have gathered.
- 2(b) Explain the choice of method they used to gather information about this factor.
- 2(c) Provide a summary of the information gathered.
- 2(d) Referring to the programme of work and the summary of information from above, candidates must explain why they chose this particular programme of work to develop their performance.
 - ◆ In the portfolio, the candidate must include a copy of a programme of work they have planned and implemented during their Course.

Section 3: Monitoring, recording and evaluating performance development

In this section, the candidate must show how information from monitoring and recording was used to evaluate performance development and make decisions on future development needs.

The candidate must:

- 3(a) Explain why it is necessary to monitor performance development.
- 3(b) Describe how their programme of work was monitored.
- 3(c) Explain any decisions they have taken as a result of the monitoring carried out.
- 3(d) From monitoring and recording and any feedback or self-evaluation, explain a different factor from the two selected in 1(a) that is now considered relevant for continued performance development.
- 3(e) Explain what impact this factor might have on performance in the future.

This table gives an overview of how marks are allocated in the portfolio:

Section	Assessment item	Mark allocation	Total marks for section
1 Understanding factors that impact on performance	1(a) Selecting and explaining, in detail, the impact of two factors on performance in two different physical activities	8	8
2 Planning, developing and implementing approaches to enhance personal performance	<i>Choosing one of the previous factors:</i> 2(a) Describing how they carried out a method to gather information about the impact of this factor on performance of the chosen activity	4	16
	2(b) Explaining the choice of method used to gather information about this factor	4	
	2(c) Providing a summary of the information gathered	3	

Section	Assessment item	Mark allocation	Total marks for section
	2(d) Referring to a programme of work and the summary of information from 2(c) Explaining why a particular programme of work was chosen to develop their performance	5	
3 Monitoring , recording and evaluating performance development	3(a) Explaining why it is necessary to monitor performance development	3	16
	3(b) Describing how the programme of work was monitored	4	
	3(c) Explaining any decisions taken as a result of the monitoring carried out	4	
	3(d) From monitoring and recording and any feedback or self-evaluation, explain a different factor from the two selected in 1(a) that is now considered relevant for continued performance development	2	
	3(e) Explain what impact this factor might have on performance in the future.	3	
TOTAL		40 marks	

Assessment conditions

Assessors must exercise their professional responsibility in ensuring that evidence submitted by a candidate is the candidate's own work.

Candidates should begin this assessment at an appropriate point in the National 5 Physical Education Course. This will normally be when they have completed most of the work on the Units in the Course.

Reasonable assistance may be given on a generic basis to a class or group of candidates, for example, advice on how to select and present evidence. It may also be given to candidates on an individual basis. When reasonable assistance is given on a one-to-one basis in the context of something the candidate has already produced or demonstrated, there is a danger that it becomes support for assessment and assessors need to be aware that this may be going beyond reasonable assistance.

Clarification may be sought by candidates regarding the instructions or portfolio requirements for the assessment if they find them unclear. In this case, the clarification should normally be given to the whole class.

Assessors should put in place processes for monitoring progress and ensuring that the work is the candidate's own and that plagiarism has not taken place. Any evidence must be authenticated as being carried out under the required conditions and to the required standards.

Assessors should put in place mechanisms to authenticate candidate evidence. For example:

- ◆ regular checkpoint/progress meetings with candidates
- ◆ short spot-check personal interviews

Groupwork approaches as part of the preparation for assessment can be helpful to simulate real-life situations, share tasks and promote teamworking skills. However, group work is not appropriate once formal work on assessment has started.

Evidence to be gathered

The following candidate evidence is required for this assessment:

The completed portfolio template which must contain:

- ◆ Evidence of understanding factors that impact on performance
- ◆ Evidence of planning, developing and implementing approaches to enhance personal performance
- ◆ Evidence of monitoring, recording and evaluating performance development

General Marking Instructions

This assessment will be externally marked following guidelines supplied by the SQA.

Part one: General Marking Principles for National 5 Physical Education: portfolio

This information is provided to help you understand the general principles that will apply when marking candidate responses to this portfolio component. These principles must be read in conjunction with the specific Marking Instructions for each of the three sections. The Marking Instructions are written to assist in determining the minimal acceptable response rather than listing every possible correct and incorrect response.

- (a) Marks for each candidate response will always be assigned in line with these general marking principles and the specific Marking Instructions for the relevant criteria.
- (b) Marking should always be positive, ie marks should be awarded for what is correct and not deducted for errors or omissions.
- (c) Can be typed or written – pen or pencil.
- (d) For credit to be given:
 - i) 1 point with explanation = 1 mark
 - ii) marks are available for breadth or depth
 - iii) points must always relate to the detail in the assessment item
 - iv) there are two types of assessment items used in this **portfolio**, namely:
 - A. *Describe ...*
 - B. *Explain ...*
 - v) For each of the assessment items (in iv above), the following provides an overview of marking principles.

A. Assessment items that ask candidates to *describe ...*

Candidates must make a number of relevant, factual points, or state characteristics and features, as appropriate to the assessment item. Points made do not need to be in any particular order. Candidates may provide a number of straightforward points or a smaller number of developed points, or a combination of these.

Up to the total number of marks allocated:

- ◆ 1 mark should be given for each relevant point that answers the assessment item
- ◆ each subsequent mark can be given for any development of a relevant point, including exemplification

Example

For assessment item 2(a), a candidate describes how they carried out a method to gather information about a selected factor in their chosen activity. This response would gain 4 marks.

Example response

The candidate might describe a method they used to record the activity, eg using a digital recorder and a recording sheet (1 mark for relevant description of a method).

The candidate may go on to describe how they made up a recording sheet (1 mark for development of this point) and how this was used, eg describing how a team mate was used to observe 10 minutes of play and fill in the recording sheet (1 further mark for development of this point).

For a further mark regarding this point, the candidate may describe how more information was obtained, eg the digital recording was re-run a number of times to help complete the recording sheet (1 further mark for development of a relevant point).

Total: 4 marks

B. Assessment tasks that ask candidates to *explain* ...

Candidates should make points that relate cause and effect and/or make relationships between things clear. Where a number of points are made, these do not need to be in any particular order. Candidates may provide a number of straightforward points or a smaller number of developed points, or a combination of these.

Up to the total number of marks allocated:

- ◆ 1 mark should be given for each relevant point of explanation that answers the assessment item
- ◆ each subsequent mark can be given for any development of a relevant point, including exemplification

Example

For assessment item 3(a), a candidate explains why it is necessary to monitor performance development. This response would gain 3 marks for explaining one reason for monitoring development and then developing this particular point.

Example response

The candidate must provide a valid reason to monitor performance development, eg to track changes in performance (1 mark for a relevant point of explanation).

By explaining that the ability to look back at information enables a clearer indication about any progress made, eg re-testing against initial information (1 further mark for development of the previous point could be awarded).

If a point was made about the value of the monitoring process, eg helping to determine the focus in the next phase of performance development, 1 further mark could be awarded for development of the first point.

Total: 3 marks

- (e) There may be some degree of flexibility in the way that marks are awarded for a particular item, but allocation of marks will always be designed to reward a specific assessment demand in terms of depth or breadth of knowledge and understanding.

Example

1(a) Select and explain, in detail, the impact of two factors on performance in two different physical activities.

Example response

Marking Instruction:

There are 8 marks available for this section if the candidate can explain in detail the impact of two factors on two activities.

A maximum of 4 marks may be awarded for explaining in detail how one factor impacts on two activities.

A maximum of 2 marks may be awarded for explaining in detail how one factor impacts on one activity.

Part two: Marking Instructions for each section

Assessment item	Marking Instruction	Max mark	Additional guidance
1	<p>(a) Select two factors. Explain, in detail, the impact these two factors have on your performance in each of the two physical activities you have chosen.</p>	<p><i>There are 8 marks available. Up to a maximum of 2 marks are available for an explanation of the impact of each factor on each activity.</i></p> <p>1 mark should be given for each relevant point of explanation, or for development of a relevant point, including exemplification.</p> <p>0 marks should be given if there is no evidence of explanation of any factors impacting on physical activities.</p>	<p>8</p> <p>Factors should be selected from mental, emotional, social or physical.</p> <p>Candidates should select two physical activities in which they have participated.</p> <p>Factor 1 and Factor 2 must be different.</p> <p>For each factor it is acceptable if the candidate chooses two different examples, eg Factor 1 – Physical: CRE + Speed Factor 2 – Social: Communication + Co-operation.</p> <p><i>If I have good CRE in basketball I will be able to defend without tiring so that I can stay with my opponent for the whole game.</i></p>

Assessment item		Marking Instruction	Max mark	Additional guidance
2	(a) Describe how you carried out the method to gather information about this factor.	<p><i>Up to the maximum of 4 marks available:</i></p> <p>1 mark should be given for each relevant point of description, or for development of a relevant point, including exemplification.</p> <p>0 marks should be given if there is no description, or the description is not appropriate.</p> <p>If there is no data collection attached or data does not match description then only 2 marks available.</p>	4	<p>Methods could include, for example:</p> <ul style="list-style-type: none"> ◆ scattergram ◆ observational schedules ◆ targeted feedback sheet ◆ standardised fitness tests ◆ questionnaire ◆ self-evaluation tests ◆ PAR movement analysis sheets ◆ quantitative measures (pulse count; breath count; stroke count; stride count) ◆ video in conjunction with... <p>Remember: marks should be awarded for how they carry it out as well as a description of the method.</p> <p>No marks awarded for naming a method.</p> <p><i>The person who was observing my performance marked my different shots with a tick or cross.</i></p>
2	(b) Explain why you chose this method to gather information about this factor.	<p><i>Up to the maximum of 4 marks available:</i></p> <p>1 mark should be given for each relevant point of explanation, or for development of a relevant point, including exemplification.</p> <p>0 marks should be given if there is no explanation, or where there is no</p>	4	<p>Choices could be related to, for example:</p> <ul style="list-style-type: none"> ◆ reliability ◆ validity ◆ practicability ◆ appropriateness of method ◆ organisational issues; quick and easy to complete ◆ identifies strengths and weaknesses

Assessment item		Marking Instruction	Max mark	Additional guidance
		<p>evidence that the choice of method was appropriate.</p> <p>If the explanation does not link to question 2(a), then only 2 marks available</p> <p>If no data collection is attached in 2(a), the candidate can still access up to 4 marks for 2(b).</p>		<ul style="list-style-type: none"> ◆ recognised test ◆ permanent record ◆ helps to create training programme ◆ to set targets <p>The response should give the ‘Why’. For example: <i>It gives permanent data that can be looked back on so that I can measure improvement.</i></p>
2	(c) Summarise the information you have gathered to show what it tells you about your performance in this activity.	<p><i>There are 3 marks available:</i></p> <p>3 marks should be given for a summary of information that is relevant, clear, accurate, comprehensive, detailed and links the facts with impact on performance in that activity.</p> <p>2 marks should be given for a summary that is relevant, clear and accurate and links the facts with impact on performance in that activity, but lacks some detail.</p> <p>1 mark should be given for a summary that lacks clarity and relevance and has a limited link of the facts with impact on performance in that activity.</p> <p>0 marks should be given for a summary that is inaccurate or irrelevant, or where no summary is provided.</p>	3	<p>This question should be marked holistically.</p> <p><i>I can see that the overhead clear had the most ticks in the successful box. This means I could consistently push my opponent to the back of the court.</i></p>

Assessment item	Marking Instruction	Max mark	Additional guidance	
2	<p>(d) Explain why you chose this particular programme of work to develop your performance.</p>	<p><i>Up to the maximum of 5 marks available:</i></p> <p>1 mark should be given for each relevant point of explanation, or for development of a relevant point, including exemplification.</p> <p>To gain each mark, each point of explanation must clearly relate to the programme of work and the summary of information from 2(c).</p> <p>0 marks should be given where there is no evidence of a valid explanation.</p> <p>If there is no programme of work or limited programme attached then only 3 marks available.</p>	5	<p>Reasons could include, for example:</p> <ul style="list-style-type: none"> ◆ ease of carrying out the training method ◆ training methods relevant to strengths and weaknesses ◆ frequency of training ◆ duration of training ◆ principles of training ◆ principles of Effective Practice ◆ progression ◆ variety/specificity of programme ◆ motivating ◆ relevant to the demands of the activity ◆ required no specialist equipment <p>Looking for why the programme of work was selected.</p> <p><i>I chose fartlek training as it is similar to what I have to do in a game of basketball as I have to move at different speeds.</i></p>

Assessment item		Marking Instruction	Max mark	Additional guidance
3	(a) Explain why it is necessary to monitor your performance development.	<p><i>Up to the maximum of 3 marks available:</i></p> <p>1 mark should be given for each relevant point of explanation, or for development of a relevant point, including exemplification.</p> <p>0 marks should be given where there is no explanation or explanation is not valid.</p>	3	<p>Reasons could include:</p> <ul style="list-style-type: none"> ◆ to track progress ◆ to see whether improvements have been made ◆ to make changes/adaptations ◆ to see why you have reached targets or not ◆ motivation ◆ to make comparisons ◆ to set new targets <p><i>It allows me to see if the programme I am following is too hard or easy — so it can be adjusted.</i></p>
3	(b) Describe how you monitored your programme of work.	<p><i>Up to the maximum of 4 marks available:</i></p> <p>1 mark should be given for each relevant point of description, or for development of a relevant point, including exemplification.</p> <p>0 marks should be given where there is no description or the description is not valid.</p>	4	<p>Descriptions could include, for example:</p> <ul style="list-style-type: none"> ◆ training diary ◆ logbook entries ◆ personal evaluation ◆ game analysis comparisons ◆ video comparison ◆ re-testing bench mark information for comparisons <p><i>I monitored my programme by filling out a training diary. After every training session I would write down what I did.</i></p>

Assessment item		Marking Instruction	Max mark	Additional guidance
3	(c) While you were carrying out your programme of work and monitoring it, you will have made decisions. Explain the decisions you made.	<p><i>Up to the maximum of 4 marks available:</i></p> <p>1 mark should be given for each relevant point of explanation, or for development of a relevant point, including exemplification.</p> <p>0 marks should be given where there is no explanation or explanation is not valid.</p>	4	<p>Reasons why decisions were made:</p> <p>To make sure programme was progressing.</p> <p>Identification of decision and why they made it.</p> <p><i>I moved from 70% to 80% of my training zone because it was becoming too easy.</i></p>
3	(d) Choose another factor which you now consider relevant for your continued performance development. Explain this factor.	<p><i>Up to the maximum of 2 marks available:</i></p> <p>1 mark should be given for each relevant point of explanation, or for development of a relevant point, including exemplification.</p> <p>0 marks should be given where a relevant factor is not identified, or is inappropriate.</p> <p>0 marks if the factor is the same as in Section 1(a).</p>	2	<p>Candidates should explain a different factor from those identified in Section 1(a).</p> <p>This factor must also be selected from mental, emotional, social and physical factors.</p> <p>Looking for the knowledge of the factors Marks are available for breadth or depth.</p> <p>Can be personal or non-personal approach.</p> <p><i>Managing emotions is the ability of a player to keep their temper under control when the referee makes a decision they don't agree with so that they don't get booked.</i></p>

Assessment item		Marking Instruction	Max mark	Additional guidance
3	(e) Explain what impact this factor might have on your performance in the future.	<p><i>Up to the maximum of 3 marks available:</i></p> <p>1 mark should be given for each relevant point of explanation, or for development of a relevant point, including exemplification.</p> <p>0 marks should be given where there is no explanation or explanation is not appropriate.</p> <p>In order to avoid consequential error, if candidates have not selected a 'different' factor in 3(d), they can still access up to 3 marks in 3(e).</p>	3	<p>Must be personal.</p> <p>Must relate to factor.</p> <p>Response must relate to impact on performance in the future.</p> <p><i>Emotional anger – this factor may affect my future performances because when playing somebody I may start to get angry and lose focus on my game, so that I make more mistakes in my performance.</i></p>

Administrative information

Published: September 2015 (version 1.2)

History of changes

Version	Description of change	Authorised by	Date
1.1	Marking Instructions updated for clarity.	Qualifications Manager	September 2014
1.2	Marking Instructions updated.	Qualifications Manager	September 2015

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