



Higher Physical Education Performance Assessment task

This document provides information for teachers and lecturers about the coursework component of this course in terms of the skills, knowledge and understanding that are assessed. It must be read in conjunction with the course specification.

Valid from session 2018-19 and until further notice.

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Introduction

This document contains instructions for teachers and lecturers, marking instructions, recording documentation and instructions for candidates for the Higher Physical Education performance. You must read it in conjunction with the course specification.

This performance is worth 60 marks. This is 50% of the overall marks for the course assessment. Each single performance event is marked out of 30.

This is one of two course assessment components. The other component is a question paper.

The purpose of this component is to assess candidates' ability to effectively perform in two different physical activities.

Each performance is a single event which is in a challenging, competitive and/or demanding context. This gives candidates an opportunity to demonstrate the following skills, knowledge and understanding:

- ◆ repertoire of skills – a broad and comprehensive performance repertoire (including complex movement and performance skills)
- ◆ control and fluency of complex movement and performance skills
- ◆ effective decision making and problem solving
- ◆ using and applying well established composition, tactics and roles
- ◆ extent to which rules and regulations are followed and etiquette is displayed (including working with others)
- ◆ extent to which emotions are controlled on the day of the performance

Instructions for teachers and lecturers

Each single performance is:

- ◆ set by centres within SQA guidelines
- ◆ conducted under some supervision and control
- ◆ internally marked by teachers and lecturers in line with SQA marking instructions

All marking is quality assured by SQA.

The context for each single performance event must set it apart from normal learning and teaching activities so that it is challenging, competitive and/or demanding.

You must ensure that you can reliably assess each candidate in any context. You should consider the number of candidates being assessed at any one time.

The activity selected for each single performance event **must** provide candidates with the opportunity to display a **significantly different** range of movement and performance skills. This allows them to demonstrate a breadth of performance skills within a variety of contexts.

Assessment conditions

Time

The performances should be of a sufficient duration to allow candidates to demonstrate the required skills, knowledge and understanding.

Supervision, control and authentication

Teachers and lecturers must ensure candidates are provided with a suitable performance environment and appropriate conditions to undertake their assessment. Teachers and lecturers should use their professional judgement as to whether the context is suitable.

Teachers and lecturers must authenticate performances by ensuring they are carried out under the correct conditions and to the correct standards.

Resources

There are no restrictions on the resources available to candidates.

Reasonable assistance

Candidates must undertake the assessment independently. However, they may receive assistance with the selection of appropriate physical activities prior to the assessment taking place.

Evidence to be gathered

Teachers and lecturers should use observational checklists to record candidate achievement for each performance. These checklists can be found in this performance assessment task document. Teachers and lecturers must ensure that comments about how assessment judgements have been made for each candidate are included on the checklists.

Volume

Candidates must complete two single performances in different physical activities.

Marking instructions

General marking principles

Always apply these general principles. Use them in conjunction with the detailed marking instructions, which identify the key features required in candidates' responses.

- a Always use positive marking. This means candidates accumulate marks for the demonstration of relevant skills, knowledge and understanding; marks are not deducted for errors or omissions.
- b Select the mark range that most closely describes the evidence demonstrated by the candidate:
 - ◆ Award the highest available mark from this range if the evidence almost matches the description of the mark range above.
 - ◆ Award the lowest mark from this range if the evidence just meets the description of this range.

Detailed marking instructions

The first table shows how the marks must be allocated for the performance. The second table, in landscape format, may be useful as an overview of how to award marks when assessing candidates' performances.

Assessment item	Marking instructions	Max mark
Repertoire of skills – a broad and comprehensive performance repertoire (including complex movement and performance skills)	<p>6-7 mark range: consistently applies a broad and comprehensive repertoire of skills, selecting and combining complex skills effectively to meet the demands of the performance context.</p> <p>4-5 mark range: frequently applies a broad and comprehensive repertoire of skills, selecting and combining some complex skills to meet the demands of the performance context.</p> <p>2-3 mark range: usually applies a broad repertoire of skills, demonstrating some complex skills.</p> <p>1 mark: occasionally applies a broad repertoire of skills.</p> <p>0 marks: demonstrates no evidence of applying a broad repertoire of skills.</p>	7

Assessment item	Marking instructions	Max mark
Control and fluency of complex movement and performance skills	<p>6-7 mark range: consistently demonstrates control and fluency of complex movement and performance skills during the performance.</p> <p>4-5 mark range: frequently demonstrates control and fluency of complex movement and performance skills during the performance.</p> <p>2-3 mark range: usually demonstrates control and fluency during the performance.</p> <p>1 mark: occasionally demonstrates control and fluency during the performance.</p> <p>0 marks: demonstrates no evidence of either control or fluency during the performance.</p>	7
Effective decision making and problem solving is evident	<p>6-7 mark range: consistently demonstrates the ability to anticipate and to make effective decisions in response to a range of challenging performance demands.</p> <p>4-5 mark range: frequently demonstrates the ability to anticipate and to make some effective decisions in response to a range of challenging performance demands.</p> <p>2-3 mark range: usually demonstrates effective decision making in response to performance demands.</p> <p>1 mark: demonstrates effective decision making occasionally in response to performance demands.</p> <p>0 marks: demonstrates no evidence of effective decision making.</p>	7

Assessment item	Marking instructions	Max mark
Using and applying well established composition, tactics and roles safely and effectively	<p>6-7 mark range: consistently demonstrates evidence of applying well established composition, tactics or roles in response to the performance context.</p> <p>4-5 mark range: frequently demonstrates evidence of applying well established composition, tactics or roles in response to the performance context.</p> <p>2-3 mark range: usually demonstrates evidence of effectively carrying out their composition, tactics or roles.</p> <p>1 mark: occasionally demonstrates evidence of effectively carrying out their composition, tactics or roles.</p> <p>0 marks: demonstrates no evidence of effectively carrying out their composition, tactics or roles.</p>	7
Extent to which rules and regulations are followed and etiquette is displayed (including working with others)	<p>1 mark: follows rules and regulations and displays appropriate etiquette throughout the performance.</p> <p>0 marks: demonstrates no evidence of following rules and regulations or displaying appropriate etiquette throughout the performance.</p>	1
Extent to which emotions are controlled on the day of the performance	<p>1 mark: demonstrates control of emotions throughout the performance.</p> <p>0 marks: demonstrates no evidence of controlling emotions throughout the performance.</p>	1

Performance

Each single performance event **must** be in a challenging and/or demanding context.

Assessment item	0 marks	1 mark	2-3 mark range	4-5 mark range	6-7 mark range
Repertoire of skills – a broad and comprehensive performance repertoire (including complex movement and performance skills)	Demonstrates no evidence of applying a broad repertoire of skills.	Occasionally applies a broad repertoire of skills.	Usually applies a broad repertoire of skills, demonstrating some complex skills.	Frequently applies a broad and comprehensive repertoire of skills, selecting and combining some complex skills to meet the demands of the performance context.	Consistently applies a broad and comprehensive repertoire of skills, selecting and combining complex skills effectively to meet the demands of the performance context.
Control and fluency of complex movement and performance skills	Demonstrates no evidence of either control or fluency during the performance.	Occasionally demonstrates control and fluency during the performance.	Usually demonstrates control and fluency during the performance.	Frequently demonstrates control and fluency of complex movement and performance skills during the performance.	Consistently demonstrates control and fluency of complex movement and performance skills during the performance.
Effective decision making and problem solving is evident	Demonstrates no evidence of effective decision making.	Demonstrates effective decision making occasionally in response to performance demands.	Usually demonstrates effective decision making in response to performance demands.	Frequently demonstrates the ability to anticipate and to make some effective decisions in response to a range of challenging performance demands.	Consistently demonstrates the ability to anticipate and to make effective decisions in response to a range of challenging performance demands.

Assessment item	0 marks	1 mark	2-3 mark range	4-5 mark range	6-7 mark range
Using and applying well established composition, tactics and roles safely and effectively	Demonstrates no evidence of effectively carrying out their composition, tactics or roles.	Occasionally demonstrates evidence of effectively carrying out their composition, tactics or roles.	Usually demonstrates evidence of effectively carrying out their composition, tactics or roles.	Frequently demonstrates evidence of applying well established composition, tactics or roles in response to the performance context.	Consistently demonstrates evidence of applying well established composition, tactics or roles in response to the performance context.
Extent to which rules and regulations are followed and etiquette is displayed (including working with others)	Demonstrates no evidence of following rules and regulations or displaying appropriate etiquette throughout the performance.	Follows rules and regulations and displays appropriate etiquette throughout the performance.			
Extent to which emotions are controlled on the day of the performance	Demonstrates no evidence of controlling emotions throughout the performance.	Demonstrates control of emotions throughout the performance.			

Recording documentation

You must use the following documents to record the marks awarded to candidates. The recording documents are for use with individual candidates.

Higher Physical Education performance 1 assessment record

In the case of assessment by observation, evidence must include comments and other relevant supporting evidence that shows clearly the basis on which assessment judgements have been made.

Candidate name: _____ Candidate number: _____

Class/group: _____ Centre: _____

Assessment item	Mark	Comments
Repertoire of skills – a broad and comprehensive performance repertoire (including complex movement and performance skills) 7 marks		
Control and fluency of complex movement and performance skills 7 marks		
Effective decision making and problem solving is evident 7 marks		
Using and applying well established composition, tactics and roles safely and effectively 7 marks		
Extent to which rules and regulations are followed and etiquette is displayed (including working with others) 1 mark		
Extent to which emotions are controlled on the day of the performance 1 mark		
Total mark		

Higher Physical Education performance 2 assessment record

In the case of assessment by observation, evidence must include comments and other relevant supporting evidence that shows clearly the basis on which assessment judgements have been made.

Candidate name: _____ Candidate number: _____

Class/group: _____ Centre: _____

Assessment item	Mark	Comments
Repertoire of skills – a broad and comprehensive performance repertoire (including complex movement and performance skills) 7 marks		
Control and fluency of complex movement and performance skills 7 marks		
Effective decision making and problem solving is evident 7 marks		
Using and applying well established composition, tactics and roles safely and effectively 7 marks		
Extent to which rules and regulations are followed and etiquette is displayed (including working with others) 1 mark		
Extent to which emotions are controlled on the day of the performance 1 mark		
Total mark		

Instructions for candidates

This assessment applies to the performance for Higher Physical Education.

This performance is worth 60 marks. This is 50% of the overall marks for the course assessment. Each single performance event is marked out of 30.

It assesses the following skills, knowledge and understanding:

- ◆ repertoire of skills – a broad and comprehensive performance repertoire (including complex movement and performance skills)
- ◆ control and fluency of complex movement and performance skills
- ◆ effective decision making and problem solving is evident
- ◆ using and applying well established composition, tactics and roles safely and effectively
- ◆ extent to which rules and regulations are followed and etiquette is displayed (including working with others)
- ◆ extent to which emotions are controlled on the day of the performance

Your teacher or lecturer will record on an observational checklist how well you meet each of these.

Your teacher or lecturer will let you know if there are any specific conditions for doing this assessment.

In this assessment, you have to:

- ◆ carry out two single performances in different activities, the context of which must be challenging, competitive and/or demanding

Your teacher or lecturer can help you choose the physical activities. Each of the activities selected for your single performance events must provide you with the opportunity to display a **significantly different** range of movement and performance skills.

Administrative information

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History of changes

Version	Description of change	Date

Note: you are advised to check SQA's website to ensure you are using the most up-to-date version of this document.

Security and confidentiality

This document can be used by SQA approved centres for the assessment of National Courses and not for any other purpose.

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