



National Qualifications

Physical Education: Performance

Higher Case Studies

Support Notes

These commentaries have been produced to support the introduction of the **New Higher Physical Education (C756 76)** and are based on the Marking Instructions contained within the *Higher Physical Education Performance: assessment task*, found on SQA's secure website.

The footage associated with these commentaries can be found in *the Higher Physical Education Performance* exemplification DVD which was produced and sent to all centres in April 2011.

Football

Football (red 4)

Assessment Item	Marks	Commentary
<i>2 (a) Performance repertoire</i>	4	Shows a broad performance repertoire. Some evidence of selecting and combining some complex skills appropriately to meet the demands of the context.
<i>2 (b) Control and fluency</i>	3	Demonstrates some control and fluency during the performance while responding with variable effectiveness to challenges.
<i>2 (c) Decision-making and problem-solving throughout the performance</i>	3	Only occasional decisions made to move into a space, which sometimes makes the player available to receive a pass.
<i>2 (d) The effectiveness of following through on the decision-making</i>	3	Occasional effectiveness of decisions made throughout the performance.
<i>2 (e) Following rules and regulations and displaying etiquette during the performance</i>	4	Applies rules and regulations and displays appropriate etiquette throughout the performance.
<i>2 (f) Control of emotions during the performance</i>	4	Demonstrates control of emotions throughout the performance.
Total	21	

Football (red 2)

Assessment Item	Marks	Commentary
<i>2 (a) Performance repertoire</i>	5	Shows a broad and fairly established performance repertoire. Some evidence of selecting and combining some complex skills effectively to meet the demands of the context.
<i>2 (b) Control and fluency</i>	4	Demonstrates control and fluency during the performance while responding with variable effectiveness to challenges.
<i>2 (c) Decision-making and problem-solving throughout the performance</i>	5	Demonstrates the ability to make appropriate decisions quickly, eg chases back to cover. Is available to teammates through using short sharp passes.
<i>2 (d) The effectiveness of following through on the decision-making</i>	5	Decisions are mainly effective. Occasionally the player's final execution detracts from the performance.
<i>2 (e) Following rules and regulations and displaying etiquette during the performance</i>	4	Applies rules and regulations and displays appropriate etiquette throughout the performance.
<i>2 (f) Control of emotions during the performance</i>	4	Demonstrates control of emotions throughout the performance.
Total	27	

Netball

Netball (centre)

Assessment Item	Marks	Commentary
2 (a) Performance repertoire	5	Shows a broad and established performance repertoire. Can combine some complex skills, but isn't always consistent.
2 (b) Control and fluency	4	Fluent. Control usually demonstrated. Responds to challenges, but isn't always effective.
2 (c) Decision-making and problem-solving throughout the performance	4	Demonstrates appropriate decision-making skills, but not quickly enough.
2 (d) The effectiveness of following through on the decision-making	4	Makes decisions but does not always follow through successfully.
2 (e) Following rules and regulations and displaying etiquette during the performance	4	Applies rules and regulations and displays appropriate etiquette throughout the performance.
2 (f) Control of emotions during the performance	4	Demonstrates control of emotions throughout the performance. In Clip 6, the player looks a little demoralised, but keeps going regardless.
Total	25	

Netball (goal attack)

Assessment Item	Marks	Commentary
2 (a) Performance repertoire	7	Complex skills seen throughout the performance. Copes with a number of attacks in challenging situations.
2 (b) Control and fluency	7	Demonstrates control and fluency in a variety of different situations.
2 (c) Decision-making and problem-solving throughout the performance	6	Makes decisions in response to a range of challenges but at times makes the wrong decision and possession of the ball is given away, or leaves the opponent unmarked.
2 (d) The effectiveness of following through on the decision-making	6	Most decisions are effective throughout the performance when the challenges are not too demanding. However there are times when the player gives possession of the ball away. At other times the player passes the ball and goes to receive the next pass, having decided correctly where to be (Clip 5).
2 (e) Following rules and regulations and displaying etiquette during the performance	4	Applies rules and regulations and displays appropriate etiquette throughout the performance.
2 (f) Control of emotions during the performance	4	Demonstrates control of emotions throughout the performance.
Total	34	

Volleyball

Volleyball (boy)

Assessment Item	Marks	Commentary
2 (a) Performance repertoire	4	Shows an established performance repertoire. Uses a variety of skills, which are sometimes effective.
2 (b) Control and fluency	4	Demonstrates some control and fluency, but this is not consistently effective throughout the performance.
2 (c) Decision-making and problem-solving throughout the performance	3	Some decisions are made. However, decisions are not always made fast enough, eg when the player needs to move into an attacking position. The player does not cover the attack or the block.
2 (d) The effectiveness of following through on the decision-making	3	Due to some decisions not being made quickly enough, attacking and defensive options are not always effective.
2 (e) Following rules and regulations and displaying etiquette during the performance	3	Mainly applies rules and regulations but consistently lands over the centre line. Displays appropriate etiquette.
2 (f) Control of emotions during the performance	4	Demonstrates control of emotions throughout the performance.
Total	21	

Volleyball (girl)

Assessment Item	Marks	Commentary
2 (a) Performance repertoire	8	Shows broad and well established skills when attacking and defending. There is clear evidence of combining skills together. The player is consistent and anticipates the play well.
2 (b) Control and fluency	8	Control and fluency consistently demonstrated throughout the performance while responding effectively to challenges.
2 (c) Decision-making and problem-solving throughout the performance	8	Makes good decisions when anticipating to block the ball. Is constantly making decisions when adjusting position.
2 (d) The effectiveness of following through on the decision-making	7	Always thinking ahead with decisions to ensure the most effective play. The situation could be made more demanding and appropriate to the player's skill level.
2 (e) Following rules and regulations and displaying etiquette during the performance	4	Applies rules and regulations and displays appropriate etiquette throughout the performance.
2 (f) Control of emotions during the performance	4	Demonstrates control of emotions throughout the performance.
Total	39	

Badminton

Badminton girl (performer 1)

Assessment item	Marks	Commentary
2 (a) <i>Performance repertoire</i>	4	Shows a broad range of skills with some complex ones; however the player doesn't always combine them effectively.
2 (b) <i>Control and fluency</i>	3	Control and fluency is usually shown when there is some challenge, but this is not always effective.
2 (c) <i>Decision-making and problem-solving throughout the performance</i>	2	Appears to make decisions but they are limited. Usually plays the shuttle back to the middle of the court.
2 (d) <i>The effectiveness of following through on the decision-making</i>	2	There is some limited effectiveness on a few occasions but not throughout the performance.
2 (e) <i>Following rules and regulations and displaying etiquette during the performance</i>	3	Mainly follows rules and regulations but serves from the same side of the court twice. Displays appropriate etiquette.
2 (f) <i>Control of emotions during the performance</i>	4	Demonstrates control of emotions throughout the performance.
Total	18	

Badminton girl (performer 2)

Assessment item	Marks	Commentary
2 (a) <i>Performance repertoire</i>	4	Shows a broad performance repertoire with some complex skills which are sometimes used effectively.
2 (b) <i>Control and fluency</i>	3	The player moves around the court showing some control and fluency. Usually reaches the shuttle and then returns to base.
2 (c) <i>Decision-making and problem-solving throughout the performance</i>	3	The player tries to vary shots and plays the shuttle to the sides of the court. Makes some good line decisions, but this is not always consistent.
2 (d) <i>The effectiveness of following through on the decision-making</i>	3	There is a limited effectiveness throughout the performance. The player has a number of successful attempts at moving the opponent around the court. Does not have the accuracy to be very effective.
2 (e) <i>Following rules and regulations and displaying etiquette during the performance</i>	3	Serves from the same side of the court three times. Kicks the shuttle back to opponent.
2 (f) <i>Control of emotions during the performance</i>	3	Mis-hits the shot and then kicks the shuttle. Becomes a little frustrated throughout the performance.
Total	19	

Badminton

Badminton boy (player 1)

Assessment item	Marks	Commentary
2 (a) <i>Performance repertoire</i>	5	Applies a broad range of skills, showing complex moves in reaction to the opponent's play. Mainly tries to play the shuttle away from the opponent.
2 (b) <i>Control and fluency</i>	5	Control and fluency usually demonstrated throughout the performance, but lacks consistency towards the end of the game.
2 (c) <i>Decision-making and problem-solving throughout the performance</i>	5	Tries to play to the sides of the court, but misjudges the lines, so plays more to the middle to settle/regain confidence. Then returns to moving the opponent around the court. Plays to the opponent's weak backhand.
2 (d) <i>The effectiveness of following through on the decision-making</i>	5	The player decides to play the correct shot but does not follow through, which results in dropping a point.
2 (e) <i>Following rules and regulations and displaying etiquette during the performance</i>	4	Follows rules and regulations and displays appropriate etiquette throughout the performance.
2 (f) <i>Control of emotions during the performance</i>	4	Demonstrates control of emotions throughout the performance.
Total	28	

Badminton boy (player 2)

Assessment item	Marks	Commentary
2 (a) <i>Performance repertoire</i>	5	A broad range of shots is evident. Some combination of skills is shown, which at times are effective.
2 (b) <i>Control and fluency</i>	5	Shows some variable effectiveness. Some light touches yet not consistent.
2 (c) <i>Decision-making and problem-solving throughout the performance</i>	5	Usually reasonable decisions. Can judge lines and which shot to play. Shows some disguise.
2 (d) <i>The effectiveness of following through on the decision-making</i>	5	Some effectiveness throughout the performance. Reactive play rather than proactive.
2 (e) <i>Following rules and regulations and displaying etiquette during the performance</i>	2	Does not always stick to the rules of the game. Takes a point which should have gone to the opponent.
2 (f) <i>Control of emotions during the performance</i>	2	Appears to become upset when losing points, so hits racquet in frustration.
Total	24	