



## National 5 Physical Education

<b>Course code:</b>	C856 75
<b>Course assessment code:</b>	X856 75
<b>SCQF:</b>	level 5 (24 SCQF credit points)
<b>Valid from:</b>	session 2017–18

The course specification provides detailed information about the course and course assessment to ensure consistent and transparent assessment year on year. It describes the structure of the course and the course assessment in terms of the skills, knowledge and understanding that are assessed.

This document is for teachers and lecturers and contains all the mandatory information you need to deliver the course.

# Contents

<b>Course overview</b>	<b>1</b>
Course rationale	2
Purpose and aims	2
Who is this course for?	2
<b>Course content</b>	<b>3</b>
Skills, knowledge and understanding	3
Skills for learning, skills for life and skills for work	5
<b>Course assessment</b>	<b>6</b>
Course assessment structure: portfolio	6
Course assessment structure: performance	9
Grading	11
<b>Equality and inclusion</b>	<b>12</b>
<b>Further information</b>	<b>13</b>

# Course overview

The course consists of 24 SCQF credit points which includes time for preparation for course assessment. The notional length of time for a candidate to complete the course is 160 hours.

The course assessment has two components.

Component	Marks	Duration
Component 1: portfolio	60	See course assessment section
Component 2: performance	60	See course assessment section

Recommended entry	Progression
<p>Entry to this course is at the discretion of the centre.</p> <p>Candidates should have achieved the fourth curriculum level or the National 4 Physical Education course or equivalent qualifications and/or experience prior to starting this course.</p>	<ul style="list-style-type: none"><li>◆ other qualifications in physical education or related areas</li><li>◆ further study, employment and/or training</li></ul>

## Conditions of award

The grade awarded is based on the total marks achieved across all course assessment components.

## Course rationale

National Courses reflect Curriculum for Excellence values, purposes and principles. They offer flexibility, provide more time for learning, more focus on skills and applying learning, and scope for personalisation and choice.

Every course provides opportunities for candidates to develop breadth, challenge and application. The focus and balance of assessment is tailored to each subject area.

The National 5 Physical Education course enables candidates to develop the skills, knowledge and understanding required to perform effectively in a range of physical activities, and enhance their physical wellbeing. Candidates work both independently and co-operatively to develop thinking and interpersonal skills. This makes physical education an ideal platform for developing confidence, resilience, responsibility and the ability to work with others.

Experiential learning activities encourage candidates to develop an understanding of the benefits of participation in physical activities to their mental, emotional, social, and physical wellbeing.

## Purpose and aims

The purpose of the course is to enable candidates to demonstrate and develop movement and performance skills in physical activities. By engaging in practical activities, candidates can demonstrate initiative, decision-making and problem-solving.

The course encourages candidates to develop a positive attitude towards a healthy lifestyle. It also supports the way that individual attitudes, values and behaviours are formed.

The skills, knowledge and understanding that candidates acquire by successfully completing this course are transferable to learning, to life and to the world of work.

The course aims to enable candidates to:

- ◆ develop the ability to safely perform a comprehensive range of movement and performance skills
- ◆ understand factors that impact on personal performance in physical activities
- ◆ build capacity to perform effectively
- ◆ develop approaches to enhance personal performance
- ◆ monitor, record and evaluate performance development

## Who is this course for?

This course is suitable for all learners who have an interest in developing their movement and performance skills in physical activities and who enjoy learning in practical contexts. It is also suitable for learners who have achieved the National 4 Physical Education course.

# Course content

The course comprises two areas of study:

## **Performance**

This aims to develop candidates' ability to perform in physical activities by enabling them to acquire a comprehensive range of movement and performance skills. They learn how to select, use, demonstrate and adapt these skills. Candidates develop control and fluency during movement to enable them to meet the physical demands of performance in a safe and effective way. The course offers opportunities for personalisation and choice in the selection of physical activities.

## **Factors impacting on performance**

This aims to develop candidates' knowledge and understanding of the factors that impact on performance in physical activities. Candidates consider the effects of mental, emotional, social and physical factors on performance, and acquire an understanding of how to plan, monitor, record and evaluate the process of performance development.

# Skills, knowledge and understanding

## **Skills, knowledge and understanding for the course**

The following provides a broad overview of the subject skills, knowledge and understanding developed in the course:

- ◆ demonstrating a comprehensive range of movement and performance skills safely
- ◆ 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

## **Skills, knowledge and understanding for the course assessment**

The following provides details of skills, knowledge and understanding sampled in the course assessment.

## **Performance**

This assesses the candidate's ability to demonstrate:

- ◆ a repertoire of skills — including complex skills
- ◆ control and fluency
- ◆ effective decision-making
- ◆ using and applying straightforward composition, tactics or roles safely and effectively
- ◆ conforming to rules, regulations and etiquette

- ◆ controlling emotions
- ◆ working co-operatively with others

### **Factors which impact on performance**

- ◆ impact of mental, emotional, social and physical factors on performance
- ◆ process of carrying out methods to gather data
- ◆ reliability, validity, practicability, appropriateness of methods, organisational issues, recognised tests
- ◆ evaluating information
- ◆ developing performance:
  - approaches
  - identifying strengths and weaknesses
  - planning
  - setting appropriate targets
  - evaluating
  - decision-making
  - adapting/modifying
- ◆ implementing performance development
- ◆ monitoring:
  - reasons for evaluating development
  - the importance of feedback
  - recording methods
- ◆ evaluating the effectiveness of the plan/programme
- ◆ reviewing performance
- ◆ planning ahead: future development

Skills, knowledge and understanding included in the course are appropriate to the SCQF level of the course. The SCQF level descriptors give further information on characteristics and expected performance at each SCQF level ([www.scqf.org.uk](http://www.scqf.org.uk)).

# Skills for learning, skills for life and skills for work

This course helps candidates to develop broad, generic skills. These skills are based on [SQA's Skills Framework: Skills for Learning, Skills for Life and Skills for Work](#) and draw from the following main skills areas:

## **1 Literacy**

1.3 Listening and talking

## **3 Health and wellbeing**

3.2 Emotional wellbeing

3.3 Physical wellbeing

## **4 Employability, enterprise and citizenship**

4.3 Working with others

## **5 Thinking skills**

5.3 Applying

5.4 Analysing and evaluating

These skills must be built into the course where there are appropriate opportunities and the level should be appropriate to the level of the course.

Further information on building in skills for learning, skills for life and skills for work is given in the course support notes.

# Course assessment

Course assessment is based on the information provided in this document.

The course assessment meets the key purposes and aims of the course by addressing:

- ◆ challenge — requiring greater depth or extension of knowledge and/or skills
- ◆ application — requiring application of knowledge and/or skills in practical or theoretical contexts as appropriate

This enables candidates to:

- ◆ apply a range of skills within two different physical activities
- ◆ integrate and apply knowledge and understanding of the performance development process
- ◆ select and explain evidence of their ability to make decisions and problem-solve in a performance development context
- ◆ identify future development needs for continued performance development

## Course assessment structure: portfolio

### Portfolio

**60 marks**

The purpose of the portfolio is to assess the candidate's knowledge and understanding of the performance development process. It assesses the candidate's ability to integrate skills and apply knowledge and understanding from across the course.

The portfolio gives candidates an opportunity to demonstrate the following skills, knowledge and understanding:

- ◆ 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

The portfolio has three sections:

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

### Section 1: Understanding factors that impact on performance

In this section, the candidate must explain the impact of mental, emotional, social and physical factors on performance.



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

In this section, the candidate must select two of the factors from section 1 and one activity in which to demonstrate personal performance development. The candidate will gather data on their performance and identify areas for development. The candidate will be required to plan and complete a Personal Development Programme, justifying decisions they made and describing the approaches selected to develop their performance.

## **Section 3: Monitoring, recording and evaluating performance development**

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

## **Setting, conducting and marking the portfolio**

The portfolio is designed to allow candidates to demonstrate their ability to work independently and is sufficiently open and flexible to allow personalisation and choice in the activities selected.

This portfolio is:

- ◆ set by SQA
- ◆ conducted under controlled conditions
- ◆ submitted to SQA for external marking

All marking is quality assured by SQA.

The portfolio has a total of 60 marks. This is 50% of the overall marks for the course assessment.

## **Assessment conditions**

### **Time**

This assessment will be carried out over a period of time. Candidates should start at an appropriate point in the course: this will normally be when they have sufficient knowledge and skills to undertake the portfolio.

### **Supervision, control and authentication**

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

Candidates must use the template provided to complete their portfolio.

**Section 1** is conducted under a high degree of supervision and control. Candidates must be within direct sight of the supervisor throughout the session(s). Candidates must not interact with other candidates.

**Sections 2 and 3** are conducted under some supervision and control. Candidates do not need to be directly supervised throughout the session(s).

All work submitted by candidates must be their own.

The teacher or lecturer must retain candidates' work between sessions.

Redrafting is not permitted in any section of the portfolio. Once candidates have submitted their evidence, this must not be changed by either the teacher or candidate.

### **Resources**

In **section 1** candidates may not have access to any resources.

In **sections 2 and 3** there are no restrictions on the resources available to the candidate; however this does not include model answers or writing frames such as outlines or headings.

### **Reasonable assistance**

Candidates must undertake the assessment independently. However, reasonable assistance may be provided prior to the formal assessment process taking place. The term 'reasonable assistance' is used to try to balance the need for support with the need to avoid giving too much assistance. If any candidates require more than what is deemed to be 'reasonable assistance', they may not be ready for assessment or it may be that they have been entered for the wrong level of qualification.

Candidates can seek clarification regarding the portfolio assessment task if they find it unclear. In this case, the clarification should normally be given to the whole class.

### **Evidence to be gathered**

The following candidate evidence is required:

- ◆ a completed portfolio template including the data gathered and the Personal Development Programme

### **Volume**

There is no word count.

# Course assessment structure: performance

## Performance

**60 marks**

The purpose of this component is to assess the candidate's ability to effectively perform in **two different** physical activities.

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

- ◆ a repertoire of skills — including complex skills
- ◆ control and fluency
- ◆ effective decision-making
- ◆ using and applying straightforward composition, tactics or role safely and effectively
- ◆ conforming to rules, regulations and etiquette
- ◆ controlling emotions
- ◆ working co-operatively with others

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

## Setting, conducting and marking the performances

Each single performance is:

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

All marking is quality assured by SQA.

## 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

The assessor must ensure candidates are provided with a suitable performance environment and appropriate conditions to undertake their assessments. Assessors should use their professional judgement as to whether the context is suitable.

Performances must be authenticated as being carried out under the required performance conditions and to the required 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

Assessors should use observational checklists to record candidate achievement for each performance. These checklists can be found in the performance assessment task document. Assessors 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.

## Physical activities for assessment

There are no mandatory physical activities prescribed in the National 5 Physical Education course. This promotes inclusion and enables personalisation and choice. Physical activities that are suitable for assessment will normally be chosen from those covered within the Physical Education course at the presenting centre. Candidates should discuss and agree the activities they want to choose with their teacher/lecturer.

The two activities selected for each candidate's single performance events **must** provide them with the opportunity to display a **significantly different** range of movement and performance skills. This allows the candidate to demonstrate a breadth of performance skills within a variety of contexts.

Although candidates should be given every opportunity to develop activities for which they have a natural aptitude and which are of interest to them, it is the centre's responsibility to ensure that sufficient assessor expertise exists to manage the assessment process and to assess candidate evidence. Before agreeing to assess an activity, the assessor should consider the following:

- ◆ health and safety and child protection issues
- ◆ that they can reliably assess each candidate under any given conditions
- ◆ the number of candidates to be assessed at any one time
- ◆ available resources
- ◆ time management involved in assessing the activity
- ◆ suitability and reliability of the performance context: ensuring the context is challenging enough to provide the candidate with the opportunity to generate the evidence that will meet the requirements of the course
- ◆ collation, assessment and recording of appropriate assessment evidence

- ◆ practicality of assessing activities outwith the usual learning environment, where appropriate

Clarification on acceptable activities for assessment can be found on the [Physical Education subject page](#).

## Grading

A candidate's overall grade is determined by their performance across the course assessment. The course assessment is graded A–D on the basis of the total mark for all course assessment components.

### **Grade description for C**

For the award of grade C, candidates will typically have demonstrated successful performance in relation to the skills, knowledge and understanding for the course.

### **Grade description for A**

For the award of grade A, candidates will typically have demonstrated a consistently high level of performance in relation to the skills, knowledge and understanding for the course.

# Equality and inclusion

This course is designed to be as fair and as accessible as possible with no unnecessary barriers to learning or assessment.

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/assessmentarrangements](http://www.sqa.org.uk/assessmentarrangements).

# Further information

The following reference documents provide useful information and background.

- ◆ [National 5 Physical Education subject page](#)
- ◆ [Assessment arrangements web page](#)
- ◆ [Building the Curriculum 3–5](#)
- ◆ [Design Principles for National Courses](#)
- ◆ [Guide to Assessment](#)
- ◆ [SCQF Framework and SCQF level descriptors](#)
- ◆ [SCQF Handbook](#)
- ◆ [SQA Skills Framework: Skills for Learning, Skills for Life and Skills for Work](#)
- ◆ [Coursework Authenticity: A Guide for Teachers and Lecturers](#)
- ◆ [Educational Research Reports](#)
- ◆ [SQA Guidelines on e-assessment for Schools](#)
- ◆ [SQA e-assessment web page](#)

# Administrative information

---

**Published:** April 2017 (version 1.0)

---

## History of changes to course specification

Version	Description of change	Authorised by	Date

This course specification may be reproduced in whole or in part for educational purposes provided that no profit is derived from reproduction and that, if reproduced in part, the source is acknowledged. Additional copies of this course specification can be downloaded from SQA's website at [www.sqa.org.uk](http://www.sqa.org.uk).

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

© Scottish Qualifications Authority 2012, 2017