

The logo consists of the letters 'N5' in a large, bold, white font, set against a solid purple square background.

National 5
Coursework
Assessment Task



National 5 Physical Education Portfolio Assessment task

Valid from session 2017-18 and until further notice.

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Introduction

This document contains marking instructions, instructions for teachers and lecturers and instructions for candidates for the National 5 Physical Education portfolio. It must be read in conjunction with the course specification.

This portfolio is worth 60 marks. The marks contribute 50% of the overall marks for the course assessment.

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

The portfolio has three sections:

Section 1 titled 'understanding factors that impact on performance' has 8 marks.

Section 2 titled 'planning, developing and implementing approaches to enhance personal performance' has 29 marks.

Section 3 titled 'monitoring, recording and evaluating performance development' has 23 marks.

Instructions for teachers and lecturers

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

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.

If a candidate gets stuck at a particular part of the task, the teacher or lecturer may assist by drawing out or teasing out points without leading the candidate or supplying the actual answers.

For example, in question 2f, if a candidate is struggling to identify a target for each factor from the data gathered, the teacher or lecturer may discuss the data, asking questions on its content but without actually providing the candidate with the answer.

Evidence to be gathered

- ◆ a completed portfolio template including the data gathered and the personal development programme

Volume

There is no word count.

Marking instructions

In line with SQA's normal practice, the following general marking principles are addressed to the marker. They are also helpful for those preparing candidates for course assessment.

General marking principles

This information is provided to help you understand the general principles that must be applied when marking candidate responses in this portfolio. These principles must be read in conjunction with the specific marking instructions for each of the three sections, which identify the key features required in candidate responses.

- a Marks for each candidate response must **always** be assigned in line with these general marking principles and the specific marking instructions for this assessment.
- b Marking should always be positive. This means that, for each candidate response, marks are accumulated for the demonstration of relevant skills, knowledge and understanding: they are not deducted from a maximum on the basis of errors or omissions.
- c If a specific candidate response does not seem to be covered by either the principles or specific marking instructions, and you are uncertain how to assess it, you must seek guidance from your principal assessor.
- d Marks are available for breadth or depth. For credit to be given points must always relate to the detail in the assessment item: one point with explanation gains 1 mark.
- e There are five types of assessment items used in this portfolio, namely:
 - A Identify...
 - B Describe...
 - C Explain...
 - D Justify...
 - E Evaluate...

A Assessment items that ask candidates to identify...

Straightforward questions requiring candidates to recall key points of knowledge or to give examples. Marks available reflect the number of points the candidate needs to make, eg if one mark is available the candidate needs to give one correct point.

Example

For assessment item 2b, candidates are asked to identify methods to gather data about two selected factors in their chosen activity. A candidate might identify a method to gather data on the physical and mental factors in volleyball, eg

- ◆ observation schedule (1 mark)

- ◆ concentration questionnaire (1 mark)

This response would gain 2 marks.

B 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 2c, a candidate describes how they carried out a method to gather data about a selected factor in their chosen activity.

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 asked 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 data was obtained, eg the digital recording was watched a number of times to help complete the recording sheet (1 further mark for development of a relevant point).

This response would gain 4 marks.

C Assessment items 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 3b, a candidate explains why it is necessary to monitor their performance development.

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).

After three weeks I carried out the same test that I used at the start of my personal development programme. I am able to look back at the information and after comparing the results this gives me a clear indication about any progress that I have made, allowing me to set new targets.

(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.

This response would gain 3 marks.

D Assessment items that ask candidates to justify...

Candidates should make points that provide specific reasoning for the decisions that they have made.

Up to the total number of marks allocated:

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

Example

For assessment item 2i, a candidate justifies any further decisions, in addition to approaches, that they made when planning their personal development programme.

The candidate must provide a valid justification for the decisions made, eg *I trained for 6 weeks giving me enough time to make progress* (1 mark for a relevant point of justification).

I decided to train for 6 weeks. Considering my options, 4 weeks was too short and didn't provide enough time to make the necessary improvements. 8 weeks was too long and I was worried about being bored. 6 weeks seemed to overcome these problems. (1 further mark for development of the previous point could be awarded.)

I planned to change my training partners often, so that I worked with different people, this would make sure that I was included during the game as we had worked together previously. (1 mark)

When planning my development programme I made sure that I included a rest day before my next match, this allowed my body to recover, meaning that I performed at my best during the match. (1 mark)

This response would gain 4 marks.

E Assessment items that ask candidates to evaluate...

Candidates should make points based on a judgement they have made. An evaluation mark should be awarded where a candidate presents a relevant, accurate and detailed point which may include:

- ◆ the relevance/importance/usefulness, eg of an approach to develop performance
- ◆ positive and negative aspects
- ◆ strengths and weaknesses
- ◆ any other relevant evaluative comment

Example

For assessment item 3d, a candidate evaluates the effectiveness of their performance development programme.

The candidate must provide a valid evaluation of their development programme, eg the effectiveness of the process in allowing them to make progress (1 mark for a relevant point of evaluation).

Adding more parts to my mental rehearsal was successful. My performance improved as I knew in advance what options I had before receiving serve. This led to less anxiety and a clearer mind which also led to improved decision-making. (1 mark)

Reducing to 3 days was successful. I was less tired over the three sessions which helped me train at a higher intensity across the week. This helped me improve my consistency during rallies as I was less tired. (1 mark)

The visualisation allowed me to concentrate solely on the parts of my performance that were causing my anxiety and by visualising these parts I was able to eliminate negative thoughts and focus on the picture in my mind, to make sure that these shots were controlled and effective, compared to my prior performance. (1 mark)

Agreeing the targets prior to my personal development programme allowed me to focus on the specific aspects of my performance that required development. This allowed me to be honest with myself and work towards a personal goal, which resulted in a more confident final performance. (1 mark)

Training with others meant that I had to talk, listen and support others that I would not have done in the past. This meant that during rallies in my badminton doubles performance I felt much more comfortable and this could be seen through my game becoming more confident and relaxed. (1 mark)

This response would gain 6 marks.

Specific marking instructions for each assessment item

Assessment item	Marking instruction	Max mark	Additional guidance
1	<p>For each factor, mental, emotional, social and physical, explain its impact on performance</p>	<p><i>There are 8 marks available. Up to the maximum of 2 marks are available for an explanation of the impact of each factor on performance.</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>Factors should be selected from mental, emotional, social and physical.</p> <p>Candidates may provide a general response or relate their answer to an activity(ies).</p> <p>For each factor it is acceptable if the candidate chooses two different examples, eg:</p> <p>Physical: CRE + Agility Social: Communication + Team dynamics Mental: Concentration + Motivation Emotional: Fear + Anger</p> <p><i>If I have good agility in basketball I will be able to change direction quickly so that I can stay with my opponent for the whole game putting them under pressure allowing me to gain possession. (1 mark)</i></p> <p><i>If I have good agility in badminton I am able to reach the corner of the court easily giving me time to decide which shot I will play when returning the shuttle. (1 mark)</i></p> <p><i>My concentration is good as it allows me to keep focused during the game when attacking and make effective decisions allowing my team to keep possession. (1 mark)</i></p>

Assessment item		Marking instruction	Max mark	Additional guidance
				<i>When playing golf with my friend I noticed that he gets angry when he hits a poor shot off the tee. This led to him rushing the backswing on his next shot, over-hitting the ball, resulting in him dropping a stroke as he has to deal with a challenging recovery shot.</i> (1 mark)
2a	Explain the challenges you may face when gathering reliable data on your two selected factors.	<i>Up to the maximum of 3 marks available.</i> 1 mark should be given for each relevant point of explanation, or for development of a relevant point, including exemplification. 0 marks should be given if there is no explanation, or the description is not appropriate.	3	Reasons may include: <ul style="list-style-type: none"> ◆ reliability ◆ validity ◆ practicability ◆ appropriateness of method ◆ organisational issues <i>A challenge I may face is the knowledge and experience of the person watching when completing an observation schedule. They might miss things/not fully understand/information not reliable.</i> (1 mark)
2b	(i) Identify one appropriate method you used to gather data on your performance in factor 1. (ii) Identify one appropriate method you used to gather	<i>Up to the maximum of 2 marks available:</i> 1 mark should be given for each appropriate method of gathering appropriate data identified. 0 marks should be given if there is no	2	Methods could include, for example: <ul style="list-style-type: none"> ◆ scattergram ◆ observational schedules ◆ targeted feedback sheet ◆ standardised fitness tests

Assessment item		Marking instruction	Max mark	Additional guidance
	data on your performance in factor 2	<p>method of gathering data identified.</p> <p>The methods identified for each factor must be different.</p>		<ul style="list-style-type: none"> ◆ questionnaire ◆ self-evaluation tests ◆ PAR movement analysis sheets ◆ quantitative measures (pulse count; breath count; stroke count; stride count) ◆ video in conjunction with observation schedule/checklist etc
2c	Select one of the methods identified in 2b. Describe how you used this method to gather data 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 are available.</p>	4	<p>Marks should be awarded for how they carry it out as well as a description of the method.</p> <p><i>I used my general observation schedule to record my game of badminton. I played against someone with similar ability to me. (1 mark)</i></p> <p><i>The person who was observing my performance marked my different shots with a tick or cross. (1 mark)</i></p> <p><i>I put cones 20m apart to set up for the bleep test. (1 mark)</i></p> <p><i>I answered a set of questions on anxiety after performing my routine. (1 mark)</i></p>

Assessment item		Marking instruction	Max mark	Additional guidance
2d	Explain why you selected this method to gather data on your performance in the identified factor.	<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 evidence of a valid explanation.</p>	3	<p>Choice of method could be related to, for example:</p> <ul style="list-style-type: none"> ◆ reliability ◆ validity ◆ practicability ◆ appropriateness ◆ organisational issues; quick and easy to complete ◆ identifies strengths and weaknesses ◆ recognised test ◆ permanent record ◆ helps to create training programme ◆ target-setting <p>The response should explain ‘why’. For example: <i>It gives permanent data that can be looked back on so that I can measure improvement. (1 mark)</i></p>
2e	From the data you have gathered, and included in your portfolio, describe your strengths and development needs in relation to both factors	<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 evidence of a valid description.</p>	4	<p>Description may relate to a range of features: <i>In gymnastics my strength is my forward roll as it is performed with straight legs. (1 mark)</i></p> <p><i>I foot fault during service. Too many points are given away by doing this. I need to improve my footwork. (1 mark)</i></p> <p><i>I am unable to manage my emotions. When a decision is given against me, I am often tempted to argue with the referee. (1 mark)</i></p>

Assessment item		Marking instruction	Max mark	Additional guidance
2f	<p>With reference to this data, identify an appropriate target for each factor.</p> <p>(i) Identified target for factor 1 (ii) Identified target for factor 2</p>	<p><i>Up to the maximum of 2 marks available with 1 mark available for each factor:</i></p> <p>1 mark should be given for each relevant target identified.</p> <p>0 marks should be given if the target identified is not relevant.</p> <p>Each target identified must relate to the attached data.</p>	2	<p>Responses may refer to straightforward points of knowledge: <i>I need to develop my overhead clear. (1 mark)</i></p> <p><i>Managing my emotions. (1 mark)</i></p> <p><i>Cooperating with my teammates. (1 mark)</i></p>
2g	<p>Explain why it is important to set targets when creating a personal development programme.</p>	<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 evidence of a valid explanation.</p>	3	<p>Reasons could include:</p> <ul style="list-style-type: none"> ◆ keep motivation high ◆ realistic goals ◆ specificity ◆ provides a baseline to measure progress

Assessment item		Marking Instruction	Max mark	Additional guidance
2h	<p>Describing approaches to develop performance.</p> <p>(i) From your personal development programme, select and describe an approach that you used to develop factor 1</p> <p>(ii) From your personal development programme, select and describe an approach that you used to develop factor 2</p>	<p><i>Up to the maximum of 4 marks available with 2 marks available for each factor:</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 description is not valid.</p> <p>Approaches selected MUST relate to factor.</p>	4	<p>Description could include:</p> <p><i>Imagery, I would run through in my head a number of times how to perform a perfect headstand image-by-image. (1 mark) I would picture myself doing it well over and over again. (1 mark)</i></p> <p><i>An approach used to improve cardio-respiratory endurance (CRE) is fartlek training. Fartlek training is when I run at various paces – sprinting, jogging, mid-paced running and walking over a set time period. (1 mark) I continued this pattern for 20 minutes. (1 mark)</i></p>
2i	<p>In addition to the approaches you used, justify further decisions that you made when planning your personal development programme.</p>	<p><i>Up to the maximum of 4 marks available:</i></p> <p>1 mark should be given for each relevant point of justification, or for development of a relevant point, in relation to the decision that they made.</p> <p>0 marks should be given where there is no justification or the justification is not valid or appropriate to the decision made.</p>	4	<p>Reference may be made to:</p> <ul style="list-style-type: none"> ◆ length of programme ◆ duration of training session ◆ number of sessions per week ◆ conditions ◆ who they trained with <p><i>I trained for 6 weeks giving me enough time to make progress as well as combating boredom as I wasn't training for too long. (1 mark)</i></p>

Assessment item		Marking Instruction	Max mark	Additional guidance
				<i>I planned to change my training partners often, so that I worked with different people, this would make sure that I was included during the game as we had worked together previously. (1 mark)</i>
3a	During your personal development programme you will have received feedback from others. Explain whether the feedback you received was useful or not.	<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 there is no explanation or explanation is not valid.</p>	2	<p>Reasons could include:</p> <ul style="list-style-type: none"> ◆ immediate – so wouldn't forget ◆ expertise of coach/teacher ◆ if feedback is positive then may provide confidence ◆ too much information at once <p><i>I received feedback straight after my training from my teacher, this was helpful as it was fresh in my mind and I could make the changes straight away. (1 mark)</i></p>
3b	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 whether they reached targets or not ◆ motivation ◆ to make comparisons ◆ to set new targets

Assessment item		Marking Instruction	Max mark	Additional guidance
				<i>It allows me to see if the programme I am following is too hard or easy – so it can be adjusted. (1 mark)</i>
3c	<p>Describing methods to monitor performance.</p> <p>(i) Select and describe a method that you used to monitor factor 1.</p> <p>(ii) Select and describe a different method that you used to monitor factor 2.</p>	<p><i>Up to the maximum of 4 marks available with 2 marks available for each factor:</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 description is not appropriate.</p> <p>Monitoring methods described must be different and relevant for each factor.</p>	4	<p>Descriptions could include, for example:</p> <ul style="list-style-type: none"> ◆ specific training diary entries ◆ logbook entries ◆ personal evaluation ◆ game analysis comparisons ◆ video comparison ◆ re-testing benchmark information for comparisons <p><i>I monitored my programme by filling in a training diary. After every fartlek training session I would write down what I did. (1 mark)</i></p>

Assessment item		Marking Instruction	Max mark	Additional guidance
3d	Evaluate the effectiveness of your personal development programme.	<p><i>Up to the maximum of 6 marks available with a maximum of 5 marks available for one factor:</i></p> <p>1 mark should be given for each relevant point of evaluation, or for development of a relevant point, including exemplification.</p> <p>0 marks should be given where there is no evaluation or evaluation is not appropriate.</p>	6	<p>Reference may be made to:</p> <ul style="list-style-type: none"> ◆ usefulness of approach ◆ positive and negatives of the programme ◆ appropriateness of the programme <p><i>The programme was effective in helping improve my service as the plan was varied, which kept me interested and motivated. (1 mark)</i></p> <p><i>The changes to the drills and practices challenged me to work harder towards set targets and scores which helped show the progress made as sessions went on. (1 mark)</i></p> <p><i>Adding more parts to my mental rehearsal was successful. As I knew in advance what options I had before serving this led to me being less anxious, having a clearer mind which led to improved decision making. (1 mark)</i></p> <p><i>Shadowing significantly helped because it took pressure off me and this meant that I could get 'the feel' of the smash without missing the shuttle which gets me frustrated. (1 mark)</i></p>

Assessment item		Marking Instruction	Max mark	Additional guidance
3e	Evaluate your performance in the two selected factors.	<p><i>Up to the maximum of 4 marks available with 2 marks available for each factor:</i></p> <p>1 mark should be given for each relevant point of evaluation, 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>	4	<p>Reference may be made to:</p> <ul style="list-style-type: none"> ◆ strengths and weaknesses in the performance ◆ changes within the performance <p><i>I am much better at transferring weight during the action phase which means more power can be applied when striking the shuttle during high serves. (1 mark) Being able to put more length on my serve has the effect of forcing my opponent towards the back of their court and opens up more space, allowing me to play an attacking shot putting them under pressure giving me the chance to win the point. (1 mark)</i></p>
3f	With reference to your current performance, justify the next steps in the planning for your future performance development.	<p><i>Up to the maximum of 4 marks available:</i></p> <p>1 mark should be given for each relevant point of justification, or for development of a relevant point, including exemplification.</p> <p>0 marks should be given where there is no justification or justification is not valid.</p>	4	<p>Responses may refer to:</p> <ul style="list-style-type: none"> ◆ current performance ◆ continuing existing personal development programme <p><i>I am still anxious when I serve in badminton and when I plan for the future I will consider lots of practices that put me under pressure when serving. This will allow me to practice in challenging situations. (2 marks)</i></p>

Assessment item	Marking Instruction	Max mark	Additional guidance
			<p><i>I am going to continue to train three times a week to maintain my CRE. It will need to be at least three times a week otherwise I might get worse. (1 mark)</i></p>

Instructions for candidates

This assessment applies to the portfolio for National 5 Physical Education.

This portfolio is worth 60 marks. The marks contribute 50% of the overall marks for the course assessment.

It assesses 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 in performance contexts

The portfolio has three sections:

Section 1 titled ‘understanding factors that impact on performance’ has 8 marks.

Section 2 titled ‘planning, developing and implementing approaches to enhance personal performance’ has 29 marks.

Section 3 titled ‘monitoring, recording and evaluating performance development’ has 23 marks.

Your teacher or lecturer will let you know how the assessment will be carried out and any required conditions for doing it.

In this assessment, you have to:

- ◆ collect a range of evidence throughout your course
- ◆ make an appropriate selection of evidence for your portfolio
- ◆ organise your portfolio according to the guidance provided
- ◆ submit your portfolio on time

Building a portfolio

Your portfolio must demonstrate how you applied skills, knowledge and understanding gained during the course and explain how you solved problems and made decisions during your planning for performance development. You must also reflect upon the process of performance development.

Section 1: Understanding factors that impact on performance

In this section, you must explain the impact of the four factors on performance.

- 1 For each factor, Mental, Emotional, Social and Physical, explain its impact on performance. (8 marks)

In your answer you may provide a general response or relate your answer to an activity or activities.

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

In this section, you must select **two** of the factors from section 1 and **one** physical activity to demonstrate your personal performance development.

You will gather data on your performance and identify areas for development.

You will also plan and complete a personal development programme, justifying decisions you made and describing the approaches you selected to develop your performance.

- 2a Explain the challenges you may face when gathering reliable data on your two selected factors. (3 marks)

- 2b (i) Identify one appropriate method you used to gather data on your performance in factor 1. (1 mark)

- (ii) Identify one appropriate method you used to gather data on your performance in factor 2. (1 mark)

You must include a copy of the data you gathered in your portfolio.

- 2c Select one of the methods identified in 2b. Describe how you used this method to gather data about this factor. (4 marks)

- 2d Explain why you selected this method to gather data on your performance in the identified factor. (3 marks)

- 2e From the data you have gathered and included in your portfolio, describe your strengths and development needs in relation to both factors. (4 marks)

- 2f With reference to this data, identify an appropriate target for each factor.

- (i) Identified target for factor 1. (1 mark)
(ii) Identified target for factor 2. (1 mark)

- 2g Explain why it is important to set targets when creating a personal development programme. (3 marks)
- ◆ You must include a copy of your personal development programme which you have planned and implemented during this course.
 - ◆ The relevant information must be transferred on to the pro forma provided within the portfolio template.
- 2h Describing approaches to develop performance
- (i) From your personal development programme, select and describe an approach that you used to develop factor 1. (2 marks)
- (ii) From your personal development programme, select and describe an approach that you used to develop factor 2. (2 marks)
- 2i In addition to the approaches you used, justify further decisions that you made when planning your personal development programme. (4 marks)

Section 3: Monitoring, recording and evaluating performance development

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

- 3a During your personal development programme you will have received feedback from others. Explain whether the feedback you received was useful or not. (2 marks)
- 3b Explain why it is necessary to monitor your performance development. (3 marks)
- 3c Describing methods to monitor performance.
- (i) Select and describe a method that you used to monitor factor 1. (2 marks)
- (ii) Select and describe a **different** method that you used to monitor factor 2. (2 marks)
- 3d Evaluate the effectiveness of your personal development programme. (6 marks)
- 3e Evaluate your performance in the two selected factors. (4 marks)
- 3f With reference to your current performance, justify the next steps in planning for your future performance development. (4 marks)

A template is provided for you to record your evidence for your portfolio.

Administrative information

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History of changes

Version	Description of change	Date

Security and confidentiality

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