



## NQ Verification 2015–16 Key Messages Round 1

01

### Section 1: Verification group information

Verification group name:	Physical Education
Verification event/visiting information	Event and visiting
Date published:	March 2016

#### National Courses/Units verified:

H252 73, 74, 75, 76 and 77 Physical Education: Performance Skills

H254 74, 75 and 76 Physical Education: Factors Impacting on Performance

02

### Section 2: Comments on assessment

#### Assessment approaches

##### H252 73, 74, 75, 76 and 77 Physical Education: Performance Skills

Centres either used the judging evidence table from the Unit assessment support pack (UASP) documents or had produced their own version of a table for different activities, putting in specific skills, movements and decisions relating to the given activity. A variety of activities was seen and in all cases centres had set up appropriate conditions for the verification to take place. In most centres there was evidence of internal verification allowing consistency of approach.

##### H254 74, 75 and 76 Physical Education: Factors Impacting on Performance

Centres showed use of the workbooks from the UASP documents at National 4 and National 5. At Higher, some centres had given 'prompts', allowing the candidates to access the Assessment Standards — others had given the candidates free rein. The candidates who had the more structured approach appeared to achieve the Assessment Standards more directly. Clarity in the command word helped candidates achieve the standard.

## Assessment judgements

### H252 73, 74, 75, 76 and 77 Physical Education: Performance Skills

A range of activities and performance standards was seen. As last year, not all candidates performed at the level at which they were presented for the Course — some were above, some below. This did not affect the verification process as, on the day, the assessor and centre agreed on the standard achieved. Feedback from centre staff indicated that they felt the process to be supportive. Verifiers were very positive in their reports about how visits had been set up.

### H254 74, 75 and 76 Physical Education: Factors Impacting on Performance

On the whole, centres made the correct judgements. Some centres gave detailed justification of their judgements. This was helpful to the candidates and to the verification process.

It should be noted that, for Assessment Standard 1.2 at level 76, care should be taken not to 'flip' the response between positive and negative factors. For example: the positive impact of speed — allows a performer to beat an opponent to the ball and so deny possession and perhaps give the performer a chance to set up a scoring opportunity. If this is followed by the negative impact of speed — lack of speed means that a performer cannot beat an opponent to the ball and so cannot deny possession and perhaps gives the opponent a chance to set up a scoring opportunity — this shows a 'flip' of the response and is not what is required to meet the standard.

At Assessment Standard 2.5 at level 76, candidates must be able to identify and justify at least two future personal development needs in relation to each of two different factors impacting on performance, ie four development needs.

03

## Section 3: General comments

Clear labelling of where each Assessment Standard is achieved is very important. Candidates do not have to fill every box they are given. Some candidates fulfil the requirements for more than one Assessment Standard in one response.

For example, at National 5 a candidate has a training diary and in that diary puts in that they used conditioned games to improve their lay-up:

- 1 *Today I used conditioned games where I got extra points for attempting a lay-up (1 point for hitting the backboard and 5 points for scoring with a lay-up).*
- 2 *I used conditioned games because it forced me to use my lay-up and so it would become more automatic and give me more time to be more aware of what is happening in the game so that I can maybe pass rather than shoot or draw out an opponent and help my team.*
- 3 *I scored 3 baskets today — not so good as 4 the last time!*

- 4 *The teacher told me that I was getting higher in my lift to the basket and to push more off my right foot.*
- 5 *I enjoyed the conditioned games because I wanted to do well and I went in for the lay-up more often so I am getting more comfortable with how the rhythm should feel. The conditioned games motivated me to try harder.*

These five statements go towards a number of the Assessment Standards at National 5:

- Statement 1    Could be used as one approach for AS 2.3.
- Statement 2    Could be used as an explanation of one approach for AS 1.3 and along with statement 5 would meet part of the requirements for AS 3.2.
- Statement 3    Shows monitoring and could be considered towards AS 2.4.
- Statement 4    Shows monitoring and could be considered towards AS 2.4 and also meets AS 3.1 as part of the response for ‘feedback from others’.
- Statement 5    Along with statement 2 would meet the requirements for AS 3.2.

If a centre recorded clearly where each Assessment Standard was met then the candidate would not have to take time to repeat evidence already covered in their work.

At Higher, often candidates had written a great deal, giving description and extra information where it was not necessary. Candidates should be encouraged to be succinct which could help them in their approach to the question paper.

Where cross-marking has taken place and there is not agreement as to whether the evidence meets the required standard, then a final decision must be made one way or another.

Centres are reminded that there are examples of candidates’ work on SQA’s website. Other examples of material can be found on the secure site, which can be accessed through the centre SQA Co-ordinator — including material for the Factors Impacting on Performance Units. These examples along with commentaries can prove useful in helping to judge the national standard.