



Questions and answers

National 5 Physical Education Portfolio Webinar

Portfolio

Is anxiety recognised as both a mental and emotional factor at National 5?

Yes. In line with Higher Physical Education, anxiety is accepted as both a mental and emotional factor. Care should be taken to distinguish between the different types of anxiety if being used by a candidate in more than one factor.

For section 2 and 3, which require some degree of staff supervision, pupils are allowed brief notes to support them to complete the assessment items. Could you clarify what would be acceptable as brief notes please?

For sections 2 and 3, there are no restrictions on the resources that the candidate may have access to but at no time should this include model answers or writing frames such as outlines or headings. In the Guidance on conditions of assessment for coursework document on the subject page under the 'Coursework' heading, it states that teachers and lecturers must be careful that the integrity of the assessment is not compromised and therefore must not provide model answers or writing frames specific to the task such as outlines, paragraph headings or section headings.

Examples of resources which can be used to complete the assessment include spider diagrams, bulleted notes from class or homework, or mind maps of key points. This is taken from the 'Common Question' document.

Good practice which was highlighted at previous National 5 Understanding Standards events states that candidates can make use of their own data which has been gathered when identifying personal strengths and weaknesses. Also, information related to performance development sessions, which had been or were going to be carried out by the performer, would also be permissible.

In Question 2e, can the same factor be used as both a strength and a development need if described in different contexts, for example attack and defence.

This would not be recommended. Due to the personal nature of the candidates' responses in this question linked to the performance development process it is essential that descriptions demonstrate correct knowledge. For example, if a candidate has poor CRE in attack it would not be correct to then describe their own good CRE in defence.

In Section 1 is it possible to talk about the factor of motivation and not being motivated in training and how this can impact performance?

It is recommended that Section 1 responses focus on the impact on performance and not performance development.

In question 2a do all responses need to link to the methods identified in 2b.

No. Challenges related to gathering information can be explained from any methods of gathering information linked to the two factors identified by the candidate in the portfolio.