



# Questions & Answers

## Changes to assessment in National 5 Physical Education

The following questions were raised during a live webinar which took place on Monday 4 December 2017.

Ahead of the webinar, delegates were sent links to the following documents. These documents remain of key importance to every PE teacher in Scotland:

Guidance on Conditions of Assessment for Coursework

[https://www.sqa.org.uk/files\\_ccc/Guidance\\_on\\_conditions\\_of\\_assessment\\_for\\_coursework.pdf](https://www.sqa.org.uk/files_ccc/Guidance_on_conditions_of_assessment_for_coursework.pdf)

Physical Education N5 – Course Specification

[http://www.sqa.org.uk/files\\_ccc/PECourseSpecN5.pdf](http://www.sqa.org.uk/files_ccc/PECourseSpecN5.pdf)

Physical Education N5 – Coursework Assessment Task - Portfolio

[http://www.sqa.org.uk/files\\_ccc/PhysicalEducationN5CATPortfolio.pdf](http://www.sqa.org.uk/files_ccc/PhysicalEducationN5CATPortfolio.pdf)

Physical Education N5 – Portfolio Template

[http://www.sqa.org.uk/files\\_ccc/PhysicalEducationN5CATPerformance.pdf](http://www.sqa.org.uk/files_ccc/PhysicalEducationN5CATPerformance.pdf)

Physical Education N5 – Course Assessment Task - Performance

[http://www.sqa.org.uk/files\\_ccc/PhysicalEducationPortfolioAnswerTemplate.pdf](http://www.sqa.org.uk/files_ccc/PhysicalEducationPortfolioAnswerTemplate.pdf)

Physical Education - Activities for Assessment – Research Paper

[http://www.sqa.org.uk/sqa/files\\_ccc/Activities\\_for\\_Assessment\\_in\\_PE\\_research\\_paper.pdf](http://www.sqa.org.uk/sqa/files_ccc/Activities_for_Assessment_in_PE_research_paper.pdf)

Physical Education – Activities for Assessment - Guidance

[http://www.sqa.org.uk/sqa/files\\_ccc/Activities\\_for\\_Assessment\\_in\\_PE\\_guidance.pdf](http://www.sqa.org.uk/sqa/files_ccc/Activities_for_Assessment_in_PE_guidance.pdf)

### 1 Portfolio – Assessment Conditions

#### Could you clarify what some supervision and control means?

Full details of the assessment conditions for the portfolio can be found in the Course Specification, pages 7 and 8.

### **How long should candidates be given to complete Section 1?**

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. Teachers and lecturers should use their professional judgement on the amount of time that candidates require to complete the assessment.

### **Can candidates make changes to their portfolio (including Section 1) as long as no feedback has been given and the portfolio has not been submitted?**

Yes, but care needs to be taken to ensure the appropriate assessment conditions are maintained and, importantly, no feedback has been given.

### **SQA Assessment guidelines state that re-drafting is not allowed, but you say candidates can go back and change their work?**

As long as feedback has not been given then pupils can amend their work prior to submission. This is not classed as 're-drafting'.

### **Can the portfolio be submitted via audio recording rather than written?**

The Assessment Arrangements team within the SQA (email: aarequests@sqa.org.uk) can advise on issues like this. SQA will be as flexible as possible to accommodate the particular needs of candidates, whilst ensuring the integrity of the qualification.

## **2 Portfolio – Development Plan**

### **Is there any guidance on how long a development plan must be?**

The personal development plan should be a minimum of 3 sessions but, importantly, the plan should reflect what the candidate is working on.

### **Can a standard template be created for the training programme?**

As candidates will identify different areas for development a template may not work for all centres.

## **3 Portfolio – Resources**

### **“A model answer is not allowed”. Is this just from the teacher or does it include candidate’s pre-practiced answers?”**

Model answers and writing frames, whether they are from the teacher or the candidate, are not permitted.

### **What are the two forms of data collection that must be attached with the portfolio?**

There are a variety of methods that candidates can use to gather data. Examples are given on pages 10 and 11 of the Coursework Assessment Task – Portfolio.

### **What is the justification for section 1 being under exam conditions/supervision when sections 2 and 3 are not?**

The different conditions help to ensure that the **broad** range of skills and knowledge candidates develop through the course can be assessed.

### **Why is the portfolio available online for public access?**

It is SQA policy that when an assessment task does not change from year to year, it is available online.

## **4 Portfolio – Questions & Marking Instructions**

### **Q. Section 1 – does this need to be written in the first person or can it be a generic response?**

Candidates may provide a general response or relate their answer to an activity/activities. See page 9 of the Coursework Assessment Task – Portfolio.

### **Q. 2a – candidates are asked to explain the challenges they ‘may’ face but is this not about their experiences, so challenges they ‘had’ faced?**

The tense of the question is not crucial here. This is a generic question about the challenges they may face.

### **Q. 2c & 3c – what is to stop candidates repeating their answer for these two questions?**

For 3c, candidates must describe the monitoring process making reference to time / comparison.

### **Q 2i and 3d – can you clarify the difference between these two questions?**

Q2i asks the candidates to justify – give reasoning – for their decisions, whereas Q3d requires the candidate to evaluate – make a judgement/evaluative comment.

In Q2i candidates must justify, for example, why they trained three times a week or with a particular training partner.

Within Q3d candidates may make reference to the usefulness of an approach within their PDP. Further exemplification for these questions may be found in the Coursework Assessment Task – Portfolio.

### **Q 3f – can you include current and future targets or does it need to be one or the other?**

Future development needs can be current so long as they are justifying why they have made that decision for the future.

**If candidates do not submit their full PDP will they be penalised?**

Yes. Candidates must submit a minimum of three sessions from their personal development plan in order to access the marks available.

**For social, would it be acceptable to use 2v2 cooperative rally in volleyball or would they need to say group work on the MESP table?**

This would be acceptable as long as the focus of the approach related to social factors – cooperation, communication, roles etc.

## **5 Performance – Activities**

**What two activities are appropriate/allowed for the Performance?**

There are no mandatory physical activities prescribed in the National 5 Physical Education course. This promotes inclusion and enables personalisation and choice. Candidates are being assessed in two activities with significantly different movement and performance skills for their coursework to help ensure that the course assesses a breadth of skills, knowledge and understanding. Assessors will use their professional judgement as to what activities they consider would be appropriate in order to fulfil the criteria.

**In an activity not taught in school, where the teacher has no level of expertise, can they be advised by a coach?**

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. Teachers should be confident that they are comfortable applying the marking instructions to any activities before agreeing that candidates may use them for their performance assessment.

**What is the minimum time for candidates to be assessed over?**

The performances should be of a sufficient duration to allow candidates to demonstrate the required skills, knowledge and understanding.