

# National 5 Physical Education



## Guidance on gathering key evidence for producing estimates in session 2020–21

Document updated 29 January 2021 — new content highlighted on page 2.

This document provides subject-level guidance to SQA approved centres on gathering key evidence to support estimates for National 5 Physical Education in session 2020–21. You should read this guidance alongside [National Courses: guidance on gathering evidence and producing estimates](#) and the SQA Academy resource, [Quality assurance of estimates for National Courses](#).

This document also includes information on subject-level assessment resources.

## Gathering key evidence to produce estimates for National 5 Physical Education

Every year you provide estimates for your candidates. This document and *National Courses: guidance on gathering evidence and producing estimates* will give you additional support and guidance to support your decision making for session 2020–21. Evidence should be gathered later in the course, as a realistic reflection of a candidate's attainment. It is important to note that it is not the **quantity** of evidence, but the **quality** of evidence, in relation to its predictive value, that will support you during the estimation process.

The following types of key evidence are likely to provide a good predictive value and may be helpful, although there may be other types of key evidence you feel you would like to use.

### Types of key evidence and assessment resources

You should focus on two key pieces of evidence when deciding a candidate's estimated grade for National 5 Physical Education:

- ◆ a portfolio
- ◆ a performance

The relative weightings of marks that contribute to National 5 Physical Education course assessment are given below and should be considered when reviewing candidates' evidence across the two components.

### Component 1: portfolio

The portfolio is worth 60 marks, which is a relative weighting of 50% of the overall course assessment.

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 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

Due to the nature of the skills and understanding assessed across the three sections, evidence with the highest predictive value would be a completed portfolio in the following assessment conditions:

- ◆ Section 1 — 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.
- ◆ Section 2 and section 3 — conducted under some supervision and control. Candidates do not need to be directly supervised throughout the session(s).

**New content added 29 January 2021:**

To maintain the reliability and validity of candidate evidence, you should, if possible, adhere to the assessment conditions published in the course specification and portfolio assessment task.

To provide further flexibility in session 2020–21 only, you can relax the assessment conditions for the portfolio to allow candidates to complete this assessment outwith the learning and teaching setting. You must exercise professional responsibility to ensure that evidence submitted by a candidate is the candidate's own work.

If relaxing the assessment conditions results in a higher standard of candidate evidence than usual, you should raise the thresholds you use to determine your provisional results.

**End of new content.**

As per the technical consultation for session 2020–21, the following guidance applies to the completion of the portfolio:

<b>Question</b>	<b>Guidance</b>
2(a) Explain the challenges you may face when gathering reliable data on your two selected factors.	Collecting information on 'whole performances' in team/group activities may require candidates to reflect on a previous performance, making use of teacher/coach feedback to identify and corroborate agreed strengths and areas for development. The teacher/coach feedback would provide increased validity and reliability of the information candidates collect.
2(e) From the data you have gathered, describe your strengths and development needs in relation to your performance for both factors.	

Question	Guidance
3(e) Evaluate your performance in the two selected factors.	Personal reflections about the effectiveness of the personal performance plan (PDP) process would enable candidates to make evaluative statements about the potential impact of improvements on whole performance and the targets that have been set. Alternatively, centres can advise candidates to complete PDP processes using activities where whole performance information is available before and after completion of the PDP.

## Component 2: performance

To align with modifications made to Higher, for session 2020–21, candidates should be assessed in one activity. The performance is worth 30 marks and has a relative weighting of 50% of the overall course assessment.

Evidence with the highest predictive value would be a candidate being assessed in a single performance event.

The performance should be 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

It remains critical for the validity of the qualification that there is evidence of demonstrated attainment for session 2020-21. You must use performance assessment records and the marking instructions from the [course assessment task](#). We recommend centres should make recordings of performance activity assessments that can be used for quality assurance purposes within your centre, and at local authority and national level.

As per the technical consultation for session 2020-21, the following guidance applies to the performance:

Assessment item	Guidance
Extent to which rules and regulations are followed and etiquette is displayed (including working with others).	You can assess 'working with others' by observing the level of co-operation candidates demonstrate through the interactions with an opponent or partner, while they maintain physical distancing. You can assess appropriate etiquette by observing candidates adhering to rules or demonstrating suitable behaviour pre, during or post performance.

### Understanding the national standard

You must base your estimated grades on demonstrated attainment from the candidate evidence gathered for each component. You should ensure that candidate evidence is judged in line with the national standard and that you have taken the weighting for each component into consideration.

Please refer to examples of candidate evidence from previous years, which illustrate how marking instructions are applied. These examples and assessment commentaries are available on [SQA's Understanding Standards secure web page](#) for the performance assessment. Portfolio examples are available on the [open website](#). To assist you in generating estimates, four new candidate portfolios with commentaries will soon be available. SQA will also be hosting a webinar explaining the allocation of marks in a portfolio in due course.