

National Course modification summary: Physical Education



Freestanding units at SCQF levels 5, 6 and 7, and National 3, National 4, National 5, Higher and Advanced Higher: session 2021–22

You are encouraged to continue to offer a range of activities enabling candidates to develop movement and performance skills. This will allow candidates to apply the knowledge and understanding of the factors that impact on performance in physical activities when completing course and/or unit assessments.

Freestanding units at SCQF levels 5, 6 and 7

Modifications for session 2021-22 remain the same as session 2020-21.

We have published guidance for the following units:

- ◆ Physical Education: Performance Skills (SCQF level 5): guidance about assessing co-operation if physical distancing is required.
- ◆ Physical Education: Factors Impacting on Performance (SCQF level 5): guidance about collecting information on whole performance by reflecting on previous performance and evaluating the potential impact of improvements, if required.
- ◆ Physical Education: Performance Skills (SCQF level 6): guidance about assessing co-operation if physical distancing is required, along with assessment of appropriate reactions and safe adaptations in response to challenging variables.
- ◆ Physical Education: Factors Impacting on Performance (SCQF level 6): guidance about producing a Personal Development Plan and using personal reflections to evaluate the potential impact of improvements, if required.
- ◆ Physical Education: Factors Impacting on Performance (SCQF level 7): guidance about analysing the impact of the factors on performance and using personal reflections to evaluate the potential impact of improvements, if required.

National 3

Modifications for session 2021-22 remain the same as session 2020-21.

We have published guidance for the unit Physical Education: Factors Impacting on Performance (National 3), about collecting information on whole performance by reflecting on previous performance to review the potential impact of improvements, if required.

National 4

Modifications for session 2021-22 remain the same as session 2020-21.

We have published guidance for the following units:

- ◆ Physical Education: Performance Skills (National 4): guidance about assessing co-operation if physical distancing is required.
- ◆ Physical Education: Factors Impacting on Performance (National 4): guidance about collecting information on whole performance by reflecting on previous performance and considering the potential impact of improvements if required.

Added value unit

The requirement to complete the added value unit is removed for session 2021–22. To achieve the overall course award for National 4 this session, candidates must pass all other contributing units in the National 4 course. You must submit a 'pass' result for the added value unit to ensure your candidates are certificated for the course award.

You are not required to gather evidence for the added value unit this session; however, it is important you give candidates opportunities to develop and demonstrate the skills, knowledge and understanding outlined in the National 4 added value unit specification, where possible. This will support your candidates as they progress to further learning and assessment at SCQF level 5.

We have published guidance for the added value unit:

- ◆ Physical Education: Performance Skills (National 4): guidance about assessing appropriate etiquette by observing candidates pre, during and post performance if required.

National 5

Component	Marks	Scaled marks	Duration
Performance	30	60	Dependent on appropriate length of time required to assess the chosen activity
Portfolio	60	60	Completed over course of 2021-22

Modifications for session 2021-22 remain the same as session 2020-21 with the following exception:

Portfolio

Assessment conditions for completing the portfolio, that were relaxed to provide further flexibility for candidates to complete the assessment outwith the learning and teaching setting, have returned to normal.

The following table provides guidance for questions 2(a), 2(e), and 3(e) if required:

Question	Guidance
<p>2(a) Explain the challenges you may face when gathering reliable data on your two selected factors.</p> <p>2(e) From the data you have gathered, describe your strengths and development needs in relation to your performance for both factors.</p>	<p>Candidates can collect information on 'whole performances' in team/group activities from reflecting on a previous performance and make use of teacher/coach feedback to identify and corroborate agreed strengths and areas for development. The involvement of the teacher/coach would provide increased validity and reliability of the information collected.</p>
<p>3(e) Evaluate your performance in the two selected factors.</p>	<p>Candidates can use personal reflections about the effectiveness of the personal performance plan (PDP) process to enable them to make evaluative statements about the potential impact of improvements on whole performance and the targets set.</p> <p>Alternatively, centres can advise candidates to complete PDP processes using activities where whole performance information will be available before and after completion of the PDP.</p>

Performance

The coursework assessment task continues to be modified to assess the candidate's ability to effectively perform in **one** physical activity instead of two.

Guidance for the assessment item 'Extent to which rules and regulations are followed and etiquette is displayed (including working with others)', if required, is as follows:

- ◆ 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.

Higher

Component	Marks	Scaled marks	Duration
Performance	30	50	Dependent on appropriate length of time required to assess the chosen activity
Question paper	50	50	2hours 30 mins

Modifications for session 2021-22 remain the same as session 2020-21.

Question paper

The following table provides guidance for some areas of mandatory content, if required:

Mandatory content	Guidance
Key planning information: Interpretation of qualitative and quantitative information to allow identification of strengths and prioritise areas for development	Candidates can: <ul style="list-style-type: none">◆ support their personal reflections about the effectiveness of the PDP with test results and/or focused data collection◆ use qualitative information as the basis for identifying and prioritising strengths and development needs. They can make use of teacher/coach feedback to corroborate judgements, which will provide further validity and reliability.
Recording, monitoring and evaluating performance development: Evaluation of the performance development process	Candidates can: <ul style="list-style-type: none">◆ make informed decisions based on evidence recorded from the monitoring process◆ support their personal reflections about the effectiveness of the PDP process with test results and/or focused data collection. This enables candidates to make evaluative statements about the potential impact of improvements on whole performance and evaluate the effectiveness of the targets that have been set.

Performance

The coursework assessment task continues to be modified to assess candidate ability to effectively perform in one physical activity instead of two.

Guidance for the assessment item 'Extent to which rules and regulations are followed and etiquette is displayed (including working with others)', if required, is as follows:

- ◆ You can assess 'working with others' by observing the level of co-operation candidates demonstrate through their 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.

Advanced Higher

Component	Marks	Duration
Performance	30	Dependent on appropriate length of time required to assess the chosen activity
Project	70	Completed over course of 2021-22

Modifications for session 2021-22 remain the same as session 2020-21.

Project

The following table provides guidance for stages 1 and 4 of the project, if required:

Project stage	Guidance
Stage 1: Collecting information to analyse factor(s) impacting on performance.	Candidates can use qualitative information from personal reflections to consider how the different factors can influence effective performance. Relevant results from recognised tests and analytical tools will also provide evidence of the impact of these factors upon a performance. Information from these could be qualitative and/or quantitative.
Stage 4: Analysing progress and evaluating the performance development process, including considering future development needs.	Candidates can support their personal reflections about the effectiveness of the PDP process with test results and/or focused data collection. This enables candidates to make evaluative statements about the potential impact of improvements on whole performance and the targets that have been set.

Performance

Guidance for the assessment item 'Extent to which rules and regulations are followed and etiquette is displayed (including working with others)', if required, is as follows:

- ◆ You can assess 'working with others' by observing the level of co-operation candidates demonstrate through their 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.

If you have any questions about these changes, please email qualification.development@sqa.org.uk.