

# N5

National 5  
Coursework  
Assessment Task



## Physical Education Performance Assessment task

Valid from session 2024-25 and until further notice.

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# Introduction

This document contains marking instructions, instructions for teachers and lecturers and instructions for candidates for the National 5 Physical Education performance. It must be read in conjunction with the course specification.

The performances have a total of 60 marks. The marks contribute 50% of the overall marks for the course assessment. Each single performance event is marked out of 30.

This is one of two course assessment components. The other component is a portfolio.

The purpose of this component is to assess candidates' ability to effectively perform in **two** different physical activities.

Each performance will be a single event which is 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 roles safely and effectively
- ◆ conforming to rules, regulations and etiquette
- ◆ controlling emotions
- ◆ working co-operatively with others

# Instructions for teachers and lecturers

Each single performance is:

- ◆ set by centres within SQA guidelines
- ◆ conducted under some supervision and control
- ◆ internally marked by centre staff in line with SQA marking instructions

All marking will be quality assured by SQA.

Each performance must be in a challenging, competitive and/or demanding context to set it apart from normal learning and teaching activities.

Teachers and lecturers must ensure that they can reliably assess each candidate in any context. This will involve giving consideration to the number of candidates being assessed at any one time.

The activity selected for each single performance event **must** provide candidates with the opportunity to display a **significantly different** range of movement and performance skills. This will allow them to demonstrate a breadth of performance skills within a variety of contexts.

## Assessment conditions

### Time

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

### Supervision, control and authentication

Teachers and lecturers must ensure candidates are provided with a suitable performance environment and appropriate conditions to undertake their assessments. Teachers and lecturers should use their professional judgement as to whether the context is suitable.

Performances must be authenticated as being carried out under the required performance conditions and to the required standards.

### Resources

There are no restrictions on the resources available to candidates.

### Reasonable assistance

Candidates must undertake the assessment independently. However, they may receive assistance with the selection of appropriate physical activities prior to the assessment taking place.

Disabled candidates must have access to appropriate assistance to meet their individual needs.

For guidance on assessment arrangements for disabled candidates and/or those with additional support needs, please follow the link to the assessment arrangements web page: [www.sqa.org.uk/assessmentarrangements](http://www.sqa.org.uk/assessmentarrangements).

## **Evidence to be gathered**

Teachers and lecturers should use observational checklists to record candidate achievement for each performance. These checklists can be found in this performance assessment task document. Teachers and lecturers must ensure that comments about how assessment judgements have been made for each candidate are included on the checklists.

## **Volume**

Candidates must complete two single performances in different physical activities.

## **Acceptable activities for assessment purposes**

### **Choosing activities**

There are no mandatory physical activities. Physical activities that are suitable for assessment are normally chosen from those covered as part of the course. Candidates should discuss and agree on the activity that they want to choose with their teacher or lecturer based on their individual assessment needs and abilities.

Centres must ensure that teachers or lecturers have sufficient expertise to manage the assessment process and to assess the candidates. Teachers and lecturers that do not have sufficient assessor expertise in a particular activity must not assess that activity.

Activities must:

- ◆ require physical fitness and draw on aspects of agility, balance, coordination, flexibility, reaction time, speed, strength and power
- ◆ require demand and/or competition in group or team activities or individual performance
- ◆ require performers to make decisions and adapt to challenging situations
- ◆ require practice and a range of skills
- ◆ use large muscle groups and anaerobic or aerobic energy systems
- ◆ require effort and exertion
- ◆ allow candidates to be assessed against the assessment criteria

### Acceptable activities and restricted combinations table

The following table contains a selection of acceptable activities. Restrictions on certain combinations ensure candidates receive a broad experience.

Only candidates with physical disabilities and who would ordinarily use a wheelchair and/or powerchair to participate in sport and physical activity can choose wheelchair and/or powerchair activities.

Para versions of each activity are also acceptable

**Please note this list is not exhaustive.**

| Acceptable activity  | Restrictions on assessment combinations   |
|--|---|
| Athletics (including cross country running)                      | Can only be used as one activity. Second activity cannot be orienteering.         |
| Badminton  |   |
| Basketball   |   |
| Boccia (only for candidates with profound physical disabilities) |   |
| Boxing   | Second activity cannot be martial arts or kickboxing.                             |
| Canoeing   | Second activity cannot be kayaking or rowing.                                     |
| Cheerleading   | Second activity cannot be dance.  |
| Cricket  |   |
| Curling  |   |
| Cycling  | Can only be used as one activity.   |
| Dance  | Can only be used as one activity. Second activity cannot be cheerleading.         |
| Equestrian   | Can only be used as one activity.   |
| Football   |   |
| Goalball (only for candidates with a severe vision impairment)   |   |
| Golf   |   |
| Gymnastics (including trampolining)                              | Can only be used as one activity.   |
| Handball   |   |
| Hockey   |   |
| Kayaking   | Second activity cannot be canoeing or rowing.                                     |
| Kickboxing   | Second activity cannot be boxing or martial arts.                                 |
| Lacrosse   |   |
| Martial arts   | Can only be used as one activity. Second activity cannot be boxing or kickboxing. |
| Netball  |   |

| Acceptable activity             | Restrictions on assessment combinations                                |
|---------------------------------|--|
| Orienteering                    | Second activity cannot be athletics (including cross country running). |
| Rowing                          | Second activity cannot be canoeing or kayaking.                        |
| Rugby                           | Can only be used as one activity.                                      |
| Shinty                          |  |
| Skiing (including snowboarding) | Can only be used as one activity.                                      |
| Swimming                        | Can only be used as one activity.                                      |
| Squash                          |  |
| Table tennis                    |  |
| Tennis                          |  |
| Volleyball                      |  |

If activities have a singles and doubles version, only one is acceptable. If activities have indoor and outdoor versions, only one is acceptable.

### Unacceptable activities

An activity is not acceptable if:

- ◆ it does not require a level of physical fitness which directly affects the quality and sustainability of performance
- ◆ it does not contain the interconnected holistic requirement of the four factors that impact on performance
- ◆ it does not comprise depth, breadth or complexity of skills or technique, tactics and strategy, or compositional creativity
- ◆ it does not offer demand and/or challenge in group or team or individual performance
- ◆ the effort, exertion or power is generated by a motor vehicle, for example karting, quad biking (this does not include motorised mobility equipment)
- ◆ parts of activities have been merged to create a modified game, for example heady handball, tchoukball, Swedish longball
- ◆ it is a means of developing and maintaining fitness rather than an activity that meets the requirements of skills, tactics and compositional creativity, for example circuits, interval training, weight training, CrossFit, yoga, pilates
- ◆ the aim is to hit a target and the level of physical fitness does not directly affect the quality and sustainability of performance, for example darts, snooker, pool, bowling, shooting, archery
- ◆ teachers or lecturers feel there is an ethical or medical reason why activities are not appropriate, for example if the candidate's body is not developed enough to cope with the exertion due to imbalance between bones' growth plates and muscles

### **Video evidence**

If video evidence is proposed, the teacher or lecturer must be satisfied that the context of the video evidence will be appropriately demanding and/or challenging.

The video must:

1. have teacher or lecturer approval before it is created/filmed
2. clearly identify the candidate
3. cover the agreed performance and context
4. be continuous – it should not be an edited combination of the best parts of the performance
5. show a single performance and not the best of a number of attempts
6. be of sufficient duration to allow marks to be awarded across all of the assessment criteria

If teachers or lecturers believe that these rules cannot be followed or have not been followed (either before the planned video is taken or after it is taken), then they should refuse to accept video evidence for assessment purposes – the final decision rests with the presenting centre.



# Marking instructions

The performance is internally marked by teachers and lecturers and verified by SQA.

## General marking principles

This information is provided to help you understand the general principles that must be applied when marking candidate responses in this performance. These principles must be read in conjunction with the detailed marking instructions, which identify the key features required in candidate responses.

- a Marks for each candidate response must **always** be assigned in line with these general marking principles and the detailed marking instructions for this assessment.
- b Marking should always be positive. This means that, for each candidate response, marks are accumulated for the demonstration of relevant skills, knowledge and understanding: they are not deducted from a maximum on the basis of errors or omissions.
- c You should select the mark range which most closely describes the evidence demonstrated by the candidate.

Once the mark range has been selected:

- ◆ where the evidence almost matches the description of the mark range above, the highest available mark from the current mark range must be awarded
- ◆ where the evidence just meets the description of the current mark range, the lowest mark from this range must be awarded

## Detailed marking instructions

The following table gives details regarding how the marks must be allocated for the performance. Teachers and lecturers may find the second table, in landscape format, useful as an overview of how marks are awarded when assessing candidates' performances.

| Assessment item   | Marking instruction   | Maximum mark |
|---|---|--------------|
| Repertoire of skills – the range of fundamental to complex skills displayed in the performance. | <p><b>7-8 mark range</b><br/>Usually applies a broad repertoire of skills, demonstrating some complex skills.</p> <p><b>5-6 mark range</b><br/>Occasionally applies a broad repertoire of skills.</p> <p><b>3-4 mark range</b><br/>Usually applies a basic repertoire of skills.</p> <p><b>1-2 mark range</b><br/>Occasionally applies a basic repertoire of skills.</p> <p><b>0 marks</b><br/>Demonstrates no evidence of applying a basic repertoire of skills.</p> | 8            |
| Control and fluency – the quality of the actions and transitions between skills.                | <p><b>5-6 mark range</b><br/>Usually demonstrates control and fluency during the performance.</p> <p><b>3-4 mark range</b><br/>Demonstrates control and fluency occasionally during the performance.</p> <p><b>1-2 mark range</b><br/>Demonstrates limited control and fluency during the performance.</p> <p><b>0 marks</b><br/>Demonstrates no evidence of either control or fluency during the performance.</p>  | 6            |

| Assessment item  | Marking instruction  | Maximum mark |
|--|--|--------------|
| Effective decision-making is evident.  | <p><b>5-6 mark range</b><br/>Usually demonstrates effective decision-making in response to performance demands.</p> <p><b>3-4 mark range</b><br/>Demonstrates effective decision-making occasionally in response to performance demands.</p> <p><b>1-2 mark range</b><br/>Demonstrates limited effective decision-making in response to performance demands.</p> <p><b>0 marks</b><br/>Demonstrates no evidence of effective decision-making.</p>  | 6            |
| Using and applying straightforward composition, tactics or roles safely and effectively. | <p><b>5-6 mark range</b><br/>Usually demonstrates evidence of effectively carrying out their composition/tactic/role.</p> <p><b>3-4 mark range</b><br/>Occasionally demonstrates evidence of effectively carrying out their composition/tactic/role.</p> <p><b>1-2 mark range</b><br/>Demonstrates limited evidence of effectively carrying out their composition/tactic/role.</p> <p><b>0 marks</b><br/>Demonstrates no evidence of effectively carrying out their composition/tactic/role.</p> | 6            |

| Assessment item  | Marking instruction   | Maximum mark |
|--|---|--------------|
| Extent to which rules and regulations are followed and etiquette is displayed (including working with others). | <p><b>2 marks</b><br/>Follows rules and regulations and displays appropriate etiquette throughout the performance.</p> <p><b>1 mark</b><br/>Follows rules and regulations or displays appropriate etiquette throughout the performance.</p> <p><b>0 marks</b><br/>Demonstrates no evidence of following rules and regulations or displaying appropriate etiquette throughout the performance.</p> | 2            |
| Extent to which emotions are controlled on the day of the performance.   | <p><b>2 marks</b><br/>Demonstrates control of emotions throughout the performance.</p> <p><b>1 mark</b><br/>Occasionally demonstrates control of emotions during the performance.</p> <p><b>0 marks</b><br/>Demonstrates no evidence of controlling emotions during the performance.</p>  | 2            |

## Performance

| Assessment item   | 0 marks  | 1-2 mark range   | 3-4 mark range  | 5-6 mark range   | 7-8 mark range   |
|---|--|--|---|--|--|
| Repertoire of skills – the range of fundamental to complex skills displayed in the performance. | Demonstrates <b>no</b> evidence of applying a basic repertoire of skills.                  | Occasionally applies a basic repertoire of skills.                                       | Usually applies a basic repertoire of skills.   | Occasionally applies a broad repertoire of skills.                                       | Usually applies a broad repertoire of skills, demonstrating some complex skills. |
| Assessment item   | 0 marks  | 1-2 mark range   | 3-4 mark range  | 5-6 mark range   |  |
| Control and fluency – the quality of the actions and transitions between skills.                | Demonstrates <b>no</b> evidence of either control or fluency during the performance.       | Demonstrates limited control and fluency during the performance.                         | Demonstrates control and fluency occasionally during the performance.                         | Usually demonstrates control and fluency during the performance.                         |  |
| Effective decision-making is evident.   | Demonstrates <b>no</b> evidence of effective decision-making.                              | Demonstrates limited effective decision-making in response to performance demands.       | Demonstrates effective decision-making occasionally in response to performance demands.       | Usually demonstrates effective decision-making in response to performance demands.       |  |
| Using and applying straightforward composition, tactics or role safely and effectively.         | Demonstrates <b>no</b> evidence of effectively carrying out their composition/tactic/role. | Demonstrates limited evidence of effectively carrying out their composition/tactic/role. | Occasionally demonstrates evidence of effectively carrying out their composition/tactic/role. | Usually demonstrates evidence of effectively carrying out their composition/tactic/role. |  |

| Assessment item  | 0 marks  | 1 mark   | 2 marks   |  |  |
|--|--|--|---|--|--|
| Extent to which rules and regulations are followed and etiquette is displayed (including working with others). | Demonstrates <b>no</b> evidence of following rules and regulations or displaying appropriate etiquette throughout the performance. | Follows rules and regulations <b>or</b> displays appropriate etiquette throughout the performance. | Follows rules and regulations <b>and</b> displays appropriate etiquette throughout the performance. |  |  |
| Extent to which emotions are controlled on the day of the performance.   | Demonstrates <b>no</b> evidence of controlling emotions during the performance.  | Occasionally demonstrates control of emotions during the performance.                              | Demonstrates control of emotions throughout the performance.  |  |  |

# Recording documentation

You must use the following documents to record the marks awarded to candidates. Use one checklist for each candidate.

## National 5 Physical Education: Assessment record – Performance 1

In the case of assessment by observation, evidence must include comments and other relevant supporting evidence that shows clearly the basis on which assessment judgements have been made.

Candidate name: \_\_\_\_\_ Candidate number: \_\_\_\_\_

Class/group: \_\_\_\_\_ Centre: \_\_\_\_\_

| Assessment item  | Mark | Comments |
|--|------|----------|
| Repertoire of skills – the range of fundamental to complex skills displayed in the performance.<br><b>8 marks</b>                |      |          |
| Control and fluency – the quality of the actions and transitions between skills.<br><b>6 marks</b>                               |      |          |
| Effective decision-making is evident.<br><b>6 marks</b>  |      |          |
| Using and applying straightforward composition, tactics or roles safely and effectively.<br><b>6 marks</b>                       |      |          |
| Extent to which rules and regulations are followed and etiquette is displayed (including working with others).<br><b>2 marks</b> |      |          |
| Extent to which emotions are controlled on the day of the performance.<br><b>2 marks</b>   |      |          |
| <b>Total mark</b>  |      |          |



## National 5 Physical Education: Assessment record – Performance 2

In the case of assessment by observation, evidence must include comments and other relevant supporting evidence that shows clearly the basis on which assessment judgements have been made.

Candidate name: \_\_\_\_\_ Candidate number: \_\_\_\_\_

Class/group: \_\_\_\_\_ Centre: \_\_\_\_\_

| Assessment item  | Mark | Comments |
|--|------|----------|
| Repertoire of skills – the range of fundamental to complex skills displayed in the performance.<br><b>8 marks</b>                |      |          |
| Control and fluency – the quality of the actions and transitions between skills.<br><b>6 marks</b>                               |      |          |
| Effective decision-making is evident.<br><b>6 marks</b>  |      |          |
| Using and applying straightforward composition, tactics or roles safely and effectively.<br><b>6 marks</b>                       |      |          |
| Extent to which rules and regulations are followed and etiquette is displayed (including working with others).<br><b>2 marks</b> |      |          |
| Extent to which emotions are controlled on the day of the performance.<br><b>2 marks</b>   |      |          |
| <b>Total mark</b>  |      |          |

# Instructions for candidates

This assessment applies to the performance for National 5 Physical Education.

These performances have a total of 60 marks. The marks contribute 50% of the overall marks for the course assessment. Each single performance event is marked out of 30.

These performances assess 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 roles safely and effectively
- ◆ conforming to rules, regulations and etiquette
- ◆ controlling emotions
- ◆ working co-operatively with others

Your teacher or lecturer will record on an observational checklist how well you meet each of these.

Your teacher or lecturer will let you know how the assessment will be carried out and any required conditions for doing it.

In this assessment you must carry out two single performances in different activities, the context of which must be challenging, competitive and/or demanding.

Your teacher or lecturer may help you to choose the physical activities. The two activities selected for each of your single performance events **must** provide you with the opportunity to display a **significantly different** range of movement and performance skills.

# Administrative information

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## History of changes

| Version | Description of change   | Date        |
|---------|---|-------------|
| 2.0     | Guidance on acceptable activities for assessment purposes added to 'Instructions for teachers and lecturers' section.   | August 2019 |
| 3.0     | <p>Changes to the following sections to ensure that National 5 Physical Education is promoted positively for all candidates and provides more opportunities for disabled candidates:</p> <ul style="list-style-type: none"><li>◆ 'Instructions for teachers and lecturers' section – 'Reasonable assistance' subsection</li><li>◆ 'Instructions for teachers and lecturers' section – 'Acceptable activities for assessment purposes' subsection (about choosing activities and unacceptable activities) and 'Acceptable activities and restricted combinations' table</li></ul> <p>Format changes to improve accessibility of the following tables:</p> <ul style="list-style-type: none"><li>◆ 'Acceptable activities and restricted combinations' table</li><li>◆ 'Performance' table in the detailed marking instructions</li></ul> | May 2024    |
|         |   |             |
|         |   |             |

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