

# N5

National 5  
Coursework  
Assessment Task



## National 5 Physical Education Portfolio 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 portfolio. It must be read in conjunction with the course specification.

This portfolio is worth 60 marks. The marks contribute 50% of the overall marks for the course assessment.

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

The portfolio has three sections:

**Section 1** titled 'understanding factors that impact on performance' has 8 marks.

**Section 2** titled 'planning, developing and implementing approaches to enhance personal performance' has 29 marks.

**Section 3** titled 'monitoring, recording and evaluating performance development' has 23 marks.

# Instructions for teachers and lecturers

This portfolio is:

- ◆ set by SQA
- ◆ conducted under controlled conditions
- ◆ submitted to SQA for external marking

All marking is quality assured by SQA.

The portfolio is designed to allow candidates to demonstrate their ability to work independently and will be sufficiently open and flexible to allow personalisation and choice in the activities selected.

## Assessment conditions

### Time

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.

### Supervision, control and authentication

Teachers and lecturers must exercise their professional responsibility in ensuring that evidence submitted by a candidate is the candidate's own work. **Candidates must not directly copy the examples provided in the additional guidance section of the marking instructions.** They cannot obtain marks if they use these examples.

Candidates must use the template provided to complete their portfolio.

**Section 1** is 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.

**Sections 2 and 3** are conducted under some supervision and control. Candidates do not need to be directly supervised throughout the session(s).

All work submitted by candidates must be their own.

The teacher or lecturer must retain candidates' work between sessions.

Redrafting is not permitted in any section of the portfolio. Once candidates have submitted their evidence, this must not be changed by either the teacher or candidate.

## **Resources**

In **Section 1** candidates may not have access to any resources.

In **Sections 2 and 3** there are no restrictions on the resources available to the candidate; however this does not include model answers or writing frames such as outlines or headings.

## **Reasonable assistance**

Candidates must undertake the assessment independently. However, reasonable assistance may be provided prior to the formal assessment process taking place. The term 'reasonable assistance' is used to try to balance the need for support with the need to avoid giving too much assistance. If any candidates require more than what is deemed to be 'reasonable assistance', they may not be ready for assessment or it may be that they have been entered for the wrong level of qualification.

Candidates can seek clarification regarding the portfolio assessment task if they find it unclear. In this case, the clarification should normally be given to the whole class.

If a candidate gets stuck at a particular part of the task, the teacher or lecturer may assist by drawing out or teasing out points without leading the candidate or supplying the actual answers.

For example, in question 2f, if a candidate is struggling to identify a target for each factor from the data gathered, the teacher or lecturer may discuss the data, asking questions on its content but without actually providing the candidate with the answer.

## **Evidence to be gathered**

- ◆ a completed portfolio template including a maximum of four A4 sheets of data gathered

Candidates should not submit their Personal Development Programme (PDP) but they must transfer the relevant information into the PDP table in the portfolio template.

## **Volume**

There is no word count.

# Marking instructions

In line with SQA's normal practice, the following general marking principles are addressed to the marker. They are also helpful for those preparing candidates for course assessment.

## General marking principles

This information is provided to help you understand the general principles that must be applied when marking candidate responses in this portfolio. These principles must be read in conjunction with the specific marking instructions for each of the three sections, 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 specific 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 If a specific candidate response does not seem to be covered by either the principles or specific marking instructions, and you are uncertain how to assess it, you must seek guidance from your principal assessor.
- d Marks are available for breadth or depth. For credit to be given points must always relate to the detail in the assessment item: one point with explanation gains 1 mark.
- e There are five types of assessment items used in this portfolio, namely:
  - A Identify...
  - B Describe...
  - C Explain...
  - D Justify...
  - E Evaluate...

### **A Assessment items that ask candidates to identify...**

Straightforward questions requiring candidates to recall key points of knowledge or to give examples. Marks available reflect the number of points the candidate needs to make, for example if one mark is available the candidate needs to give one correct point.

### **B Assessment items that ask candidates to describe...**

Candidates must make a number of relevant, factual points, or state characteristics and features, as appropriate to the assessment item. Points made do not need to be in any particular order. Candidates may provide a number of straightforward points or a smaller number of developed points, or a combination of these.

Up to the total number of marks allocated:

- ◆ 1 mark should be given for each relevant point that answers the assessment item
- ◆ each subsequent mark can be given for any development of a relevant point, including exemplification

**C Assessment items that ask candidates to explain...**

Candidates should make points that relate cause and effect and/or make relationships between things clear. Where a number of points are made, these do not need to be in any particular order. Candidates may provide a number of straightforward points or a smaller number of developed points, or a combination of these.

Up to the total number of marks allocated:

- ◆ 1 mark should be given for each relevant point of explanation that answers the assessment item
- ◆ each subsequent mark can be given for any development of a relevant point, including exemplification

**D Assessment items that ask candidates to justify...**

Candidates should make points that provide personal reasoning for the decisions that they have made.

Up to the total number of marks allocated:

- ◆ 1 mark should be given for each relevant point of justification that answers the assessment item
- ◆ each subsequent mark can be given for any development of a relevant point, including exemplification

**E Assessment items that ask candidates to evaluate...**

Candidates should make a judgement based on criteria and determine the value of something. An evaluation mark should be awarded where a candidate presents a relevant, accurate and detailed point which may include:

- ◆ the relevance/importance/usefulness, for example of an approach to develop performance
- ◆ positive and negative aspects
- ◆ strengths and weaknesses, after completion of PDP
- ◆ any other relevant evaluative comment

## Specific marking instructions for each assessment item

**Note:** Candidates must not directly copy the examples provided in the additional guidance section of the marking instructions. They cannot obtain marks if they use these examples.

Assessment item		Marking instruction	Max mark	Additional guidance
1	For each factor, mental, emotional, social and physical, explain its impact on performance	<p><i>There are 8 marks available. Up to the maximum of 2 marks are available for an explanation of the impact of each factor on performance.</i></p> <p><b>1 mark</b> should be given for each relevant point of explanation, or for development of a relevant point, including exemplification.</p> <p><b>0 marks</b> should be given if there is no evidence of explanation of any factors impacting on physical activities.</p>	<b>8</b>	<p>Each point of explanation must include the:</p> <ul style="list-style-type: none"> <li>◆ factor</li> <li>◆ context</li> <li>◆ impact</li> </ul> <p>Factors should be selected from mental, emotional, social and physical.</p> <p>Candidates may provide a general response or relate their answer to an activity or activities.</p> <p>For each factor it is acceptable if the candidate chooses two different examples, eg:</p> <p>Physical: CRE + Agility            Social: Communication + Team dynamics            Mental: Concentration + Motivation            Emotional: Fear + Anger</p> <p><i>If I have good agility in basketball I will be able to change direction quickly so that I can stay with my opponent putting them under pressure allowing me to gain possession. (1 mark)</i></p>



Assessment item		Marking instruction	Max mark	Additional guidance
				<p><i>If I have good agility in badminton I am able to reach the corner of the court quickly and easily giving me time to decide which effective shot I will play when returning the shuttle. (1 mark)</i></p> <p><i>My concentration is good as it allows me to keep focused during the game when attacking and make effective decisions allowing my team to keep possession. (1 mark)</i></p> <p><i>When playing golf with my friend I noticed that he gets angry when he hits a poor shot off the tee. This led to him rushing the backswing on his next shot, over-hitting the ball, resulting in him dropping a stroke as he has to deal with a challenging recovery shot. (1 mark)</i></p>
2a	<p><b>Explain the challenges you may face when gathering reliable data on your two selected factors.</b></p>	<p><i>Up to the maximum of 3 marks available.</i></p> <p><b>1 mark should be given</b> for each relevant point of explanation, or for development of a relevant point, including exemplification.</p> <p><b>0 marks</b> should be given if there is no evidence of a valid explanation.</p>	<b>3</b>	<p>Reasons may include:</p> <ul style="list-style-type: none"> <li>◆ reliability</li> <li>◆ validity</li> <li>◆ practicability</li> <li>◆ appropriateness of method</li> <li>◆ organisational issues</li> </ul> <p><i>A challenge I may face is the knowledge and experience of the person watching when completing an observation schedule. They might miss things therefore the information</i></p>

Assessment item		Marking instruction	Max mark	Additional guidance
				<i>is not reliable.</i> (1 mark)
2b	<p><b>(i) Identify one appropriate method you used to gather data on your performance in factor 1.</b></p> <p><b>(ii) Identify one appropriate method you used to gather data on your performance in factor 2.</b></p>	<p><i>Up to the maximum of 2 marks available:</i></p> <p><b>1 mark should be given</b> for each appropriate method of gathering appropriate data identified.</p> <p><b>0 marks</b> should be given if there is no method of gathering data identified.</p> <p>The methods identified for each factor <b>must</b> be different.</p>	<b>2</b>	<p>Methods could include, for example:</p> <ul style="list-style-type: none"> <li>◆ scattergram</li> <li>◆ observational schedules</li> <li>◆ targeted feedback sheet</li> <li>◆ standardised fitness tests</li> <li>◆ questionnaire</li> <li>◆ self-evaluation tests</li> <li>◆ PAR movement analysis sheets</li> <li>◆ quantitative measures (pulse count; breath count; stroke count; stride count)</li> <li>◆ video in conjunction with observation schedule/checklist etc</li> </ul>
2c	<b>Select one of the methods identified in 2b. Describe how you used this method to gather data about this factor.</b>	<p><i>Up to the maximum of 4 marks available:</i></p> <p><b>1 mark should be given</b> for each relevant point of description, or for development of a relevant point, including exemplification.</p> <p><b>0 marks</b> should be given if there is no description, or the description is not appropriate.</p> <p>If there is no data collection attached or data does not match description then only 2 marks are available.</p>	<b>4</b>	<p>Marks should be awarded for how they carry it out as well as a description of the method.</p> <p><i>I used my general observation schedule to record my game of badminton. I played against someone with similar ability to me.</i> (1 mark)</p> <p><i>The person who was observing my performance marked my different shots with a tick or cross.</i> (1 mark)</p>

Assessment item		Marking instruction	Max mark	Additional guidance
				<p><i>I put cones 20m apart to set up for the bleep test. (1 mark)</i></p> <p><i>I answered a set of questions on anxiety after performing my routine. (1 mark)</i></p>
2d	<p><b>Explain why you selected this method to gather data on your performance in the identified factor.</b></p>	<p><i>Up to the maximum of 3 marks available:</i></p> <p><b>1 mark should be given</b> for each relevant point of explanation, or for development of a relevant point, including exemplification.</p> <p><b>0 marks</b> should be given where there is no evidence of a valid explanation.</p>	<b>3</b>	<p>Choice of method could be related to, for example:</p> <ul style="list-style-type: none"> <li>◆ identifies strengths and weaknesses</li> <li>◆ permanent record to make comparisons</li> <li>◆ helps to create training programme</li> <li>◆ target-setting</li> </ul> <p>The response should explain ‘why’. For example: <i>It gives permanent data that can be looked back on so that I can measure improvement. (1 mark)</i></p> <p><i>I used this method because it wasn’t time consuming. This gives more time to training to improve my weaknesses during the training programme. (1 mark)</i></p>
2e	<p><b>From the data you have gathered describe your strengths and development needs in relation to your performance for both factors</b></p>	<p><i>Up to the maximum of 4 marks available:</i></p> <p><b>1 mark should be given</b> for a relevant point of description of a strength for factor 1.</p>	<b>4</b>	<p>Description may relate to a range of features on performance: <i>In gymnastics my strength is my forward roll as it is performed with straight legs. (1 mark)</i></p> <p><i>I am unable to manage my emotions. When a</i></p>

Assessment item		Marking instruction	Max mark	Additional guidance
		<p><b>1 mark should be given</b> for a relevant point of description of a development need for factor 1.</p> <p><b>1 mark should be given</b> for a relevant point of description of a strength for factor 2.</p> <p><b>1 mark should be given</b> for a relevant point of description of a development need for factor 2.</p>		<i>decision is given against me, I am often tempted to argue with the referee. (1 mark)</i>
2f	<p><b>With reference to the data, identify an appropriate target for each factor.</b></p> <p><b>(i) Identified target for factor 1</b></p> <p><b>(ii) Identified target for factor 2</b></p>	<p><i>Up to the maximum of 2 marks available with 1 mark available for each factor:</i></p> <p><b>1 mark should be given</b> for each relevant target identified.</p> <p><b>0 marks</b> should be given if the target identified is not relevant.</p> <p>Each target identified <b>must</b> relate to the data.</p>	<b>2</b>	<p>Responses may refer to straightforward points of knowledge: <i>I need to develop my overhead clear. (1 mark)</i></p> <p><i>Managing my emotions. (1 mark)</i></p> <p><i>Cooperating with my teammates. (1 mark)</i></p>
2g	<b>Explain why it is important to set targets when creating a personal development programme.</b>	<p><i>Up to the maximum of 3 marks available:</i></p> <p><b>1 mark should be given</b> for each relevant point of explanation, or for development of a relevant point, including exemplification.</p> <p><b>0 marks</b> should be given where there is no evidence of a valid explanation.</p>	<b>3</b>	<p>Reasons could include:</p> <ul style="list-style-type: none"> <li>◆ keep motivation high</li> <li>◆ realistic goals</li> <li>◆ specificity</li> <li>◆ provides a baseline to measure progress</li> </ul> <p><i>Another reason I set targets is to be focused. For example, if I set a target I will be determined to finish. This means I am more productive during sessions. (1 mark)</i></p>

Assessment item		Marking Instruction	Max mark	Additional guidance
2h	<p><b>Describing approaches to develop performance.</b></p> <p><b>(i) From your personal development programme, select and describe an approach that you used to develop factor 1</b></p> <p><b>(ii) From your personal development programme, select and describe an approach that you used to develop factor 2</b></p>	<p><i>Up to the maximum of 4 marks available with 2 marks available for each factor:</i></p> <p><b>1 mark should be given</b> for each relevant point of description, or for development of a relevant point, including exemplification.</p> <p><b>0 marks</b> should be given where there is no description or description is not valid.</p> <p>Approaches selected <b>MUST</b> relate to factor.</p>	<b>4</b>	<p>Description could include:</p> <p><i>Imagery, I would run through in my head a number of times how to perform a perfect headstand image-by-image. (1 mark) I would picture myself doing it well over and over again. (1 mark)</i></p> <p><i>An approach used to improve cardio-respiratory endurance (CRE) is fartlek training. Fartlek training is when I run at various paces over a set time period. (1 mark) I continued this pattern for 20 minutes. (1 mark)</i></p>
2i	<p><b>In addition to the approaches you used, justify further decisions that you made when planning your personal development programme.</b></p>	<p><i>Up to the maximum of 4 marks available:</i></p> <p><b>1 mark should be given</b> for each relevant point of justification, or for development of a relevant point, in relation to the decision that they made.</p> <p><b>0 marks</b> should be given where there is no justification or the justification is not valid or appropriate to the decision made.</p> <p>If the table is not completed in full then only 2 marks are available.</p>	<b>4</b>	<p>Each point of justification must include:</p> <ul style="list-style-type: none"> <li>◆ decision</li> <li>◆ explanation</li> <li>◆ personal reasoning</li> </ul> <p>Reference may be made to:</p> <ul style="list-style-type: none"> <li>◆ length of programme</li> <li>◆ duration of training session</li> <li>◆ number of sessions per week</li> <li>◆ conditions</li> <li>◆ who they trained with</li> </ul>

Assessment item		Marking Instruction	Max mark	Additional guidance
				<p><i>I made the decision to do a 40-minute practice session instead of 10 minutes because this will help me develop my game skills faster as I am doing more in the session. This meant I will achieve my goal of increasing my long pass accuracy faster. (1 mark)</i></p> <p><i>I made the decision to train on the astro pitch instead of the grass rugby pitch because the grass gets all muddy if it rains and there are holes in it. This meant I (and my class) could continue to practise without having to worry about the weather or getting an injury. (1 mark)</i></p>
3a	<p><b>During your personal development programme you will have received feedback from others. Explain whether the feedback you received was useful or not.</b></p>	<p><i>Up to the maximum of 2 marks available:</i></p> <p><b>1 mark should be given</b> for each relevant point of explanation, or for development of a relevant point, including exemplification.</p> <p><b>0 marks</b> should be given where there is no explanation or explanation is not valid.</p>	<b>2</b>	<p>Reasons could include:</p> <ul style="list-style-type: none"> <li>◆ immediate – so wouldn't forget</li> <li>◆ expertise of coach/teacher</li> <li>◆ if feedback is positive then may provide confidence</li> <li>◆ too much information at once</li> </ul> <p><i>I received feedback straight after my training from my teacher, this was useful as it was fresh in my mind and I could make the changes straight away. (1 mark)</i></p>

Assessment item		Marking Instruction	Max mark	Additional guidance
3b	Explain why it is necessary to monitor your performance development.	<p><i>Up to the maximum of 3 marks available:</i></p> <p><b>1 mark should be given</b> for each relevant point of explanation, or for development of a relevant point, including exemplification.</p> <p><b>0 marks</b> should be given where there is no explanation or explanation is not valid.</p>	3	<p>Reasons could include:</p> <ul style="list-style-type: none"> <li>◆ to track progress</li> <li>◆ to see whether improvements have been made</li> <li>◆ to make changes/adaptations</li> <li>◆ to see whether they reached targets or not</li> <li>◆ motivation</li> <li>◆ to make comparisons</li> <li>◆ to set new targets</li> </ul> <p><i>It allows me to see if the programme I am following is too hard or easy – so it can be adjusted. (1 mark)</i></p>

Assessment item	Marking Instruction	Max mark	Additional guidance
<p><b>3c</b> Describe how you monitored your programme of work</p> <p><b>(i) Describe how you monitored your programme of work for factor 1.</b></p> <p><b>(ii) Using a different method describe how you monitored your programme of work for factor 2.</b></p>	<p><i>Up to the maximum of 4 marks available with 2 marks available for each factor:</i></p> <p><b>1 mark should be given</b> for each relevant point of description, or for development of a relevant point, including exemplification.</p> <p><b>0 marks</b> should be given where there is no description or description is not appropriate.</p> <p>Monitoring methods described <b>must</b> be different and relevant for each factor.</p>	<p><b>4</b></p>	<p>Descriptions could include, for example:</p> <ul style="list-style-type: none"> <li>◆ specific training diary entries</li> <li>◆ logbook entries</li> <li>◆ personal evaluation</li> <li>◆ game analysis comparisons</li> <li>◆ video comparison</li> <li>◆ re-testing benchmark information for comparisons</li> </ul> <p><i>I monitored my programme by filling in a training diary after every fartlek training session. (1 mark)</i></p>



Assessment item	Marking Instruction	Max mark	Additional guidance
3d	<p><b>Evaluate the effectiveness of your personal development programme.</b></p>	<p><i>Up to the maximum of 6 marks available with a maximum of 5 marks available for one factor:</i></p> <p><b>1 mark should be given</b> for each relevant point of evaluation, or for development of a relevant point, including exemplification.</p> <p><b>0 marks</b> should be given where there is no evaluation or evaluation is not appropriate.</p>	<p>6</p> <p>Each point of evaluation must make a judgement of an identified aspect of the PDP and the value of its effectiveness on the PDP.</p> <p>Reference may be made to:</p> <ul style="list-style-type: none"> <li>◆ usefulness of approach</li> <li>◆ positive and negatives of the programme</li> <li>◆ appropriateness of the programme</li> </ul> <p><i>The length of my PDP was 6 weeks long which was bad because it felt too long and I got very bored. This meant that I didn't put much effort in to my sessions meaning that I didn't make as much progress as I could have if I put the same amount of effort in all the way through the full 6 weeks. (1 mark)</i></p> <p><i>The variety of approaches I used in my PDP was good because I used a variety of exercises; pull ups, bicep curls and barbell rows. This meant that I didn't get bored because I wasn't just doing the same thing all session. This meant that I put more effort in so I got a better result after my PDP. (1 mark)</i></p>

Assessment item		Marking Instruction	Max mark	Additional guidance
3e	Evaluate your performance in the two selected factors.	<p><i>Up to the maximum of 4 marks available with 2 marks available for each factor:</i></p> <p><b>1 mark should be given</b> for each relevant point of evaluation, or for development of a relevant point, including exemplification.</p> <p><b>0 marks</b> should be given where a relevant factor is not identified, or is inappropriate.</p>	4	<p>Each point of evaluation must make a judgment of an aspect within performance and the value of its impact on performance.</p> <p>Reference may be made to:</p> <ul style="list-style-type: none"> <li>◆ strengths and weaknesses in the performance</li> <li>◆ changes within the performance</li> </ul> <p><i>After my PDP my level of upper body strength has improved more than when I started my PDP, this means that in volleyball my spikes are more powerful. This means my spikes are harder to return for the other team as they move faster. (1 mark)</i></p> <p><i>Another way having a stronger upper body helps me perform better in volleyball is when doing a block it helps me make sure that my arms stay stiff when the ball hits against them making sure it doesn't make it over and this makes sure that my team don't lose a point as it doesn't go over. (1 mark)</i></p>

Assessment item		Marking Instruction	Max mark	Additional guidance
3f	<p><b>With reference to your current performance, justify the next steps in planning for your future performance development.</b></p>	<p><i>Up to the maximum of 4 marks available:</i></p> <p><b>1 mark should be given</b> for each relevant point of justification, or for development of a relevant point, including exemplification.</p> <p><b>0 marks</b> should be given where there is no justification or justification is not valid.</p>	4	<p>Each point of justification must include:</p> <ul style="list-style-type: none"> <li>◆ current performance</li> <li>◆ what action(s) they plan to take in their next PDP</li> <li>◆ personal reasoning</li> </ul> <p><i>I am still poor at using my left foot when shooting. I have made the decision to do a repetition practice with my left foot only. This will help me work on power and accuracy because I am doing it over and over again. (1 mark)</i></p> <p><i>I am still poor at controlling my anger with the referee's decisions. I have made the decision to give myself a self-talk every time the referee makes a decision I am not happy with. This will give me time to calm down so I don't get booked. (1 mark)</i></p>

# Instructions for candidates

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

This portfolio is worth 60 marks. The marks contribute 50% of the overall marks for the course assessment.

It assesses the following skills, knowledge and understanding:

- ◆ understanding factors that impact on performance
- ◆ planning, developing and implementing approaches to enhance personal performance
- ◆ monitoring, recording and evaluating performance development
- ◆ decision-making and problem-solving in performance contexts

The portfolio has three sections:

**Section 1** titled ‘understanding factors that impact on performance’ has 8 marks.

**Section 2** titled ‘planning, developing and implementing approaches to enhance personal performance’ has 29 marks.

**Section 3** titled ‘monitoring, recording and evaluating performance development’ has 23 marks.

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 have to:

- ◆ collect a range of evidence throughout your course
- ◆ make an appropriate selection of evidence for your portfolio
- ◆ organise your portfolio according to the guidance provided
- ◆ submit your portfolio on time

## **Building a portfolio**

Your portfolio must demonstrate how you applied skills, knowledge and understanding gained during the course and explain how you solved problems and made decisions during your planning for performance development. You must also reflect upon the process of performance development.

## Section 1: Understanding factors that impact on performance

In this section, you must explain the impact of the four factors on performance.

- 1 For each factor, Mental, Emotional, Social and Physical, explain its impact on performance. (8 marks)

In your answer you may provide a general response or relate your answer to an activity or activities.

## Section 2: Planning, developing and implementing approaches to enhance personal performance

In this section, you must select **two** of the factors from section 1 and **one** physical activity to demonstrate your personal performance development.

You will gather data on your performance and identify areas for development.

You will also plan and complete a personal development programme, justifying decisions you made and describing the approaches you selected to develop your performance.

- 2a Explain the challenges you may face when gathering reliable data on your two selected factors. (3 marks)

- 2b (i) Identify one appropriate method you used to gather data on your performance in factor 1. (1 mark)

- (ii) Identify one appropriate method you used to gather data on your performance in factor 2. (1 mark)

You must include a copy of the data you gathered in your portfolio (a maximum of four A4 pages may be submitted).

- 2c Select one of the methods identified in 2b. Describe how you used this method to gather data about this factor. (4 marks)

- 2d Explain why you selected this method to gather data on your performance in the identified factor. (3 marks)

- 2e From the data you have gathered describe your strengths and development needs in relation to your performance for both factors. (4 marks)

- 2f With reference to the data, identify an appropriate target for each factor.

- (i) Identified target for factor 1. (1 mark)  
(ii) Identified target for factor 2. (1 mark)

2g Explain why it is important to set targets when creating a personal development programme. (3 marks)

- ◆ Do not include a copy of your personal development programme.
- ◆ You must transfer the relevant information from your personal development programme which you have planned and implemented during this course onto the table provided in the portfolio template.

2h Describing approaches to develop performance

(i) From your personal development programme, select and describe an approach that you used to develop factor 1. (2 marks)

(ii) From your personal development programme, select and describe an approach that you used to develop factor 2. (2 marks)

2i In addition to the approaches you used, justify further decisions that you made when planning your personal development programme. (4 marks)

### **Section 3: Monitoring, recording and evaluating performance development**

In this section, you will show how you have used information from monitoring and recording to evaluate your performance development and make decisions on your future development needs.

3a During your personal development programme you will have received feedback from others. Explain whether the feedback you received was useful or not. (2 marks)

3b Explain why it is necessary to monitor your performance development. (3 marks)

3c Describe how you monitored your programme of work.

(i) Describe how you monitored your programme of work for factor 1. (2 marks)

(ii) Using a different method describe how you monitored your programme of work for factor 2. (2 marks)

3d Evaluate the effectiveness of your personal development programme. (6 marks)

3e Evaluate your performance in the two selected factors. (4 marks)

3f With reference to your current performance, justify the next steps in planning for your future performance development. (4 marks)

A template is provided for you to record your evidence for your portfolio.

# Administrative information

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## History of changes

Version	Description of change	Date
2.0	'Evidence to be gathered' section amended. Examples removed from 'General marking principles' section. 'Specific marking instructions' section and 'Instructions for candidate' section amended.	August 2018
3.0	'Specific marking instructions' section amended for items 2e, 2i and 3f.	August 2019
3.1	'Additional guidance column' of specific marking instructions table contains new candidate responses for 2(d), 2(g), 3(d), 3(e).	August 2023
3.2	Assessment conditions section (page 2) and marking instructions clarified to explain that candidates will not gain marks from copying examples.	August 2024

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