



Physical Education

Guidance for National 3 and National 4 Physical Education, and freestanding units at SCQF levels 5, 6 and 7 for session 2021-22

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Guidance for teachers and lecturers

To align with the modifications to the National 5 Higher and Advanced Higher course assessments for session 2021-22, the following modifications have been produced for National 3 and National 4 Physical Education, and freestanding units at SCQF Level 5, 6, and 7.

The modifications for session 2021-22 are to support the delivery of learning, teaching and assessment if COVID-19 disrupts learning and teaching this session.

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 unit assessments.

Physical Education: Factors Impacting on Performance (National 3) unit

Assessment standards:

- 1.1 Using a method to identify strengths and areas for development in personal performance
- 1.2 Selecting areas for development in personal performance
- 1.3 Producing, with support, a performance development plan targeted at improving personal performance in a physical activity

Collecting information on 'whole performances' in team/group activities may require candidates to reflect 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.

Assessment standards:

- 3.2 Reviewing the effectiveness of the personal performance development plan
- 3.3 Identifying future development needs

Personal reflections about the effectiveness of the PDP process would enable candidates to review the potential impact of improvements on whole performance and to identify future development needs.

Alternatively, centres can advise candidates to complete PDP processes using activities where whole performance information is available before and after candidates complete their PDP.

Physical Education: Factors Impacting on Performance (National 4) unit

Assessment standards:

- 2.1 Identifying strengths and areas for development in a performance
- 2.2 Preparing and implementing, with some support, a simple development plan to impact positively on a performance

Collecting information on 'whole performances' in team/group activities may require candidates to reflect 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.

Assessment standards:

- 3.2 Reviewing the effectiveness of the development plan in supporting performance development
- 3.3 Reflecting on performance progress based on all information gathered
- 3.4 Identifying future development needs

Personal reflections about the effectiveness of the development plan process would enable candidates to reflect on the potential impact of improvements on whole performance and to identify future development needs.

Alternatively, centres can advise candidates to complete development plan processes using activities where whole performance information is available before and after candidates complete their development plan.

Physical Education: Performance Skills (National 4) unit

Assessment standard:

- 1.3 Working co-operatively with others

You can assess 'working co-operatively with others' by observing the level of co-operation candidates demonstrate through their interactions with an opponent or partner, while they maintain physical distancing.

Physical Education: Performance Skills (National 4) added value unit

Assessment standard:

1.4 Using safe practice, showing etiquette and managing emotions appropriately

You can assess appropriate etiquette by observing candidates adhering to rules or demonstrating suitable behaviour pre, during or post performance.

Physical Education: Factors Impacting on Performance (SCQF level 5) unit

Assessment standards:

- 2.1 Describing strengths and areas for development in a performance
- 2.2 Preparing and implementing a personal development plan containing clearly identified development targets

Collecting information on 'whole performances' in team/group activities may require candidates to reflect 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.

Assessment standards:

- 3.2 Evaluating the effectiveness of the personal development plan in supporting performance development
- 3.3 Evaluating progress based on all information gathered
- 3.4 Identifying and explaining future development needs

Personal reflections about the effectiveness of the personal development plan process would enable candidates to make evaluative statements about the potential impact of improvements on whole performance and to identify and explain future development needs.

Alternatively, centres can advise candidates to complete PDP processes using activities where whole performance information is available before and after candidates complete their PDP.

Physical Education: Performance Skills (SCQF level 5) unit

Assessment standard:

- 1.3 Working co-operatively with others

You can assess 'working co-operatively with others' by observing the level of co-operation candidates demonstrate through their interactions with an opponent or partner, while they maintain physical distancing.

Physical Education: Factors Impacting on Performance (SCQF level 6) unit

Assessment standard:

- 2.1 Producing a personal development plan that sets appropriate development targets

Qualitative information can be the basis for candidates to identify and prioritise strengths and development needs. The use of a teacher/coach to corroborate judgements would provide further validity/reliability.

Assessment standards:

- 2.4 Evaluating the effectiveness of the development plan and the methods used to monitor development
- 2.5 Identifying and justifying decisions relating to future personal development needs

Personal reflections about the effectiveness of the personal development plan can be supported by test results and or focused data collection. This enables candidates to make evaluative statements about the potential impact of improvements on whole performance and to identify and justify future development needs.

Physical Education: Performance Skills (SCQF level 6) unit

Assessment standard:

- 1.3 Working co-operatively with others

You can assess 'working co-operatively with others' by observing the level of co-operation candidates demonstrate through their interactions with an opponent or partner, while they maintain physical distancing.

Assessment standard:

- 1.6 Reacting appropriately and making effective, safe adaptations in response to a wide range of challenging variables

You can assess appropriate etiquette by observing candidates adhering to rules or demonstrating suitable behaviour pre, during or post performance.

Physical Education: Factors Impacting on Performance (SCQF level 7) unit

Assessment standard:

- 1.2 Analysing the impact mental, emotional, social and physical factors have on personal performance

Candidates can use qualitative information from personal reflections to analyse 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.

Assessment standards:

- 2.1 Applying knowledge and understanding of the factors to create a plan, which will develop personal performance
- 2.3 Presenting appropriate post-development plan data
- 2.4 Evaluating the personal performance development plan
- 2.5 Justifying future priorities for personal performance development

Candidates can support their personal reflections about the effectiveness of the personal development plan 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 to justify future priorities for personal performance development.