

Physical Education

National 4/5 Course

National 4 Structure

- * Course is simply PASS/FAIL. No grades.
- * Must pass 2 out of 3 practical activities.
- * Written units – Factors Impacting on Performance (FIP).
- * All coursework internally assessed.

National 5 Structure

- * Portfolio – 60marks total (50%)
- * Performance – 60marks total (50%)
- * 2 assessed performances in 2 different activities
- * 30 marks per activity
- * (No planning or evaluating paper (bookends))
- * Course Graded on an A/B/C/Fail.

Performance

- * **Candidate must demonstrate:**
- * 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
- * controlling emotions
- * working co-operatively with others

Assessment Item	0 marks	1–2 mark range	3–4 mark range	5–6 mark range	7–8 mark range
(a) Performance repertoire	Shows no evidence of a basic performance repertoire	Applies a basic performance repertoire occasionally	Applies a basic performance repertoire with some consistency	Applies a basic performance repertoire consistently	Applies a broad performance repertoire selecting and combining some skills appropriate to the performance context
(b) Control and fluency	Shows no evidence of either control or fluency during the performance	Either control or fluency are demonstrated during the performance	Both control and fluency occasionally demonstrated during the performance	Both control and fluency usually demonstrated during the performance	Both control and fluency usually demonstrated during the performance including responding to challenges
(c) Decision-making throughout the performance	Shows no evidence of appropriate decision-making skills	Demonstrates limited appropriate decision-making skills in response to performance demands	Demonstrates appropriate decision-making skills occasionally, in response to performance demands	Demonstrates appropriate decision-making skills throughout performance in response to a range of performance demands	Demonstrates appropriate decision-making skills throughout the performance in response to a range of challenging performance demands
(d) The effectiveness of following through on decision-making	Shows no evidence of effectiveness in performance	Performs with limited effectiveness during the performance	Performs effectively, occasionally during the performance	Performs effectively throughout the performance	Performs effectively throughout the performance especially in response to challenging demands
(e) Extent to which rules and regulations are followed and etiquette is displayed	Shows no evidence of following rules and regulations or displaying appropriate etiquette	Follows rules and regulations and displays appropriate etiquette occasionally during the performance	Follows rules and regulations and displays appropriate etiquette at the start of, during, and at the end of the performance		
(f) Extent to which emotions are controlled on the day	Shows no evidence of controlling emotions during	Demonstrates control of emotions occasionally during	Demonstrates control of emotions throughout the		

Performance

- * Activities taken from school choices.
- * Pupils choose their own – 2 activities they think they'll score highest in.

- * Hockey/Football/Rugby
- * Volleyball/Basketball
- * Badminton/ Gymnastics

Portfolio

- * Brought together from the coursework throughout the year.
- * Externally marked.

Portfolio

- * 4 Factors = How do they impact??
 - * Data Collection Methods
 - * Training Diary
-
- * One part (8 marks?!!) under exam conditions, the rest is open book during class time.

Homework

- * Homework varies throughout the year – averages out at once a week.
- * Homework will be posted on show my homework and should be submitted in written format by given date.
- * Resources to support Homework tasks can be found in the Course notes issued to each candidate and on our Wikispace (DC and CW to collaborate on this)

Supporting Learning

- * Regular 1-to-1 conversations on progress.
- * Tracking and monitoring reports.
- * Study lunchtime sessions in leadup to Portfolio work.
- * Any issues please contact – pupil or parent!

Summary

- * Performance – take it seriously, and it’s a chance to bag ample marks.
- * Portfolio – Difficult (Nat Average this year was around 20/40)... But very much a case of get out what you put in!
- * Now ill hand over to David for an update on the Benchmarking process.