

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)) – changed last year.
- * Course Graded on an A/B/C/Fail.

Performance

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

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

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		

Portfolio

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

Portfolio

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

Portfolio

- * Section 1: For each factor, Mental, Emotional, Social and Physical, explain its impact on performance.
(8 marks)
- * Section 2: Planning, developing and implementing approaches to enhance personal performance
(29 marks)
- * Section 3: Monitoring, recording and evaluating performance development (23 marks)

Homework

- * Homework varies throughout the year – averages out at once a week.
- * Homework will normally be posted on show my homework and should be submitted in written format by given date.

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!
- * Check SQA website “National 5 PE” for exemplars and resources.

Summary

- * Performance – take it seriously, and it's a chance to bag ample marks.
- * Portfolio – Difficult (Nat Average 2017 was around 20/40)... But very much a case of get out what you put in!

Higher Physical education

Course Structure (Higher)

- * COURSE units: Students must pass 2 physical activities plus the factors impacting performance (FIP)
UNIT
- * Course Assessment:
 - * Exam (50 marks)- marked by SQA
 - * Practical performance X 2 (60 marks) – Internally assessed

BUT.... It's a 50/50 weighting.

Course Graded on an A-D Basis

the assessed Components

- * Practical performance (x2)

This is a “one off performance” which is completed (probably) in March on a set day.

(if in competition this must be DISCUSSED WITH THE TEACHER. It can be assessed live or potentially recorded and reviewed, although this is obviously activity dependant)

- * THE SPORT IS SELECTED BY THE STUDENT.

Exam

- * 50 marks
- * It consists of section 1: 3 sets of questions on FIP, gathering data, analysis, monitoring and evaluating.(32 marks)
- * Section 2: Questions in relation to their PDP (10 marks)
- * Section 3: a scenario that they must interpret and evaluate. (8 marks)

Homework

- * Homework will be given on average once a week, with a minimum 5 days notice.
- * It should be submitted in written format by given date.
- * Resources to support Homework tasks can be found in the workbook issued to each candidate and fip help sheets also given to all students.

Additional Support

Leading up to the prelim and exam additional revision classes will be offered..

These will be at a lunch time in the pe
classroom

Supporting Learning

- * Tracking & Monitoring Reports
- * Feedback given on each piece of homework.
- * Range of example answers and exam question information available for students to view.
- * Higher PE leckie and leckie books available IN SCHOOL to sign out and borrow. Students will be advised to buy their own copy of the exam question and answer book.

How can you support Learning?

- * Discuss feedback Students are receiving.
- * Develop practical fitness and skills in the activity they are going to perform in their final one off performance.
- * In run up to written exam encourage students to complete as many of the exemplar questions as possible and submit them for marking/feedback.
- * See SQA webpage – “Higher PE” – several resources/examples on here.
- * Feel free to contact me/Mrs Wallace if you have any questions/concerns.

Interventions

- * Teacher/student learning conversations with referral being sent to Pastoral Teacher.
- * Communication with parents.
- * Lunchtime revision