



Higher Physical Education Performance Assessment task

This document provides information for teachers and lecturers about the coursework component of this course in terms of the skills, knowledge and understanding that are assessed. It **must** be read in conjunction with the course specification.

Valid from session 2024-25 and until further notice.

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Introduction

This document contains instructions for teachers and lecturers, marking instructions, recording documentation and instructions for candidates for the Higher Physical Education performance. You must read it in conjunction with the course specification.

This performance is worth 60 marks. This is 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 question paper.

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

Each performance is 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:

- ◆ repertoire of skills – a broad and comprehensive performance repertoire (including complex movement and performance skills)
- ◆ control and fluency of complex movement and performance skills
- ◆ effective decision making and problem solving
- ◆ using and applying well established composition, tactics and roles
- ◆ extent to which rules and regulations are followed and etiquette is displayed (including working with others)
- ◆ extent to which emotions are controlled on the day of the performance

Instructions for teachers and lecturers

Each single performance is:

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

All marking is quality assured by SQA.

The context for each single performance event must set it apart from normal learning and teaching activities so that it is challenging, competitive and/or demanding.

You must ensure that you can reliably assess each candidate in any context. You should consider 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 allows 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 assessment. Teachers and lecturers should use their professional judgement as to whether the context is suitable.

Teachers and lecturers must authenticate performances by ensuring they are carried out under the correct conditions and to the correct 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.

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	
Orienteering	Second activity cannot be athletics (including cross country running).

Acceptable activity	Restrictions on assessment combinations
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

General marking principles

Always apply these general principles. Use them in conjunction with the detailed marking instructions, which identify the key features required in candidates' responses.

- a Always use positive marking. This means candidates accumulate marks for the demonstration of relevant skills, knowledge and understanding; marks are not deducted for errors or omissions.
- b Select the mark range that most closely describes the evidence demonstrated by the candidate:
 - ◆ Award the highest available mark from this range if the evidence almost matches the description of the mark range above.
 - ◆ Award the lowest mark from this range if the evidence just meets the description of this range.

Detailed marking instructions

The first table shows how the marks must be allocated for the performance. The second table, in landscape format, may be useful as an overview of how to award marks when assessing candidates' performances.

Assessment item	Marking instructions	Max mark
Repertoire of skills – a broad and comprehensive performance repertoire (including complex movement and performance skills)	<p>6-7 mark range: consistently applies a broad and comprehensive repertoire of skills, selecting and combining complex skills effectively to meet the demands of the performance context.</p> <p>4-5 mark range: frequently applies a broad and comprehensive repertoire of skills, selecting and combining some complex skills to meet the demands of the performance context.</p> <p>2-3 mark range: usually applies a broad repertoire of skills, demonstrating some complex skills.</p> <p>1 mark: occasionally applies a broad repertoire of skills.</p> <p>0 marks: demonstrates no evidence of applying a broad repertoire of skills.</p>	7

Assessment item	Marking instructions	Max mark
Control and fluency of complex movement and performance skills	<p>6-7 mark range: consistently demonstrates control and fluency of complex movement and performance skills during the performance.</p> <p>4-5 mark range: frequently demonstrates control and fluency of complex movement and performance skills during the performance.</p> <p>2-3 mark range: usually demonstrates control and fluency during the performance.</p> <p>1 mark: occasionally demonstrates control and fluency during the performance.</p> <p>0 marks: demonstrates no evidence of either control or fluency during the performance.</p>	7
Effective decision making and problem solving is evident	<p>6-7 mark range: consistently demonstrates the ability to anticipate and to make effective decisions in response to a range of challenging performance demands.</p> <p>4-5 mark range: frequently demonstrates the ability to anticipate and to make some effective decisions in response to a range of challenging performance demands.</p> <p>2-3 mark range: usually demonstrates effective decision making in response to performance demands.</p> <p>1 mark: demonstrates effective decision making occasionally in response to performance demands.</p> <p>0 marks: demonstrates no evidence of effective decision making.</p>	7

Assessment item	Marking instructions	Max mark
Using and applying well established composition, tactics and roles safely and effectively	<p>6-7 mark range: consistently demonstrates evidence of applying well established composition, tactics or roles in response to the performance context.</p> <p>4-5 mark range: frequently demonstrates evidence of applying well established composition, tactics or roles in response to the performance context.</p> <p>2-3 mark range: usually demonstrates evidence of effectively carrying out their composition, tactics or roles.</p> <p>1 mark: occasionally demonstrates evidence of effectively carrying out their composition, tactics or roles.</p> <p>0 marks: demonstrates no evidence of effectively carrying out their composition, tactics or roles.</p>	7
Extent to which rules and regulations are followed and etiquette is displayed (including working with others)	<p>1 mark: follows rules and regulations and displays appropriate etiquette throughout the performance.</p> <p>0 marks: demonstrates no evidence of following rules and regulations or displaying appropriate etiquette throughout the performance.</p>	1
Extent to which emotions are controlled on the day of the performance	<p>1 mark: demonstrates control of emotions throughout the performance.</p> <p>0 marks: demonstrates no evidence of controlling emotions throughout the performance.</p>	1

Performance

Each single performance event **must** be in a challenging and/or demanding context.

Assessment item	0 marks	1 mark	2-3 mark range	4-5 mark range	6-7 mark range
Repertoire of skills – a broad and comprehensive performance repertoire (including complex movement and performance skills)	Demonstrates no evidence of applying a broad repertoire of skills.	Occasionally applies a broad repertoire of skills.	Usually applies a broad repertoire of skills, demonstrating some complex skills.	Frequently applies a broad and comprehensive repertoire of skills, selecting and combining some complex skills to meet the demands of the performance context.	Consistently applies a broad and comprehensive repertoire of skills, selecting and combining complex skills effectively to meet the demands of the performance context.
Control and fluency of complex movement and performance skills	Demonstrates no evidence of either control or fluency during the performance.	Occasionally demonstrates control and fluency during the performance.	Usually demonstrates control and fluency during the performance.	Frequently demonstrates control and fluency of complex movement and performance skills during the performance.	Consistently demonstrates control and fluency of complex movement and performance skills during the performance.
Effective decision making and problem solving is evident	Demonstrates no evidence of effective decision making.	Demonstrates effective decision making occasionally in response to performance demands.	Usually demonstrates effective decision making in response to performance demands.	Frequently demonstrates the ability to anticipate and to make some effective decisions in response to a range of challenging performance demands.	Consistently demonstrates the ability to anticipate and to make effective decisions in response to a range of challenging performance demands.

Assessment item	0 marks	1 mark	2-3 mark range	4-5 mark range	6-7 mark range
Using and applying well established composition, tactics and roles safely and effectively	Demonstrates no evidence of effectively carrying out their composition, tactics or roles.	Occasionally demonstrates evidence of effectively carrying out their composition, tactics or roles.	Usually demonstrates evidence of effectively carrying out their composition, tactics or roles.	Frequently demonstrates evidence of applying well established composition, tactics or roles in response to the performance context.	Consistently demonstrates evidence of applying well established composition, tactics or roles in response to the performance context.
Extent to which rules and regulations are followed and etiquette is displayed (including working with others)	Demonstrates no evidence of following rules and regulations or displaying appropriate etiquette throughout the performance.	Follows rules and regulations and displays appropriate etiquette throughout the performance.			
Extent to which emotions are controlled on the day of the performance	Demonstrates no evidence of controlling emotions throughout 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.

Higher Physical Education performance 1 assessment record

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 – a broad and comprehensive performance repertoire (including complex movement and performance skills) 7 marks		
Control and fluency of complex movement and performance skills 7 marks		
Effective decision making and problem solving is evident 7 marks		
Using and applying well established composition, tactics and roles safely and effectively 7 marks		
Extent to which rules and regulations are followed and etiquette is displayed (including working with others) 1 mark		
Extent to which emotions are controlled on the day of the performance 1 mark		
Total mark		

Higher Physical Education performance 2 assessment record

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 – a broad and comprehensive performance repertoire (including complex movement and performance skills) 7 marks		
Control and fluency of complex movement and performance skills 7 marks		
Effective decision making and problem solving is evident 7 marks		
Using and applying well established composition, tactics and roles safely and effectively 7 marks		
Extent to which rules and regulations are followed and etiquette is displayed (including working with others) 1 mark		
Extent to which emotions are controlled on the day of the performance 1 mark		
Total mark		

Instructions for candidates

This assessment applies to the performance for Higher Physical Education.

This performance is worth 60 marks. This is 50% of the overall marks for the course assessment. Each single performance event is marked out of 30.

It assesses the following skills, knowledge and understanding:

- ◆ repertoire of skills – a broad and comprehensive performance repertoire (including complex movement and performance skills)
- ◆ control and fluency of complex movement and performance skills
- ◆ effective decision making and problem solving is evident
- ◆ using and applying well established composition, tactics and roles safely and effectively
- ◆ extent to which rules and regulations are followed and etiquette is displayed (including working with others)
- ◆ extent to which emotions are controlled on the day of the performance

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 if there are any specific conditions for doing this assessment.

In this assessment, you have to:

- ◆ carry out two single performances in different activities, the context of which must be challenging, competitive and/or demanding

Your teacher or lecturer can help you choose the physical activities. Each of the activities selected for 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	Changes to the following sections to ensure that Higher Physical Education is promoted positively for all candidates and provides more opportunities for disabled candidates: <ul style="list-style-type: none">◆ 'Instructions for teachers and lecturers' section – 'Reasonable assistance' subsection◆ '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 Format changes to improve accessibility of the following tables: <ul style="list-style-type: none">◆ 'Acceptable activities and restricted combinations' table◆ 'Performance' table in the detailed marking instructions	May 2024

Note: you are advised to check SQA's website to ensure you are using the most up-to-date version of this document.

Security and confidentiality

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