

Route map through learning, teaching and assessment

Course: Physical Education

Level: Higher

This route map is intended to assist staff in planning and delivering the overall vision for Curriculum for Excellence. It has been developed to signpost the relevant support materials available to assist staff in the planning of learning, teaching and assessment of Higher Physical Education.

The vision for the new qualifications is to create assessment opportunities that follow and support learning and teaching. This follows the principles laid out in *Building the Curriculum 5* and makes assessment a natural part of learning and teaching.

Education Scotland has published support materials to help staff develop programmes of learning drawn from three sources: course materials commissioned by Education Scotland, other support materials produced by staff seconded to Education Scotland and course materials provided by staff through their education authorities. Further materials will be added as they become available.

These support materials, which are neither prescriptive nor exhaustive, provide suggestions on approaches to learning and teaching that will promote development of the necessary knowledge, understanding and skills for Higher Physical Education. Staff are encouraged to draw on these materials, and existing materials, to develop their own programmes of learning which are appropriate to the needs of learners within their own context.

The link to Education Scotland's support materials can be found below together with a number of other subject-specific links staff may find helpful as they develop **programmes of learning** for Higher Physical Education. These links are followed by a sequential list of the key guidelines, advice and support for the Higher Physical Education **qualification**. This information is intended to support staff in deciding the most appropriate ways to generate evidence and assess learners.

Useful links for learning and teaching Higher Physical Education

Education Scotland NQ Course Materials (Glow login and password required)

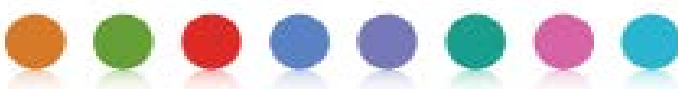
Advice and guidance materials that will help you to support learners to engage in an enquiry-based approach to their learning.

http://www.educationscotland.gov.uk/nqcoursematerials/subjects/p/pehighercoursematerials/nqresource_tcm4826195.asp

SATPE

The national association for physical education has a variety of documents available that are produced by staff for staff (membership required).

<http://www.satpe.co.uk/>



Assessing progress and achievement

This documentation will support staff and learners in planning their learning and building pathways through the broad general education into the senior phase.

<http://www.educationscotland.gov.uk/learningteachingandassessment/assessment/progressandachievement/curriculum/healthandwellbeing/hwbpe.asp>

Higher Physical Education course content

The main SQA physical education page is found at <http://www.sqa.org.uk/sqa/45741.html>. Pages specifically relating to Higher are found at <http://www.sqa.org.uk/sqa/47901.html>.

An overview of the course and its units can be found in the course specification.

http://www.sqa.org.uk/files_ccc/CfE_CourseSpecification_Higher_HealthandWellbeing_PhysicalEducation.pdf

There are two units:

- Performance Skills
- Factors Impacting on Performance.

The course assessment has two components:

- Component 1 – Performance
- Component 2 – Question Paper

More detail on course coverage can be found in the course and unit support notes.

http://www.sqa.org.uk/files_ccc/CfE_CourseUnitSupportNotes_Higher_HealthandWellbeing_PhysicalEducation.pdf

A course comparison from National 5 to Higher is available.

http://www.sqa.org.uk/sqa/files_ccc/H_Physical_Education_Course_comparison.pdf

A table defining the four factors for physical education courses can be found at

http://www.sqa.org.uk/sqa/files_ccc/PE_Four_factors_table.pdf.

Unit assessment

Units are mandatory when taken as part of the Higher Physical Education course but they can be taken as standalone units outwith the course structure.

Each individual unit also has a unit specification.

Each unit specification gives details of the outcomes and assessment standards.

- **Physical Education: Performance Skills**

http://www.sqa.org.uk/files_ccc/CfE_Unit_H_PhysicalEducation_PerformanceSkills.pdf

- **Physical Education: Factors Impacting on Performance**

http://www.sqa.org.uk/files_ccc/CfE_Unit_H_PhysicalEducation_FactorsImpactingonPerformance.pdf

It is important to consider the following:

- Learners must meet all the outcomes and assessment standards.
- Evidence should be generated through learning and teaching.
- Learners should have access to resources to complete the assessment task.
- Staff should use their professional judgment when looking at the assessment evidence and ensure that minimum competency is met.
- Staff should undertake quality assurance regularly.

Three different ways of gathering evidence have been suggested by SQA:

- unit by unit – unit outcomes and assessment standards are completed unit by unit
- combined approach – links knowledge and understanding from two units together
- portfolio – allows learners to take full responsibility for their learning and bring various areas of the course together.

Evidence is gathered on an ongoing basis and is supported by the use of a range of learning and teaching approaches. Unit assessment support is kept on the SQA Secure website.

Course assessment specification

http://www.sqa.org.uk/files_ccc/CfE_CourseAssessSpec_Higher_HealthandWellbeing_PhysicalEducation.pdf

The assessment should take place when learners are ready to avoid reassessment. Further information on conducting the Added Value assessment is available on the SQA Secure website. This includes a judging the evidence table. Instructions for learners are also appended and these should be issued to learners. The recording documents should be used by staff to record the marks awarded to learners.

Component 1 – Performance

http://www.sqa.org.uk/files_ccc/GAInfoHigherPhysicalEducation.pdf

The Added Value unit will focus on challenge and application. There are three sections to this assessment:



The Added Value performance will be negotiated with learners and then marked and verified by schools. This may also be verified externally. Learners will have an option of which activity they wish to perform in and it can be something that they have not studied in class. There are no restrictions on access to resources.

Component 2 – Question paper

http://www.sqa.org.uk/files_ccc/PhysicalEducationSQPH.pdf

The purpose of this question paper is to assess the learner's ability to integrate and apply knowledge and understanding from across the units. It will give learners an opportunity to demonstrate the following skills, knowledge and understanding:

- analysing factors that impact on performance
- explaining a range of approaches for developing performance

- analysing the recording, monitoring and evaluation of performance development.

The question paper will have two sections and all questions must be attempted.

Verification

<http://www.sqa.org.uk/sqa/58448.html>

The verification process is meant to be supportive and not onerous. Internal verification is the process of ensuring that standards are applied uniformly and consistently within a school in line with national standards. External verification is the process of ensuring that national standards are maintained consistently across all schools.

Prior verification

http://www.sqa.org.uk/files_ccc/Prior%20Verification%20Centre%20Guidance%20FINAL.pdf

Staff who devise their own assessments can send them to SQA for prior verification, free of charge. This is only necessary where significant changes have been made to the unit assessment provided. It gives departments confidence that their proposed assessment is fit for purpose and meets national standards.

Internal verification

http://www.sqa.org.uk/sqa/files_ccc/InternalVerificationGuideforSQAcentres.pdf

As a matter of course staff should be quality assuring their assessments by carrying out standardisation exercises, eg agreement trials, dual assessment, cross-assessment, double marking and blind marking. A sample of a learner's work should be marked by more than one staff member in a department, and in single-person departments an arrangement should be made with another local authority school.

External verification

http://www.sqa.org.uk/sqa/files_ccc/Evidence_required_for_verificationevents.pdf

Schools will submit a sample of a learner's evidence for scrutiny by subject-specialist qualification verifiers. SQA intend that every school will be verified over the first few years. Verification will take place in November, February and May. Twelve samples will be asked for.

Schools must retain the evidence until 31 July of each academic year.

http://www.sqa.org.uk/sqa/files_ccc/SQA_Evidence_retention_requirements_A3_table.pdf

Key messages from verification will be put up on the SQA website.



Results services

http://www.sqa.org.uk/sqa/files_ccc/FA6669_SQA_Results_Services_A5_8pp_brochure_web.pdf

<http://www.sqa.org.uk/sqa/65427.html>

SQA offer two services to replace the appeals service:

- Exceptional Circumstances Consideration Service (details to be provided to SQA within ten days of the learner sitting the external assessment)
- Post-results Service – this consists of a clerical check or a marking review if the centre has concerns about the results of an individual or group.