

PHYSICAL EDUCATION
Advanced Higher

First edition – published 2005

National Course Specification

Physical Education (Advanced Higher)

COURSE CODE C205 13

COURSE STRUCTURE

This Course has three mandatory Units, as follows:

DF2T 13	<i>Physical Education: Performance (Advanced Higher)</i>	<i>1 credit (40 hours)</i>
DM49 13	<i>Physical Education: Perspectives on Performance Development (Advanced Higher)</i>	<i>1 credit (40 hours)</i>
DF2R 13	<i>Physical Education: Analysis and Development of Performance (Advanced Higher)</i>	<i>1 credit (40 hours)</i>

All Courses include 40 hours over and above the 120 hours for the Units. This may be used for induction, extending the range of learning and teaching approaches, support, consolidation, integration of learning and preparation for Course assessment. This time is important and advice on its use is included in the Course details.

The physical activity the candidate pursues in the Advanced Higher Course should arise from a process of negotiation between teachers/lecturers and each candidate. This process should take account of the interests and talents of the candidate, the effective management of available facilities and resources, and of how assessment will be managed.

RECOMMENDED ENTRY

While entry is at the discretion of the centre, candidates will normally be expected to have attained one of the following or equivalent:

- ◆ Higher Physical Education or its Units

PROGRESSION

This Course or its Units may provide progression to:

- ◆ Higher National programmes
- ◆ Higher Education programmes
- ◆ training and employment

Administrative Information

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National Course Specification: (cont)

COURSE Physical Education (Advanced Higher)

CREDIT VALUE

The Advanced Higher Course in Physical Education is allocated 32 SCQF credit points at SCQF level 7.

SCQF credit points are used to allocate credit to qualifications in the Scottish Credit and Qualifications Framework (SCQF). Each qualification in the Framework is allocated a number of SCQF credit points at an SCQF level. There are 12 SCQF levels, ranging from Access 1 to Doctorates.

CORE SKILLS

This Course gives automatic certification of the following:

Core Skills Components for the Course:	Critical Thinking at Intermediate 2 Reviewing and Evaluating at Intermediate 2
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National Course Specification: Course details

COURSE Physical Education (Advanced Higher)

RATIONALE

The development of performance is the prime focus of the Advanced Higher Course in Physical Education.

It aims to develop the candidates' knowledge and understanding of the nature and demands of quality performance and give opportunities for the development of the advanced technique necessary to perform at a high level. This is achieved through the detailed study of selected areas of subject content, and the integration of this underpinning knowledge into planning, the conduct of practice and training, and whole performance.

Through negotiation, candidates and teachers/lecturers should agree on how arrangements for study and performance development can be managed. Arrangements should be flexible, to accommodate the individual candidate's performance interests and talents.

The Course allows candidates to complete a full and carefully planned cycle of performance analysis, research, and development. This experience should help candidates to understand that the development of performance is always an unfinished enterprise, and that they will frequently focus their intellectual and strategic capacities on the development of particular performance issues.

Candidates undertaking this Course are expected to be self-motivated and dedicated to the pursuit of serious study and performance development goals. Although teachers/lecturers can offer support and guidance at all stages, candidates must be able to work independently and take responsibility for learning and progress.

Emotional, social and moral challenges permeate learning in physical education and particular emphasis is placed on the development of personal and interpersonal skills. Positive attitudes and values are promoted during the interactions candidates have with teachers/lecturers and peers.

This Course makes an important contribution to a balanced general education. Additionally, it may assist candidates to meet entry requirements for further education, higher education and employment.

AIMS

The Course has three broad and inter-related aims:

- ◆ the development of performance through participation in a selected activity
- ◆ the development of knowledge and understanding of performance through a study of the processes and related concepts involved in its research, analysis and development
- ◆ to contribute to each individual's personal and social development.

National Course Specification: Course details (cont)

COURSE Physical Education (Advanced Higher)

COURSE CONTENT

The Advanced Higher Physical Education Course design enables content from the three mandatory Units, *Performance*, *Perspectives on Performance Development*, and *Analysis and Development of Performance* to be integrated and taught concurrently. This offers the opportunity to establish a broad conceptual base and a more thorough understanding of the full and rich nature of performance and performance development.

Physical Education: Performance

Performance at Advanced Higher is focused on the development of the refined technique that candidates require to perform effectively in the increasingly more complex and demanding performance situations they now experience.

This requires a broad consideration of current performance qualities, strengths, weaknesses and needs and the setting of performance development goals.

Candidates specialise in the development of performance in a single activity at this level. The management of the candidate's learning in this activity requires to be negotiated between candidates and teachers/lecturers, taking account of supporting supervision, facilities and available resources. A commitment from candidates to take a degree of responsibility for the process of developing their performance is essential.

Additional information on what is acceptable as a Course activity is given in Appendix 1 — Definition of an Activity in the Context of a Course and a Unit.

Physical Education: Perspectives on Performance Development

This Unit aims to extend candidates' knowledge and understanding of the subject content outlined in the key concepts of each of the Perspectives on Performance Areas. At Advanced Higher, Areas of Analysis are known as 'Perspectives on Performance Areas'. It also intends that candidates clearly understand how 'performance led' experience can be linked to relevant knowledge and understanding content, and support the development of improved levels of personal performance and understanding of performance.

Just as candidates' levels of performance are intended to improve over time so too is their ability to apply underpinning knowledge. For example when working towards personal improvement, candidates' will identify a particular performance issue, evaluate the scope and nature of this difficulty, and then integrate relevant knowledge as they plan to address the identified issue.

National Course Specification: Course details (cont)

COURSE Physical Education (Advanced Higher)

Teachers/lecturers will need to assist candidates in applying relevant underpinning knowledge to address performance issues and problems. The *Perspectives on Performance Development* Unit provides a framework within which this in-depth study of personal performance can be developed. The approach, based as it is on a detailed and on-going relationship between the *Performance* and *Perspectives on Performance Development* Units, should allow candidates to use their integrated course work to support their work in the *Analysis and Development of Performance* Unit.

In *Physical Education: Perspectives on Performance Development*, content is sub-divided into four perspectives areas:

1. Performance Appreciation
2. Preparation of the Body
3. Skills and Techniques
4. Structures, Strategies and Composition

Perspectives area 1 requires candidates to adopt a broad perspective on their performance and to demonstrate their knowledge and understanding in the way they plan and manage their training to improve performance.

Perspectives areas 2, 3 and 4 require candidates to demonstrate knowledge in relation to understanding and improving specific aspects of performance. Each of the four perspectives areas enables performance to be analysed in a different way.

Further information on the areas and their key concepts is provided in Appendix 3 - Perspectives on performance areas.

Each of the perspectives areas is further sub-divided into a number of key concepts each of which has exemplar key features. For Course assessment candidates are required to demonstrate and apply knowledge and understanding in a minimum of **two key concepts** which can be drawn from **one or more of the perspectives areas**.

Further information on the areas and their key concepts is provided in Appendix 4

It is from the selected key concepts and key features that candidates formulate performance propositions. These are statements or questions about ideas and influences on performance. They are the means through which candidates' current performance issues and questions can be explored, and relevant knowledge considered.

Physical Education: Analysis and Development of Performance

The main objective of the *Analysis and Development of Performance* Unit is to give candidates the theoretical background and practical skills necessary to carry out meaningful analysis and development of a selected feature of their performance. Initially this requires a detailed knowledge, understanding and appreciation of the overall nature and demands of quality performance in their chosen activity. With this knowledge and the use of valid and reliable methods, they will be able to analyse in detail their own performance strengths and needs, and clarify the precise nature and scope of performance issues under consideration.

National Course Specification: Course details (cont)

COURSE Physical Education (Advanced Higher)

For Course assessment at Advanced Higher, candidates complete a research and development of performance project. This work is written up in the form a project report.

A close integration of content from this Unit, and the *Perspectives on Performance Development* and *Performance* Units, is required to create the framework for this task. The planning of an effective practice and training programme involves not only detailed knowledge of personal performance, but also consideration of the relevant underpinning knowledge about performance and performance development that can be gained from research into selected perspectives on performance.

ASSESSMENT

To gain a Course award the candidate must pass the Units as well as the Course assessment. The candidate's grade is based on the Course assessment.

Assessment objectives

The key elements of assessment for the Course are the candidate's ability to:

- ◆ perform effectively in contexts that offer a wide variety of options
- ◆ perform consistently at a high level
- ◆ display special qualities when performing

and, to demonstrate knowledge and understanding of:

- ◆ the nature and demands of quality performance
- ◆ the processes involved in the analysis and development of performance
- ◆ the processes involved in the research of sources to gain a better understanding of performance and performance development
- ◆ relevant underpinning knowledge about performance and performance development.

Unit assessment

In the Physical Education Course at Advanced Higher, the three Units are *Physical Education: Performance*, *Physical Education: Perspectives on Performance Development* and *Physical Education: Analysis and Development of Performance*.

National Course Specification: Course details (cont)

COURSE Physical Education (Advanced Higher)

Physical Education: Performance

Unit assessment is designed to assess competence as measured against the stated Outcome and Performance Criteria. Assessment is based on a candidate's performance in **one** activity. It should be conducted on an occasion or occasions near the end of the Course. Additional information on what is acceptable as a Course and Unit activity is given in Appendix 1.

Physical Education: Perspectives on Performance Development

The Unit assessment

- ◆ consists of a holistic assignment based on a series of structured questions
- ◆ relates to performance research and development in a selected activity
- ◆ provides the opportunity to assess research process knowledge in one perspectives area
- ◆ provides the opportunity to assess knowledge and understanding acquired, and its application to performance development in one perspectives area
- ◆ is an open book assessment, taken under supervision
- ◆ should last no longer than one hour (and may be in two 30 minute sessions).

Physical Education: Analysis and Development of Performance

The Unit assessment

- ◆ consists of a holistic assignment based on a series of structured questions
- ◆ provides opportunity to assess understanding of the nature and demands of performance in a selected activity
- ◆ provides opportunity to assess process knowledge of performance analysis and development
- ◆ is an open book assessment, taken under supervision
- ◆ should last no longer than one hour.

Further details about Unit assessment for this Course can be found in the National Assessment Bank materials and in the Unit Assessment Specifications.

DETAILS OF COURSE ASSESSMENT

The Course assessment of Physical Education at Advanced Higher consists of two components:

- ◆ *Performance* (30 marks, assessed internally and externally moderated)
- ◆ *A project report* (70 marks, externally marked; the report is based on work done in the *Perspectives on Performance Development* and *Analysis and Development of Performance* Units)

National Course Specification: Course details (cont)

COURSE Physical Education (Advanced Higher)

Performance

Candidates' performance will be internally assessed, with the dual purpose of determining both Unit achievement (pass/fail) and for a mark to contribute to the Course assessment. The internal assessment will be subject to external moderation. Information on procedures for moderation will be issued separately by SQA.

The quality of candidate's own performance is assessed in relation to the Physical Education Performance Scale as outlined in Appendix 2.

For the Course assessment, each candidate's performance should be assessed in the activity around which their Course has been structured. The performance should be marked out of 30. This mark is submitted to SQA to contribute to the Course assessment for each candidate.

Project report

Candidates are required to complete a project report that integrates and further develops the work undertaken during the completion of the *Performance, Perspectives on Performance Development* and *Analysis and Development of Performance Units*.

The project report should have a performance-led focus which is relevant to the individual's chosen activity and performance goals. A significant development need should be identified and a detailed analysis of performance undertaken.

Research into selected areas of subject content should be undertaken and the knowledge acquired evaluated and discussed. A minimum of two key concepts from a minimum of one perspectives area should be addressed during this research.

The project report should normally be of 2,000 and not exceeding 3,500 words in length, excluding any explanatory text relating to supporting materials, for example video and other appendices.

The project report requires to be submitted to SQA by 30 April for external marking. The report is marked out of 70.

Further details about the Course assessment can be found in the Course Assessment Specification.

National Course Specification: Course details (cont)

COURSE Physical Education (Advanced Higher)

Link between Unit and Course assessment/added value

Course assessment seeks to grade candidate achievement beyond the competence level demonstrated in Unit assessment:

- ◆ The range of marks and assessment criteria outlined on the performance scale gives candidates the opportunity to be rewarded for demonstrating outstanding practical ability and levels of consistency and effectiveness that go well beyond the competency level of a unit pass.
- ◆ In the research project, candidates are required to complete research into two key concepts and integrate and further develop the work undertaken on a single key concept during the completion of the *Perspectives on Performance Development* and *Analysis and Development of Performance Units*.
- ◆ The section headings and scale of the research project gives candidates the opportunity to demonstrate a broader conceptual knowledge and understanding and the ability to integrate this knowledge into the development of performance.

GRADE DESCRIPTIONS

The candidate's grade will be based on the total score obtained from both components.

Grade C

The candidate should, in *Performance*:

- ◆ select, adapt and combine skills to perform at a consistently high level, with control and fluency, in contexts which offer a wide variety of options.

The candidate should in the project report:

- ◆ present a clear rationale and project proposal that takes account of the nature and demands of performance, issues affecting current performance and relevant underpinning knowledge that can inform performance development
- ◆ use available literature and resources to research chosen concepts and propositions and acquire relevant knowledge about performance and performance development
- ◆ show an understanding of broad and specific issues arising from research through presenting and interpreting information and developing connections to personal needs and goals
- ◆ show how acquired knowledge was applied to performance development plans and programmes of work
- ◆ critically evaluate all work undertaken, discuss process issues and findings; support judgements with evidence and make recommendations for the future management of personal performance.

National Course Specification: Course details (cont)

COURSE Physical Education (Advanced Higher)

Grade A

The candidate should, in *Performance*:

- ◆ demonstrate outstanding practical ability and display special qualities in performing, for example, control, subtlety, improvisation and flair.

The candidate should in the project report:

- ◆ present a clear, well structured rationale and project proposal that takes account of the nature and demands of performance, issues affecting current performance and relevant underpinning knowledge that can inform performance development
- ◆ use available literature and resources to research chosen concepts and propositions and acquire detailed relevant knowledge about performance and performance development
- ◆ show a clear understanding of broad and specific issues arising from research through presenting and interpreting detailed information and developing connections to personal needs and goals
- ◆ show how acquired knowledge was applied to performance development plans and programmes of work
- ◆ critically evaluate all work undertaken, discuss process issues and the full significance of findings; support judgements with well substantiated evidence and make recommendations for the future management of personal performance.

National Course Specification: Course details (cont)

COURSE Physical Education (Advanced Higher)

ESTIMATES AND APPEALS

Estimates

In preparing estimates, evidence should be considered across the breadth of coverage of the content of the Course and must take account of performance in both of the Course components, the Performance and the project report. Further advice on the preparation of estimates is given in the Course Assessment Specification.

Appeals

The Performance component is assessed internally and externally moderated. No evidence is required by SQA for components which are assessed in this way.

The project report is produced over a period of time and provides the opportunity to integrate and further develop all the work undertaken during the completion of the Course. It is likely that the best evidence will have been submitted to SQA for assessment in the first instance.

Where centres submit an appeal, centres must submit additional evidence which they believe will strengthen the evidence originally submitted. The generation of additional evidence for the project report may come from the National Assessment Bank items for both *Perspectives on Performance Development* and *Analysis and Development of Performance*.

In submitting evidence to support an appeal, evidence must show a sufficient breadth of coverage of the content of the *Perspectives on Performance Development* and *Analysis and Development of Performance* Units and must relate to the Course Grade Descriptions. Evidence from a minimum of two key concepts and one perspectives area is required.

The National Assessment Bank items for both *Perspectives on Performance Development* and *Analysis and Development of Performance* are both open ended in style and give the candidate 'headroom' to demonstrate evidence of attainment above the minimum competency levels of the Unit.

QUALITY ASSURANCE

All National Courses are subject to external marking and/or moderation. External markers, visiting examiners and moderators are trained by SQA to apply national standards. SQA is currently seeking to assist centres by preparing exemplification of standards materials in a number of subject areas. This will be rolled out to all subjects in due course.

The Units of all Courses are subject to internal moderation and may also be chosen for external moderation. This is to ensure that national standards are being applied across all subjects.

Courses may be assessed by a variety of methods. Where marking is undertaken by a trained marker in their own time, markers meetings are held to ensure that a consistent standard is applied. The work of all markers is subject to scrutiny by the Principal Assessor.

To assist centres, Principal Assessor and Senior Moderator reports are published annually.

National Course Specification: Course details (cont)

COURSE Physical Education (Advanced Higher)

APPROACHES TO LEARNING AND TEACHING

The learning and teaching process in Physical Education should stimulate and harness candidates' energy and enthusiasm. Teachers/lecturers should adopt a flexible approach to Course planning and design, and try to facilitate opportunities for candidates.

It is intended that the development of Performance in the selected activity is planned in close conjunction with selected content from *Physical Education: Perspectives on Performance Development* and *Physical Education: Analysis and Development of Performance*.

The nature of the work at Advanced Higher requires candidates to be fully committed to tasks and challenges. It also requires that candidates take a degree of responsibility for their learning and show a level of independence in both thought and action.

For teachers/lecturers, this may entail a change in role from direct teaching to that of co-ordinator, consultant and facilitator. Learning and teaching may take place in whole-class, small-group and individual settings. Resource-based learning, where candidates may be involved in setting their own pace using structured materials, should be used to support and promote a gradual shift from dependence towards independent study and flexible learning.

The Course offers scope for the use of video and computer technologies which have the potential to capture movement and facilitate its observation and analysis. The extent to which new technology is involved in the delivery of the Course will ultimately depend on the availability of resources and expertise. It is anticipated that the increasing availability of such resources and further advances in technology will have a continuing and increasing influence on approaches to learning and teaching at this level.

In following the Advanced Higher Physical Education Courses, candidates should have learning opportunities to:

- ◆ take a degree of responsibility for their own learning
- ◆ refine standards of personal performance
- ◆ set performance development targets
- ◆ plan the research and development of performance
- ◆ research, present and discuss information
- ◆ engage in critical review
- ◆ develop initiative and other personal skills of general value.

National Course Specification: Course details (cont)

COURSE Physical Education (Advanced Higher)

In planning learning and teaching for the Advanced Higher Physical Education Course, teachers/lecturers should:

- ◆ negotiate with each candidate their course activity
- ◆ aim to facilitate opportunities for candidates
- ◆ ensure that coursework has the central focus of performance development
- ◆ ensure candidates have opportunities to refine their personal performance
- ◆ use quality performers as important reference points to develop performance
- ◆ introduce the processes of researching performance in a systematic way so that candidates have the theoretical background necessary to research performance issues.
- ◆ help candidates identify performance issues requiring attention
- ◆ supervise the selection of appropriate key concepts, key features and the construction of performance propositions
- ◆ help candidates to identify and select resources that can inform research
- ◆ provide regular opportunities for tutorial and discussion
- ◆ consolidate all work in preparation for the Unit assessments and the writing of the project report.

CANDIDATES WITH ADDITIONAL SUPPORT NEEDS

This Course Specification is intended to ensure that there are no artificial barriers to learning or assessment. The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments or considering alternative Outcomes for Units. For information on these, please refer to the document *Guidance on Assessment Arrangements for Candidates with Disabilities and/or Additional Support Needs* (SQA, September 2004).

National Course Specification: Course details (cont)

COURSE Physical Education (Advanced Higher)

PHYSICAL EDUCATION IN A BROADER CONTEXT

A number of national initiatives and programmes have been designed to promote themes that are important to contemporary society such as citizenship and enterprise. These themes contribute to individual subjects and Courses by making connections beyond the subject boundaries and enrich the learning experience. Similarly, specialist knowledge and skills developed through the study of a particular subject contributes to the understanding of these themes.

Courses in Physical Education have three broad inter-related aims which focus on performance; knowledge and understanding of key concepts which inform performance development; and personal and social development. These focused areas allow candidates to acquire key skills which contribute to development for lifelong learning.

The Advanced Higher Physical Education Course has performance as its central activity and, through the analysis and development of performance, provides the context for developing knowledge and understanding of the key underlying concepts and principles. Developing performance in a chosen specialist activity promotes active living and will contribute to the lifelong health and well-being of the individual. Opportunities are provided for personal fulfilment and the promotion of positive attitudes: confidence, self-esteem, motivation and the determination to succeed are enhanced. Learning experiences which allow candidates to work with others helps the development of personal and interpersonal skills. The structure of all Course Units encourages candidates to work independently and take responsibility for learning and their progress.

Activities which are competitive, creative, co-operative and individual provide opportunities to pursue individual interests. The competitive challenges which are an important feature of Physical Education work encourage a sense of responsibility, which is valuable in preparing candidates for life and work. The development of key core skills, such as critical thinking, reviewing and evaluating is given importance throughout this Physical Education Course.

This Course in Physical Education makes an important contribution to a balanced general education and helps to develop a range of skills and attitudes which promote lifelong learning and well-being.

National Unit Specification: general information

UNIT	Physical Education: Performance (Advanced Higher)
CODE	DF2T 13
COURSE	Physical Education (Advanced Higher)

SUMMARY

This Unit is designed for candidates following the Advanced Higher Physical Education Course, but can also be taken as a free-standing Unit. Candidates who have a strong interest in performance will be able to develop their performance in a selected performance activity.

The Unit offers candidates the opportunity to build on previous performance experiences. On completion of the Unit the candidate should be able to demonstrate performance in challenging performance contexts.

This is a mandatory Unit of the Physical Education Course at Advanced Higher.

OUTCOME

Demonstrate effective performance in challenging contexts.

RECOMMENDED ENTRY

While entry is at the discretion of the centre, candidates would normally be expected to have attained one of the following or equivalent:

- ◆ Higher Physical Education
- ◆ *Physical Education: Performance* Unit at Higher

Administrative Information

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National Unit Specification: general information (cont)

UNIT Physical Education: Performance (Advanced Higher)

CREDIT VALUE

1 credit at Advanced Higher (8 SCQF credit points at SCF level 7*)

**SCQF credit points are used to allocate credit to qualifications in the Scottish Credit and Qualifications Framework (SCQF). Each qualification in the Framework is allocated a number of SCQF credit points at an SCQF level. There are 12 SCQF levels, ranging from Access 1 to Doctorates.*

CORE SKILLS

There is no automatic certification of Core Skills or Core Skills Components for this Unit.

National Unit Specification: statement of standards

UNIT Physical Education: Performance (Advanced Higher)

Acceptable performance in this Unit will be the satisfactory achievement of the standards set out in this part of the Unit Specification. All sections of the statement of standards are mandatory and cannot be altered without reference to the SQA.

OUTCOME

Demonstrate effective performance in challenging contexts.

Performance Criteria

- a) A performance repertoire appropriate to the specialist activity is apparent.
- b) Appropriate decisions are made in challenging performance contexts.
- c) A high level of control and fluency are demonstrated in performance.

EVIDENCE REQUIREMENTS FOR THIS UNIT

Performance evidence should be generated which shows that the candidate has achieved the Performance Criteria in **one** activity. At this level, the context for performance should include a wide variety of options. Performances must be sustained for a sufficient time to allow the assessor to make clear decisions against the Performance Criteria. This will vary depending on the activity selected. Performance may be in a solo or group activity. Where the selected activity is a group activity, assessors should make judgements only on the performance of the candidate being assessed.

Assessors should complete and retain a **written record** of each candidate's performance. This may be supplemented by video-taped evidence. The National Assessment Bank item for the Unit provides a record sheet, the Performance Marking Scale for Physical Education and further guidance on Unit assessment. If a centre wishes to design its own assessment records, these must reflect the standard for a Unit pass at Advanced Higher as exemplified in the National Assessment Bank item for *Physical Education: Performance* (Intermediate 1 - Advanced Higher).

National Unit Specification: support notes

UNIT Physical Education: Performance (Advanced Higher)

This part of the Unit Specification is offered as guidance. These support notes are not mandatory. While the exact time allocated to this Unit is at the discretion of the centre, the notional design length is 40 hours.

GUIDANCE ON THE CONTENT AND CONTEXT FOR THIS UNIT

This Unit is designed to provide opportunities for candidates to develop their individual abilities, expertise and interests in a variety of ways. The activity selected should emerge from a process of negotiation between teachers/lecturers and each candidate. The negotiation process should take account of the performance interests and talents of each candidate, staff expertise, available facilities and resources.

GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT

Performance should be challenging and, as often as possible, exciting and enjoyable. The Unit should have a focus on serious, structured training, quality standards and the pursuit of disciplined and refined technique. Regular practice should allow for the development of performance standards in the selected activity. Appropriate models of performance should be used as reference points to help develop candidates' understanding of the features of quality performance. Teachers/lecturers may prepare candidates for an end of Unit performance occasion when performance can be seen at its best.

GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

To achieve this Unit, candidates should present Performance evidence for one activity which demonstrates that they have met the Performance Criteria for the Unit. Guidance on acceptable activities is given in the NQ Catalogue of National Qualifications and a full definition of an 'activity' is given in Appendix 1 of the Advanced Higher Physical Education Course Specification.

It is likely that the evidence will be presented in an assessment event towards the end of the Unit when candidates have had time to develop their performance to the required standard. Assessors should make sure that sufficient time is left for remediation and re-assessment if necessary.

It is important that assessors ensure that candidates are assessed when performing in the best environment available. This will include consideration of space, equipment, the demands of the performance context, the relative abilities of supporting and opposing candidates and the social context.

When planning contexts for performance assessment factors such as ability, gender, size and physique must be taken into account to ensure that all candidates have opportunities to show their performance at its best. Ideal contexts are those which challenge all the candidates involved and encourage them to perform to the best of their ability.

National Unit Specification: support notes (cont)

UNIT Physical Education: Performance (Advanced Higher)

Assessors should maintain written records with details of each candidate's attainment in the selected activity presented for assessment evidence. Video-taped evidence to supplement this would also be useful for internal and external moderation purposes.

The National Assessment Bank (NAB) item for this Unit provides an assessor's record sheet, the Performance Marking Scale for Physical Education and further guidance on Unit assessment. Assessors are advised to refer to the NAB when assessing this Unit. However, if a centre wishes to design its own assessment records, these must reflect the standard for a Unit pass at Advanced Higher as exemplified in the National Assessment Bank item for *Physical Education: Performance* (Intermediate 1 – Advanced Higher). The Unit assessment will be subject to external moderation. Information on procedures for moderation will be issued separately by SQA.

Where the Unit is being taught and assessed as part of the Advanced Higher Physical Education Course, a candidate's performance must be assessed in the Performance activity around which their Advanced Higher Course has been designed. The activity should be assessed and a mark recorded, using the Performance Marking Scale in the National Assessment Bank item for *Physical Education: Performance* (Intermediate 1 – Advanced Higher). The Performance Marking Scale is included as Appendix 2 of the Advanced Higher Physical Education Course Specification.

Assessment decisions will be based on the Performance Criteria for the Unit. Assessors will find it helpful to refer to the description and illustration of the national standard at Advanced Higher Level given in the videos and support material produced by Learning and Teaching Scotland: *Assessing Performance at Advanced Higher Level* and *Case Studies in Performance at Advanced Higher Level*.

CANDIDATES WITH ADDITIONAL SUPPORT NEEDS

This Unit Specification is intended to ensure that there are no artificial barriers to learning or assessment. The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments or considering alternative Outcomes for Units. For information on these, please refer to the document *Guidance on Assessment Arrangements for Candidates with Disabilities and/or Additional Support Needs* (SQA, September 2004).

National Unit Specification: general information

UNIT	Physical Education: Perspectives on Performance Development (Advanced Higher)
CODE	DM49 13
COURSE	Physical Education (Advanced Higher)

SUMMARY

While this Unit can be taken as a free standing Unit, it is designed primarily for candidates following the Advanced Higher Physical Education Course.

The Unit is designed to enable candidates to gain an understanding of:

- ◆ how to identify and focus on a research issue
- ◆ the processes involved in using literature and other sources to gain a better understanding of performance development
- ◆ how knowledge acquired from research can be applied to inform performance development.

This is a mandatory Unit of the Physical Education Course.

OUTCOMES

1. Plan performance research and development.
2. Acquire knowledge and understanding to inform performance development.
3. Apply knowledge and understanding to performance development plans.

RECOMMENDED ENTRY

While entry is at the discretion of the centre, candidates would normally be expected to have attained one of the following:

- ◆ Higher Physical Education
- ◆ *Physical Education: Analysis and Development of Performance* Unit at Higher.

It is recommended that candidates be enrolled for the Unit:

- ◆ *Physical Education: Performance* at Advanced Higher.

Administrative Information

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National Unit Specification: general information (cont)

UNIT Physical Education: Perspectives on Performance Development
 (Advanced Higher)

CREDIT VALUE

1 credit at Advanced Higher (8 SCQF credit points at SCQF level 7*)

**SCQF credit points are used to allocate credit to qualifications in the Scottish Credit and Qualifications Framework (SCQF). Each qualification in the Framework is allocated a number of SCQF credit points at an SCQF level. There are 12 SCQF levels, ranging from Access 1 to Doctorates.*

CORE SKILLS

There is no automatic certification of Core Skills or Core Skills Components for this Unit.

National Unit Specification: statement of standards

UNIT Physical Education: Perspectives on Performance Development (Advanced Higher)

Acceptable performance in this Unit will be the satisfactory achievement of the standards set out in this part of the Unit Specification. All sections of the statement of standards are mandatory and cannot be altered without reference to the SQA.

OUTCOME 1

Plan performance research and development.

Performance Criteria

- a) The nature and focus of the performance issue is discussed
- b) Key concepts, features and agreed performance propositions are discussed
- c) An outline plan for the analysis and development of performance is discussed.

OUTCOME 2

Acquire knowledge and understanding to inform performance development.

Performance Criteria

- a) Knowledge and understanding of information gained from research is demonstrated
- b) Conclusions are drawn from an analysis of the research sources
- c) Performance propositions are re-examined in the light of acquired knowledge.

OUTCOME 3

Apply knowledge and understanding to performance development plans.

Performance Criteria

- a) The significance of the acquired knowledge for training and performance development is discussed
- b) The integration of new information into training and performance is planned
- c) A programme of work is devised to address development needs
- d) A programme of work to address development needs is discussed.

National Unit Specification: support notes

UNIT Physical Education: Perspectives on Performance Development (Advanced Higher)

EVIDENCE REQUIREMENTS FOR THIS UNIT

Written and/or oral evidence is required to demonstrate that candidates have achieved all the Outcomes and Performance Criteria in relation to an activity in a Physical Education context. Where a candidate chooses to focus on an aspect of a group activity, the aspect selected must relate to the candidate's own direct performance experience and influence within the group.

This Unit will be assessed through a holistic assignment based on a series of structured questions. These would focus on planning for research and development of performance in an activity and on the acquisition and application of knowledge to inform development plans. Candidates may have access to notes, records, plans and data gathered throughout the course of the Unit work when undertaking the assessment. Evidence should be gathered on one open-book assessment occasion under supervision lasting no longer than one hour; or on two separate open-book assessment occasions under supervision, lasting no more than 30 minutes each.

Evidence for assessment must relate to the candidate's chosen performance activity. It must also relate to a minimum of one of the four perspectives on performance areas; there must be evidence that the candidate has understood and applied at least one key concept and one key feature in their analysis and discussion of performance development. The perspectives on performance areas and the key concepts are included as Appendix 3 of the Advanced Higher Physical Education Course Specification.

The National Assessment Bank item for this Unit provides an assignment of this type which allows the generation of sufficient evidence of the required standard to pass the Unit. If a centre wishes to design its own assessment for this Unit, it should be of a comparable standard.

Further advice on the type of notes and records which candidates may use to help them when generating assessment evidence, is given in 'Guidance on Approaches to Assessment for this Unit'.

National Unit Specification: support notes

UNIT Physical Education: Perspectives on Performance Development (Advanced Higher)

This part of the Unit Specification is offered as guidance. These support notes are not mandatory.

While the exact time allocated to this unit is at the discretion of the centre, the notional design length is 40 hours.

GUIDANCE ON THE CONTENT AND CONTEXT FOR THIS UNIT

The content of this Unit has been designed for learning and teaching which integrates closely with a ‘performance led’ approach to the analysis and development of performance. As such, an integrated approach which combines the development of performance in a selected activity with the consideration of selected perspectives on performance and forms of analysis is strongly recommended.

Where the Unit is being taken as part of the Course, there will be time available for integrating the learning and teaching of the three Units: *Physical Education: Performance*, *Physical Education: Perspectives on Performance Development* and *Physical Education: Analysis and Development of Performance*.

The structure of the *Perspectives on Performance Development* Unit provides a framework within which candidates can explore the body of knowledge associated with the research and development of performance. When working on the Unit they are encouraged to research available information about their area of inquiry, develop their knowledge and understanding of relevant concepts, and then apply this acquired knowledge as they plan to address performance development needs.

Where this Unit is taken as part of the Advanced Higher Physical Education Course, the use of the performance propositions is an approach to the planning of learning and teaching that can integrate the coursework of the *Performance*, *Perspectives on Performance Development* and *Analysis and Development of Performance* Units. It is a strategy that encourages a ‘performance led’ approach to planning for the development of performance in conjunction with the consideration and application of relevant knowledge. Through practical experiential work, content that has the potential to improve personal performance can be embedded into the candidate’s training and performance. Simultaneously, a level of knowledge and understanding appropriate to the competence levels at Advanced Higher in the *Perspectives on Performance Development* Unit can be reached.

To achieve these aims the performance propositions formulated and agreed with each candidate are:

- ◆ rooted in the key concepts and key features of perspectives on performance areas
- ◆ statements or questions about ideas and influences on performance
- ◆ a means through which the candidate’s current performance issues can be explored and relevant knowledge considered
- ◆ unique to each individual and help give an important sense of ownership.

National Unit Specification: support notes (cont)

UNIT Physical Education: Perspectives on Performance Development (Advanced Higher)

Candidates will need guidance in selecting and applying the relevant underpinning knowledge that will address the issues and improvements required. Teachers/lecturers should ensure that the material selected will allow for the depth of study that is necessary at this level.

In researching the proposition statements, teachers/lecturers should negotiate and agree to manage their work around a series of inputs based on, for example:

- ◆ supported study
- ◆ tasks to be achieved in the centre and home based work
- ◆ practical work allied, in some cases, to work with other candidate groups
- ◆ personal practice contexts
- ◆ agreed schedules with centre/club teams and groups.

Where this Unit is taken as part of an Advanced Higher Course, linking the *Performance* and the *Perspectives on Performance Development* Units in this way should allow candidates to use their integrated coursework to support and inform their work in the *Analysis and Development of Performance* Unit.

GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT

During work on the *Physical Education: Perspectives on Performance Development* Unit, candidates should be encouraged to work independently and take responsibility for the completion of tasks. The shift from directed learning to work on an individual analysis and development project should be supported by teachers/lecturers through opportunities for consultation and discussion. The teacher/lecturer should act as more of a co-ordinator and consultant when supervising this Unit, rather than an organiser and manager of candidates' work. Guidance and assistance on how best to use information sources both within and outwith the centre may be required at an early stage. Teachers/lecturers and candidates should work to agreed checkpoints and candidates should receive feedback as each of the stages of the work is completed.

From this perspective the consideration of learning and teaching approaches will involve:

- ◆ teachers/lecturers having more of a facilitator role
- ◆ planning effective teacher/candidate tutorial time
- ◆ resource based learning being a key strategy
- ◆ the planning of supported self study
- ◆ working towards the ideal of independent and flexible learning – where the emphasis is on a wide range of possible resources and situations, and where the learner takes increasingly greater responsibility for their own learning.

National Unit Specification: support notes (cont)

UNIT Physical Education: Perspectives on Performance Development (Advanced Higher)

When planning and negotiating learning and teaching arrangements with each candidate, a number of factors will need careful consideration. Some considerations might be:

- ◆ candidate numbers
- ◆ organisation of each candidate's timetable of practical, tutorial and resource based work
- ◆ teacher/lecturer contact time with candidates
- ◆ organisation, structure and timing of Unit delivery
- ◆ choosing performance activity/monitoring development/assessment plan
- ◆ strategy for the selection and progression of propositions
- ◆ effective use of support materials
- ◆ support for candidates in project work.

Opportunities to integrate knowledge will help the development of a broad conceptual base, in which a thorough understanding of the full nature of performance and its development can be achieved.

Candidates should enrol on the *Physical Education: Performance* Unit at Advanced Higher to provide the practical experiential learning opportunities required in this Unit.

GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

Evidence for the assessment of the *Physical Education: Perspectives on Performance Development* Unit should be sufficient to demonstrate that candidates have met all the Performance Criteria for each Outcome. Evidence should be based on one selected performance activity and show that candidates have addressed a minimum of one perspective area and applied a minimum of one key concept and one key feature.

The assessment will be in the form of a holistic assignment based on a series of structured questions on the research and development process. The National Assessment Bank item for this Unit provides an assignment assessment of this type, which allows the generation of sufficient evidence of the required standard to pass the Unit. Evidence should be gathered on one assessment occasion under supervision lasting no longer than one hour; or on two separate assessment occasions under supervision, lasting no more than 30 minutes each. If a centre wishes to design its own assessment for this Unit, it should be of a comparable standard and capable of being completed in a similar time.

Preparation for assessment will take place throughout the work of the Unit. Candidates will be given a number of assigned tasks as they plan development and research sources to acquire relevant underpinning knowledge that has the potential to inform their performance development. Some candidates will be able to work with minimum supervision from teachers/lecturers, while others will need more structured guidance, support and assistance to get their research work underway. Teachers/lecturers should support candidates in planning their time effectively to manage all preparatory tasks. Timing of the assessment may vary according to the progress of individual candidates.

National Unit Specification: support notes (cont)

UNIT Physical Education: Perspectives on Performance Development (Advanced Higher)

In the assessment of Outcome 1, candidates are required to demonstrate knowledge of the selected issue, and must also discuss the outline and structure of their intended analysis and development plan. In the assessment of Outcome 2, candidates are required to demonstrate knowledge and understanding of information that has been acquired during the research work undertaken. In Outcome 3 they must then demonstrate an understanding of the significance of the information acquired through establishing links that inform the development of their ideas and plans for performance development.

Structured questions that focus on each of the Performance Criteria and which are applicable to all activities, is the suggested assessment means and example questions are included in the National Assessment Bank item.

CANDIDATES WITH ADDITIONAL SUPPORT NEEDS

This Unit Specification is intended to ensure that there are no artificial barriers to learning or assessment. The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments or considering alternative Outcomes for Units. For information on these, please refer to the document *Guidance on Assessment Arrangements for Candidates with Disabilities and/or Additional Support Needs* (SQA, September 2004).

National Unit Specification: general information

UNIT Physical Education: Analysis and Development of Performance
(Advanced Higher)

CODE DF2R 13

COURSE Physical Education (Advanced Higher)

SUMMARY

While this Unit can be taken as a free-standing Unit, it is designed primarily for candidates following the Advanced Higher Physical Education Course.

The Unit is designed to enable candidates to gain an understanding of:

- ◆ the nature and demands of quality performance in the selected activity
- ◆ the precise nature of problems in their personal performance
- ◆ the planning of specific training
- ◆ methods to monitor and evaluate work.

This is a mandatory Unit of the Physical Education Course at Advanced Higher.

OUTCOMES

- 1 Analyse the nature and demands of performance.
- 2 Analyse personal performance.
- 3 Monitor and evaluate the analysis and development process.

RECOMMENDED ENTRY

While entry is at the discretion of the centre, candidates would normally be expected to have attained one of the following or equivalent:

- ◆ Higher Physical Education
- ◆ *Physical Education: Analysis and Development of Performance* Unit at Higher.

It is recommended that candidates be enrolled for the Unit:

- ◆ *Physical Education: Performance* at Advanced Higher.

Administrative Information

Superclass: MA

Publication date: August 2005

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National Unit Specification: general information (cont)

UNIT Physical Education: Analysis and Development of Performance
 (Advanced Higher)

CREDIT VALUE

1 credit at Advanced Higher (8 SCQF credit points at SCQF level 7*)

**SCQF credit points are used to allocate credit to qualifications in the Scottish Credit and Qualifications Framework (SCQF). Each qualification in the Framework is allocated a number of SCQF credit points at an SCQF level. There are 12 SCQF levels, ranging from Access 1 to Doctorates.*

CORE SKILLS

This Unit gives automatic certification of the following:

The Core Skills Component for this Unit:

Critical Thinking at Intermediate 2

National Unit Specification: statement of standards

UNIT Physical Education: Analysis and Development of Performance (Advanced Higher)

Acceptable performance in this Unit will be the satisfactory achievement of the standards set out in this part of the Unit Specification. All sections of the statement of standards are mandatory and cannot be altered without reference to the SQA.

OUTCOME 1

Analyse the nature and demands of performance.

Performance Criteria

- a) The nature of performance is discussed
- b) The demands of performance are discussed
- c) Features which characterise quality performance are discussed.

OUTCOME 2

Analyse personal performance.

Performance Criteria

- a) Methods used for observing and recording performance data are valid
- b) Data gathered are interpreted
- c) Development needs are established and discussed in detail.

OUTCOME 3

Monitor and evaluate the analysis and development process.

Performance Criteria

- a) The content and demand of the programme of work is monitored
- b) The effects on performance are discussed
- c) The analysis and development process is evaluated.

National Unit Specification: statement of standards (cont)

UNIT Physical Education: Analysis and Development of Performance (Advanced Higher)

EVIDENCE REQUIREMENTS FOR THIS UNIT

Written and/or oral evidence is required to demonstrate that candidates have achieved all the Outcomes and Performance Criteria in relation to the selected activity in a Physical Education context. Where a candidate chooses to analyse an aspect of a group activity, the aspect selected must relate to the candidate's own direct performance experience and influence within the group.

This Unit will be assessed by a holistic assignment based on structured questions demonstrating an understanding of the nature and demands of quality performance, analysing personal performance and developing and evaluating performance in one activity. Candidates may have access to notes, records, plans and data gathered throughout the course of the Unit work when undertaking the assessment. Evidence for these Outcomes should be gathered on one open-book assessment occasion under supervision lasting no longer than one hour; or on two separate open-book assessment occasions under supervision, lasting no more than 30 minutes each.

Evidence for assessment must relate to the candidate's chosen performance activity. It must also relate to a minimum of one of the four perspectives on performance areas; there must be evidence that the candidate has understood and applied at least one key concept and one key feature in their analysis and discussion of performance development. The perspectives on performance areas and key concepts are included as Appendix 3 of the Advanced Higher Physical Education Course Specification.

The National Assessment Bank item for this Unit provides an assignment of this type which allows the generation of sufficient evidence of the required standard to pass the Unit. If a centre wishes to design its own assessment for this Unit, it should be of a comparable standard.

Further advice on the type of notes and records which candidates may use to help them when generating assessment evidence, is given in 'Guidance on Approaches to Assessment for this Unit'.

National Unit Specification: support notes

UNIT Physical Education: Analysis and Development of Performance (Advanced Higher)

This part of the Unit Specification is offered as guidance. These support notes are not mandatory.

While the exact time allocated to this Unit is at the discretion of the centre, the notional design length is 40 hours.

GUIDANCE ON THE CONTENT AND CONTEXT FOR THIS UNIT

The content of this Unit has been designed for teaching and learning in practical contexts. As such, an integrated approach which combines the development of performance in a selected activity with the consideration of selected perspectives on performance and forms of analysis is strongly recommended.

Where the Unit is being taken as part of the Course, there will be time available for integrating the learning and teaching of the three Units: *Physical Education: Performance*, *Physical Education: Perspectives on Performance Development* and *Physical Education: Analysis and Development of Performance*. This integration is an essential feature of planning for learning and teaching.

It is anticipated that candidates will be engaged in ‘cycles of analysis and development’ or similar learning experiences as they seek to analyse and develop their performance in selected aspects of their performance in a chosen activity.

The process of analysing and developing performance can be regarded as having a number of stages. Initially candidates must understand the overall nature and demands of quality performance in the activity of their choice and appreciate the qualities that performers require to perform at a high level. They must also learn to use powers of observation and valid and reliable analysis methods as they gather information about their own performance and attempt to record and understand what is happening during performance.

The analysis process continues on from this stage as the information gathered is then considered alongside relevant underpinning knowledge. Meaningful interpretations of what has been observed are made and development needs are established.

This body of knowledge is also used by candidates as they research and develop their knowledge of relevant concepts and try to acquire information that will help them understand and address performance issues. This important part of the process is completed in the work of the *Perspectives on Performance Development* Unit.

The final stage of the process requires that candidates monitor and evaluate the effectiveness of the analysis and development work undertaken. Central to this evaluation is the identification of positive effects on performance that can be attributed to the development programme and the consideration of future development needs.

National Unit Specification: support notes (cont)

UNIT Physical Education: Analysis and Development of Performance (Advanced Higher)

GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT

The stimulus for the analysis and development of performance should arise from the pursuit of improved standards of performance in the activity selected for the Unit. Practical experiential learning provides not only a rich environment to develop high standards of performance but also gives candidates the opportunity to undertake a range of analysis of performance tasks individually or with the aid of partners and groups. In these situations candidates can become familiar and practised in the processes of analysis and development of performance required to achieve the Unit Outcomes.

Candidates should enrol on the *Physical Education: Performance* Unit at Advanced Higher to provide the practical experiential learning opportunities required in this Unit.

Practical workshops are suggested as the best means of introducing and working with key concept knowledge which can explain performance and inform the development of performance. These workshops should have a practical, problem-solving orientation and should give candidates opportunities to work both alone and with others in order to meet particular challenges. Communication, cooperation and discovery are thus central features of a workshop environment as tasks are explored, and ideas and findings shared. Workshops embody investigative methods which are appropriate to stimulate the development of conceptual and critical thinking which is vital in the analysis of performance. Independent learning should be encouraged at all times.

The importance of data collection and analysis in sport has become more widely recognised in recent years. This has led to the development and availability of a variety of new technologies and recording methods. Teachers/lecturers delivering this Unit should be aware of the potential of these new systems for use with their own candidates.

During work on the *Physical Education: Analysis and Development of Performance* Unit, candidates should be encouraged to work independently and take responsibility for the completion of tasks. The shift from directed learning to work on individual analysis and development should be supported by teaching staff through opportunities for consultation and discussion. The teacher/lecturer should act as more of a co-ordinator and consultant when supervising this section of the Unit, rather than an organiser and manager of candidates' work. Guidance and assistance on how best to use information sources both within and outwith the centre may be required at an early stage. Teachers/lecturers and candidates should work to agreed checkpoints and candidates should receive feedback as each of the stages of the work is completed.

National Unit Specification: support notes (cont)

UNIT Physical Education: Analysis and Development of Performance (Advanced Higher)

GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

Evidence for the assessment of the *Physical Education: Perspectives on Performance Development* Unit should be sufficient to demonstrate that candidates have met all the Performance Criteria for each Outcome. Evidence should be based on one selected performance activity and show that candidates have addressed a minimum of one perspectives area and applied a minimum of one key concept and one key feature.

The assessment could be in the form of a holistic assignment based on a series of structured questions on the analysis and development process. Candidates may have access to notes, records, plans and data gathered throughout the course of the Unit work when undertaking the assessment. The National Assessment Bank item for this Unit provides an assessment of this type, which allows the generation of sufficient evidence of the required standard to pass the Unit. Evidence should be gathered on one assessment occasion under supervision lasting no longer than one hour; or on two separate assessment occasions under supervision, lasting no more than 30 minutes each. If a centre wishes to design its own assessment for this Unit, it should be of a comparable standard and capable of being completed in a similar time.

Preparation for assessment will take place throughout the work of the Unit. Candidates will be given a number of assigned tasks as they analyse the nature and demands of performance in their chosen activity, analyse their personal performance and monitor and evaluate each stage of the analysis and development process. Some candidates will be able to work with minimum supervision from teachers/lecturers, while others will need more structured guidance, support and assistance to get their formative work underway. Teachers/lecturers should support candidates in planning their time effectively to manage all preparatory tasks. Timing of the assessment may vary according to the progress of individual candidates.

In the assessment of Outcome 1 candidates will be required to complete a formal account of the nature and demands of performance in their selected activity and also consider features which characterise quality performance in the activity. The physical, technical, personal and special features of a performance should all be considered.

In the assessment of Outcome 2, candidates must use valid and reliable methods to gather, analyse and interpret personal performance data. The information gathered should be sufficiently detailed to allow candidates to identify performance strengths, weaknesses and establish development needs.

National Unit Specification: support notes (cont)

UNIT Physical Education: Analysis and Development of Performance (Advanced Higher)

The data could be gathered in any one of the following forms:

- ◆ observation schedule/checklist (where appropriate), with related explanation
- ◆ training diary containing data, with related explanation
- ◆ sequence photographs, with related explanation
- ◆ video clips, with related explanation
- ◆ candidate notes (written/audio) with supporting explanation of performance derived from notes
- ◆ computer data, with related explanation
- ◆ other graphic, written or oral records judged to be appropriate by the teacher/lecturer.

In the assessment of Outcome 3 candidates must discuss how the content and demand of development work undertaken was monitored and explain how each stage of the analysis and development process was evaluated. The programme designed and completed should be sustained for a sufficient time to allow the candidate to reflect on, discuss and draw conclusions about how performance has been affected. Candidates should maintain a formal record of the training completed. They should also monitor and record the effects of the programme on performance development.

These records, notes, plans and programmes which arise out of the teaching/learning and assigned tasks for the Unit will be used by candidates to complete a holistic supervised assessment which demonstrates that all Outcomes and Performance Criteria have been met.

Structured questions that focus on each of the Performance Criteria and which are applicable to all activities is the suggested assessment means and sample questions are included in the National Assessment Bank item.

CANDIDATES WITH ADDITIONAL SUPPORT NEEDS

This Unit Specification is intended to ensure that there are no artificial barriers to learning or assessment. The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments or considering alternative Outcomes for Units. For information on these, please refer to the document *Guidance on Assessment Arrangements for Candidates with Disabilities and/or Additional Support Needs* (SQA, September 2004).

DEFINITION OF AN ACTIVITY IN THE CONTEXT OF A COURSE AND A UNIT

Definition of activity in the context of a Course award

- 1 A Course activity is one which forms part of the teaching and learning of a centre's overall course for Advanced Higher Physical Education. As such, an integrated approach which combines the selected activity with selected Perspectives Areas and forms of research and development of performance is required.
- 2 The balance of time allocated to selected activities which feature in the Course design will be a matter for individual centres to decide.
- 3 When teachers/lecturers are negotiating with candidates the activity for their Course, account must be taken of the assessment requirements in relation to the activity and whether these can be accommodated in the Course. An activity in which a candidate has a particular interest or expertise may only be brought into the Course provided satisfactory negotiation has taken place to ensure acceptable management of the activity and valid assessment arrangements.
- 4 An activity exclusively undertaken in extra-curricular time cannot contribute to the candidate's assessment in Performance.
- 5 It is the responsibility of the teacher/lecturer in charge of the Course to collate appropriate assessment evidence and submit Performance marks. Evidence should be recorded in relation to the criteria associated with the performance scale. Evidence on which assessment is based should be generated during the Course.
- 6 Centres will be required to submit to SQA the name of the activity which has been used to compile each candidate's Performance mark. It will be part of the Visiting Moderator's duties to advise the SQA of circumstances where activities appear to have been assessed in situations not in keeping with the requirements described above.

Definition of an activity in the context of a Unit only

- 1 When teachers/lecturers are negotiating with candidates the activity for their Unit, account must be taken of the assessment requirements in relation to each activity and whether these can be accommodated in the Unit. An activity in which a candidate has a particular interest or expertise may only be brought into the Unit provided satisfactory negotiation has taken place to ensure acceptable management of the activity and valid assessment arrangements.
- 2 An activity exclusively undertaken in extra-curricular time cannot contribute to the Unit assessment in Performance.

Definition of an activity in the context of a Unit only (cont)

- 3 It is the sole responsibility of the teacher/lecturer in charge of the Unit to collate appropriate assessment evidence. Evidence should be recorded in relation to the criteria associated with the performance scale. Evidence on which assessment is based should be generated during the Unit.
- 4 Centres will be required to submit to SQA the name of the activity which has contributed towards each candidate's Unit assessment. It will be part of the Visiting Moderator's duties to advise the SQA of circumstances where activities appear to have been assessed in situations not in keeping with the requirements described above.

PHYSICAL EDUCATION ADVANCED HIGHER PERFORMANCE SCALE

Marking performance in an activity for a Course award

Assessors should use the scale below to award each candidate a performance mark. Performance should be assessed in the activity around which their Course has been structured. The performance should be marked out of 30. This mark is submitted to SQA to contribute to Course assessment for each candidate.

ADVANCED HIGHER PERFORMANCE SCALE

Mark Allocation	Marking Criteria
26 - 30	<ul style="list-style-type: none"> ◆ demonstrate outstanding practical ability and display special qualities in performing, for example, control, subtlety, improvisation and flair.
21 - 25	
16 - 20	<ul style="list-style-type: none"> ◆ select, adapt and combine skills to perform at a consistently high level, with control and fluency, in contexts which offer a wide variety of options.
Top of Higher Scale	Marking Criteria (Higher)
	<ul style="list-style-type: none"> ◆ demonstrate a broad and well-established performance repertoire ◆ show a high level of control and fluency in selecting, adapting and combining skills and technique to perform at a high level in contexts offering a variety of options.
	<ul style="list-style-type: none"> ◆ demonstrate a broad performance repertoire ◆ select and combine skills to perform with control and fluency within contexts which offer a variety of options.

Performance Unit assessment should only be recorded as a PASS or FAIL. Candidates who achieve 16 or more marks on this scale will achieve a Pass in the Unit.

Physical Education

Perspectives on Performance Areas

Area 1 requires candidates to adopt a broad perspective on their performance and to demonstrate their knowledge and understanding in the way they plan and manage their training to improve performance.

Areas 2, 3 and 4 require candidates to demonstrate knowledge and understanding of specific aspects of performance and how they relate to overall improvement of performance.

For each area of analysis, key concepts are listed below:

Performance Appreciation

(Area 1)

Provides general parameters which may be used in each of the other areas.

Key concepts

- ◆ The overall nature and demands of quality performance.
- ◆ Technical, physical, personal and special qualities of performance.
- ◆ Mental factors influencing performance.
- ◆ The use of appropriate models of performance.
- ◆ Planning and managing personal performance improvement.

Preparation of the Body

(Area 2)

The candidate's status and fitness requirements pertaining to performance goals.

Key concepts

- ◆ Fitness assessment in relation to personal performance and the demands of activities.
- ◆ Application of different types of fitness in the development of activity specific performance.
- ◆ Physical, skill-related and mental types of fitness.
- ◆ Principles and methods of training.
- ◆ Planning, implementing and monitoring training.

Appendix 3 (cont)

Skills and Techniques

(Area 3)

The development of refined technique in pursuit of performance improvement.

Key concepts

- ◆ The concept of skill and skilled performance.
- ◆ Skill/technique improvement through mechanical analysis or movement analysis or consideration of quality.
- ◆ The development of skill and the refinement of technique, in terms of:
 - Stages of learning
 - Methods of practice
 - Principles of effective practice
 - Motivation, concentration and feedback.

Structures, Strategies and Composition

(Area 4)

The influence of shape, form and design on the candidate's performance.

Key concepts

- ◆ The structures, strategies and/or compositional elements that are fundamental to activities.
- ◆ Identification of strengths and weaknesses in performance in terms of:
 - roles and relationships
 - formations
 - tactical or design elements
 - choreography and composition
- ◆ Information processing, problem-solving and decision-making when working to develop and improve performance.

Physical Education

ADVANCED HIGHER KEY FEATURES

AREA 1

AREA	PERFORMANCE APPRECIATION
Key Concept 1	The overall nature and demands of quality performance

At Advanced Higher candidates should have a comprehensive knowledge and understanding of the key concept.

Key feature

The importance of performance in relation to its **nature**, for example:

- ◆ experiential nature
- ◆ public nature
- ◆ individual, team or group activities.

Key feature

The importance of performance in relation to its **demands**, for example:

Classification of:

- ◆ technical, physical, personal and special demands
- ◆ competitive or non competitive
- ◆ rules, codes, conduct
- ◆ scoring systems
- ◆ different roles within activities.

Key feature

The importance of recognising that **quality performance** depends on, for example:

- ◆ fluency
- ◆ economy of effort
- ◆ precision
- ◆ accuracy
- ◆ control.

AREA	PERFORMANCE APPRECIATION
Key Concept 2	Technical, physical, personal and special qualities of performance

At Advanced Higher candidates should have a comprehensive knowledge and understanding of the key concept.

Key feature

The **qualities** required by observing, describing and evaluating strengths and weaknesses of individual or group performance in relation to **quality** performances:

- ◆ technical (refinement, timing, rhythm, consistency, effectiveness)
- ◆ physical (strong, power, light, speed)
- ◆ personal (determination, desire to succeed, motivation — intrinsic/extrinsic)
- ◆ special (imagination, flair, creativity).

Key feature

The performance of individual/group performances to best maximise strengths and minimise weaknesses.

AREA	PERFORMANCE APPRECIATION
Key Concept 3	Mental factors influencing performance

At Advanced Higher candidates should have a comprehensive knowledge and understanding of the key concept.

Key feature

The importance of managing emotions — mental state — **before/during/after** performance, for example:

- ◆ control of aggression, anxiety (state of arousal)
- ◆ codes of conduct (rules/etiquette)
- ◆ maintaining motivation – intrinsic/extrinsic, confidence and concentration throughout performance
- ◆ coping with stress.

Key feature

The importance of examining different methods available to improve managing emotions, mental state, for example:

- ◆ imagery/visualisation
- ◆ deep breathing
- ◆ relaxation techniques
- ◆ rehearsal.

AREA	PERFORMANCE APPRECIATION
Key Concept 4	The use of appropriate models of performance

At Advanced Higher candidates should have a comprehensive knowledge and understanding of the key concept.

Key feature

The relevance of comparing the effectiveness of different models of performance to determine personal strengths and weaknesses with regard to performance development.

Key feature

The importance of using relevant types of feedback (intrinsic/extrinsic) to compare performance with model performance, for example:

- ◆ knowledge of results
- ◆ knowledge of previous performance
- ◆ error detection/correction
- ◆ personal reflection
- ◆ use of video/Dictaphone.

Key feature

The importance of models of performance in establishing training priorities.

AREA	PERFORMANCE APPRECIATION
Key Concept 5	Planning and managing personal performance improvement

At Advanced Higher candidates should have a comprehensive knowledge and understanding of the key concept.

Key feature

The importance of planning for improvement of the **‘whole performance’** by setting short, medium and long term goals, for example:

- ◆ planning blocks of time
- ◆ consideration for training
- ◆ preparation for competition.

Key feature

The importance of planning for improvement of the **‘whole performance’** through an integrated training approach which reflects work covered in all analysis areas. For example a combination of some of the following:

- ◆ physical aspects (preparation of the body)
- ◆ technical aspects (skills and techniques)
- ◆ personal aspects (motivation, personal goals)
- ◆ special aspects (achieving peak performance)
- ◆ mental aspects (rehearsal, imagery/visualisation)
- ◆ strategic/compositional planning (structures, strategies and composition).

Key feature

The importance of personal monitoring, reviewing and evaluating progress to inform development needs, for example goals should:

- ◆ be specific to focus attention
- ◆ be recorded for feedback
- ◆ be recorded for evaluation purposes
- ◆ have a date for completion.

AREA 2

AREA	PREPARATION OF THE BODY
Key Concept 1	Fitness assessment in relation to personal performance and the demands of activities

At Advanced Higher candidates should have a comprehensive knowledge and understanding of the key concept.

Key feature

How fitness assessment can contribute to performance and training through any of the following:

- ◆ the accurate collection and recording of data in standard tests or in full performance context.

For example outwith the activity:

Physical – 12 min Cooper, Leger, Sit and Reach and Harvard step tests

Skill-related – Illinois, Ruler drop, Alternate hand throw

Mental – Questionnaires or self-evaluation tests

For example in the activity:

Time related observation checklist eg football, basketball, volleyball etc.

Skill-related observation schedules, scattergrams etc.

- ◆ Identifying strengths and weaknesses in relation to physical, mental or skill-related fitness.
- ◆ Providing comparisons with standard test norms and previous tests.

Key feature

The importance of analysing and interpreting test results and using them effectively to inform the preparation and monitoring of training programmes.

AREA	PREPARATION OF THE BODY
Key Concept 2	Application of different types of fitness in the development of activity specific performance

At Advanced Higher candidates should have a comprehensive knowledge and understanding of the key concept.

Key feature

The investigation of performance requirements and related fitness needs specific to

- ◆ selected activities
- ◆ role related responsibilities.

Key feature

Importance of selecting specific training related to identified needs and personal level of performance, for example:

- ◆ in the activity (conditioning)
- ◆ outwith the activity
- ◆ or a combination of both.

AREA	PREPARATION OF THE BODY
Key Concept 3	Physical, skill-related and mental types of fitness

At Advanced Higher candidates should have a comprehensive knowledge and understanding of the key concept.

Key feature

All types of fitness should be covered. At least **one or two** aspects should be selected from each type.

Relevant **physical aspects** of fitness:

- ◆ cardio respiratory endurance/aerobic/anaerobic endurance
- ◆ local muscular endurance
- ◆ strength/strength endurance
- ◆ speed/speed endurance
- ◆ power
- ◆ flexibility.

Relevant **skill-related** aspects of fitness:

- ◆ reaction time
- ◆ agility
- ◆ co-ordination
- ◆ balance
- ◆ timing
- ◆ movement anticipation.

Relevant **mental aspects** of fitness:

- ◆ level of arousal
- ◆ rehearsal
- ◆ managing emotion.

Key feature

The relationships between different types/aspects of fitness in the development of activity specific performance.

AREA	PREPARATION OF THE BODY
Key Concept 4	Principles and methods of training

At Advanced Higher candidates should have a comprehensive knowledge and understanding of the key concept.

Key feature

Relevant principles of training:

- ◆ specificity:
 - ◆ activity
 - ◆ person
 - ◆ performance.
- ◆ progressive overload
 - ◆ frequency
 - ◆ intensity
 - ◆ duration
 - ◆ adaptation
 - ◆ rest and recovery
 - ◆ avoiding over training.
- ◆ reversibility

Key feature

Identification and selection of appropriate training methods to improve physical, skill-related and mental fitness, for example:

- ◆ circuit training
- ◆ weight training
- ◆ fartlek
- ◆ continuous
- ◆ conditioning
- ◆ relaxation
- ◆ breathing
- ◆ rehearsal.

AREA	PREPARATION OF THE BODY
Key Concept 5	Planning, implementing and monitoring training

At Advanced Higher candidates should have a comprehensive knowledge and understanding of the key concept.

Key feature

The relevance of phases of training or training cycles and their relationship to performance development, for example:

- ◆ pre-season
- ◆ competition
- ◆ transition/close season.

Key feature

The importance of planning and monitoring training using **one or more** of the methods listed below:

- ◆ video
- ◆ observation schedules
- ◆ training diary/logbook
- ◆ personal evaluation
- ◆ game analysis.

Key feature

The importance of planning, implementing and monitoring training in pursuit of identified personal goals.

AREA 3

AREA	SKILLS AND TECHNIQUES
Key Concept 1	The concept of skill and skilled performance

At Advanced Higher candidates should have a comprehensive knowledge and understanding of the key concept.

Key feature

An understanding of how skill(s) are learned/performed through the information processing model:

- ◆ input information
- ◆ selecting information
- ◆ making decisions
- ◆ output action
- ◆ receiving feedback about performance
- ◆ using received information as new input information.

Key feature

An understanding of how skill(s) and technique(s) are performed for effective, consistent performance whilst also displaying qualities of control, fluency and economy of movement.

Understanding of skill classification terms in relation to performance.

- ◆ Open/Closed.
- ◆ Simple/Complex.

Key feature

An understanding of how a skilled performance can be used to enhance and develop performance, for example:

- ◆ effective, consistent and economic movement
- ◆ ability to vary and adapt by using a range of skills and techniques
- ◆ ability to select the correct options to cope with various performance demands.

AREA	SKILLS AND TECHNIQUES
Key Concept 2	Skill/technique improvement through mechanical analysis or movement analysis or consideration of quality

At Advanced Higher candidates should have a comprehensive knowledge and understanding of the key concept.

Key feature

In relation to performance, the purposes of collecting relevant and detailed information through using **one or more** of the following approaches:

Mechanical analysis: information relating to the mechanics of performance in **one or more** of the following, for example:

- ◆ mechanical principles of movement
- ◆ centre of gravity
- ◆ resistance
- ◆ balance (static/dynamic)
- ◆ action/reaction
- ◆ use of body levers
- ◆ axes and planes of movement.

Movement analysis: information relating to movement within performance in **one or more** of the following, for example:

- ◆ preparation, action and recovery when applying skill(s) and technique(s)
- ◆ effort factors such as control of weight, time space and flow
- ◆ skills and techniques necessary for efficient and effective movement.

Consideration of quality: information relating to consideration of qualities in **one or more** of the following, for example:

- ◆ economy of movement
- ◆ creative application of skill
- ◆ disguise
- ◆ technical, physical, personal and special qualities.

Key feature

In relation to technique improvement, create a detailed plan related to information gathered from the specific approach used in mechanical analysis or movement analysis or consideration of quality.

Key feature

The importance of reviewing and monitoring improvements through relevant training programmes using mechanical analysis, movement analysis or consideration of quality.

AREA	SKILLS AND TECHNIQUES
Key Concept 3	The development of skill and the refinement of technique in terms of: Stages of Learning, Methods of practice, Principles of effective practice and motivation, concentration and feedback

At Advanced Higher candidates should have a comprehensive knowledge and understanding of the key concept.

Key feature

Skills and/or techniques are learned in different stages. This should include understanding about the following **stages**:

- ◆ preparation/cognitive
 - ◆ practice/associative
 - ◆ automatic/autonomous
- or other terminology used to describe these stages.

At each stage of learning, when developing skills or techniques, select the most relevant **methods of practice** from the following:

- ◆ solo/shadow/partner/group
- ◆ opposed/unopposed
- ◆ gradual build up/whole part whole
- ◆ drills/repetition practices
- ◆ massed/distributed
- ◆ conditioned games/small sided games/coached games.

The method of practice selected should show an understanding of the following **principles of effective practice**:

- ◆ setting clear objectives
- ◆ consideration of strengths and weaknesses
- ◆ awareness of model performer
- ◆ achievable progressive stages
- ◆ effect of boredom and fatigue
- ◆ intensity of practice
- ◆ work to rest ratio.

An understanding of the **influential factors** that affect performance:

- ◆ motivation
- ◆ concentration
- ◆ feedback.

Key feature

How skills are learned and require refinement of technique through practice.

AREA 4

AREA	STRUCTURES, STRATEGIES AND COMPOSITION
Key Concept 1	The structures, strategies and/or compositional elements that are fundamental to activities

At Advanced Higher candidates should have a comprehensive knowledge and understanding of the key concept.

Key feature

From the **structure and strategy fundamentals** listed, select **one or more** of the following:

The importance of:

- ◆ using space in attacking and defensive situations, for example manoeuvring and out-manoevring opponents, creating, exploiting and denying space
- ◆ pressurising opponents in attacking and defensive situations, for example overloading a defence, forcing errors
- ◆ tempo of play, for example, using speed in attack/delay in defence
- ◆ principles of individual and team play (width/depth/mobility).

AND/OR

From the **structures and compositional considerations fundamentals** listed, select **one or more** of the following:

The importance of:

- ◆ design form and style as compositional considerations
- ◆ developing motifs in performance
- ◆ using repetition, variation and contrast in performance
- ◆ interpreting stimulus in developing performance
- ◆ using space effectively in performance
- ◆ using creativity in performance.

AREA	STRUCTURES, STRATEGIES AND COMPOSITION
Key Concept 2	Identification of strengths and weaknesses in performance in terms of: roles and relationships; formations; tactical and design elements; choreography and composition

At Advanced Higher candidates should have a comprehensive knowledge and understanding of the key concept.

Key feature

In terms of **roles and relationships** select **one or more** of the following:

- ◆ recognising individual strengths and weaknesses in a structure/strategy/composition
- ◆ recognising the demands of individual roles during performance
- ◆ select a relevant structure/strategy/composition appropriate for individual/partner/team performance.

OR

In terms of **formations** select **one or more** of the following:

- ◆ the structure of relevant systems of play in selected activities
- ◆ the benefits and limitations of various systems of play
- ◆ the need to co-operate and support others in team or group situations
- ◆ the ability to pre-plan strategies to meet the demands of play.

OR

In terms of **tactical or design elements** select **one or more** of the following:

- ◆ identifying and exploiting opponents' weaknesses
- ◆ recognising the need to maximise strengths within chosen structure/strategy
- ◆ the key elements of overall design/form/style
- ◆ how to explore and develop movement motifs, phrases, themes
- ◆ ways of linking different elements together, eg use of space, body and dynamics of action.

OR

In terms of **choreography and composition** select **one or more** of the following:

The importance of:

- ◆ timing, precision and improvisation in performance
- ◆ sensitivity and expression within performance
- ◆ mood within performance
- ◆ differences in style of presentation of a given performance.

AREA	STRUCTURES, STRATEGIES AND COMPOSITION
Key Concept 3	Information processing, problem-solving and decision making when working to develop and improve performance

At Advanced Higher candidates should have a comprehensive knowledge and understanding of the key concept.

Key feature

Using information on team/individual performance to make appropriate decisions when developing, monitoring and evaluating performance.

Key feature

The importance during performance of continually:

- ◆ being perceptive
- ◆ being creative
- ◆ making effective decisions under pressure
- ◆ exercising effective solutions.

Key feature

The importance of adapting/changing and refining structures, strategies and composition in response to performance demands.