

PHYSICAL EDUCATION
Higher

Fourth edition – published November 1999

NOTE OF CHANGES TO ARRANGEMENTS - CD-ROM NOVEMBER 1999

COURSE TITLE: Physical Education (Higher)

COURSE NUMBER: C068 12

National Course Specification

Course Details: Core skills statements expanded

National Unit Specification

All Units: Core skills statements expanded

National Course Specification

PHYSICAL EDUCATION (HIGHER)

COURSE NUMBER CO68 12

COURSE STRUCTURE

This course comprises three mandatory units, as follows:

D371 12	<i>Performance (H)</i>	<i>1.5 credits (60 hours)</i>
D369 12	<i>Analysis of Performance (H)</i>	<i>1 credit (40 hours)</i>
D370 12	<i>Investigation of Performance (H)</i>	<i>0.5 credit (20 hours)</i>

In common with all courses, this course includes 40 hours over and above the 120 hours for the component units. This is for induction, extending the range of learning and teaching approaches, support, consolidation, integration of learning and preparation for external assessment. This time is an important element of the course and advice on its use is included in the course details.

The physical activities in a course should arise from a process of negotiation between staff and candidates which takes account of the interests and talents of the candidate and the effective management of available facilities and resources. In agreeing activities with candidates, staff must take account of managing assessment. To integrate work within the course it is recommended that the *Performance* and *Analysis of Performance* units are delivered concurrently. As candidates require knowledge and skills associated with the *Analysis of Performance* unit in order to complete the *Investigation of Performance* unit, a level of integration is also recommended here.

RECOMMENDED ENTRY

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

- Standard Grade Physical Education at Credit level
- Intermediate 2 Physical Education or its component units
- other relevant prior experience in physical education, including experience gained outwith certificated courses.

Administrative Information

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National Course Specification (cont)

COURSE Physical Education (Higher)

CORE SKILLS

This course gives automatic certification of the following:

Complete core skills for the course Problem Solving H

Additional core skills components for the course None

For information about the automatic certification of core skills for any individual unit in this course, please refer to the general information section at the beginning of the unit.

Additional information about core skills is published in *Automatic Certification of Core Skills in National Qualifications* (SQA, 1999).

National Course Specification: course details

COURSE Physical Education (Higher)

RATIONALE

Performance is the prime focus of the Higher course in Physical Education. Practical experiential learning provides the opportunity to develop high standards of performance and the skills and technique, knowledge and understanding required to develop this. Candidates have the opportunity to study physical education at a challenging level and to develop critical and imaginative practice in order to achieve an understanding of performance and the ways in which it can be improved.

The course provides opportunities for candidates to develop their individual interests and talents in a variety of ways. Physical Education provides opportunities for candidates to engage in activities which are, in themselves, competitive, creative, co-operative and individual.

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 staff and peers.

The 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 vocational destinations.

National Course Specification: course details (cont)

COURSE Physical Education (Higher)

COURSE CONTENT

The Higher Physical Education course design enables the three mandatory component units, *Performance*, *Analysis of Performance* and *Investigation of Performance*, to be integrated in a flexible way. The course provides candidates with opportunities to integrate knowledge to establish a broad conceptual base and a more thorough understanding of the full nature of performance.

Performance

Each candidate is required to develop his/her performance within a minimum of two negotiated activities. A course activity is one which is part of the learning and teaching of a centre's overall course plan. 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. The balance of time spent on course activities is an important planning consideration for individual centres to decide.

Analysis of Performance

In analysing performance at Higher level, candidates are required to observe and reflect upon performance, then apply their understanding to bring about improvements.

In addition to the negotiated *Performance* activities, centres have the opportunity to insert additional practical activities into the course to provide added illustration of facts, principles and points for comparison and contrast. These may not form part of the assessment of *Performance*.

The process of assessing, appraising, evaluating and appreciating performance should arise naturally from the pursuit of improved standards of performance in the specific activities agreed for the course, together with any additional activity inserts included to extend, enhance or reinforce knowledge.

Analysis of Performance is sub-divided into four areas which are:

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

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 in relation to understanding and improving specific aspects of performance. Each of the four areas enables performance to be analysed in a different way. Further information on the areas is provided in Appendix 3 – Areas of Analysis of Performance.

National Course Specification: course details (cont)

COURSE Physical Education (Higher)

Investigation of Performance

Candidates are required to engage in an independent structured study of a specific aspect of personal performance. The aspect of performance to be investigated should be negotiated with the teacher/lecturer. The activity chosen may be one of those which form part of the *Performance* unit or may be one which holds special interest for the candidate. Candidates will select an aspect of performance from which they can work towards producing an *Investigation of Performance* report. The process of investigation and the production of the report provide opportunities to develop further powers of analysis and improved performance standards.

The production of the report engages candidates in:

- planning and research
- interpretation and discussion
- the presentation of findings.

ASSESSMENT

To gain the course award, the candidate must achieve all the component units of the course as well as the external assessment. External assessment will provide the basis for grading attainment in the course award. The *Performance* unit contributes to 50% of the overall course assessment.

When units are taken as component parts of a course, candidates will have the opportunity to demonstrate achievement beyond that required to attain each of the unit outcomes. This attainment may, where appropriate, be recorded and used to contribute towards course estimates and to provide evidence for appeals. Further information on the key principles of assessment is provided in the paper, *Assessment* (HSDU, 1996) and in *Managing Assessment* (HSDU, 1998).

The assessment of course activities in *Performance* will be carried out by the teachers or lecturers presenting the course with one being responsible for overall assessment. A system of external moderation will operate in order to finalise the assessment for each candidate which will form part of the overall assessment for the course award.

DETAILS OF INSTRUMENTS FOR EXTERNAL ASSESSMENT

Performance

Candidates' performance will be internally assessed, with the dual purpose of determining both unit achievement and course achievement. Performance should be assessed in each candidate's best two activities from the course. This internal assessment will be subject to external moderation. Information on procedures for moderation will be issued separately by the Scottish Qualifications Authority (SQA).

Assessment is directly linked to the quality of personal practical performance which candidates demonstrate in relation to the Physical Education Performance Scale – Appendix 2.

National Course Specification: course details (cont)

COURSE Physical Education (Higher)

Each activity will be assessed internally using the Physical Education Performance Scale. This information will be passed on to the SQA, who will ensure that the candidate's better activity is double-weighted then added to their second activity. This procedure allows the particular performance strengths of candidates to be recognised and rewarded. Further details will be provided by the SQA. Candidates being presented for the Higher course may demonstrate a standard of Performance, in their course assessment, which goes beyond Higher level. This will be credited by the SQA with the maximum mark available for *Performance* at Higher level (the level at which they are being presented for the course). Performance marks are carried forward for aggregation with the marks awarded for the other two components that contribute to external course assessment.

Analysis of Performance

Candidates will be externally assessed for *Analysis of Performance* by a written examination paper. The examination paper will be grouped into four sections corresponding to each of the four areas of *Analysis of Performance*. Candidates will be required to answer three questions, each from a different section. The duration of the examination will be 2 hours and 30 minutes.

Investigation of Performance

Candidates will be required to complete an Investigation Report focusing on a specific aspect of personal performance. Where a candidate chooses to investigate an aspect of group performance, the aspect selected must relate to the candidate's own direct experience and influence within the group. The report is based on a programme of work undertaken in the course. Information collected should be interpreted and discussed. The discussion should be clearly presented in a way that supports the candidate's conclusions. A report may be presented in written, video or other format as permitted by the SQA. A written submission should contain between 1200 and 1500 words with a tolerance of up to 2000 words. Reports submitted in video format should be of no more than 10 minutes' duration. Video reports should be supported with a summary explanatory text. Candidates who use a computer format should submit a printed report. Reports which combine presentation styles should not exceed the limits set for either written or video formats. The final report should be completed and submitted by the date specified by the SQA.

GRADE DESCRIPTIONS

The descriptions below are of expected attainment in the overall course award at Grades C and A. They are intended to assist candidates and staff to appreciate the general standards required. It should be noted that while grade descriptions provide information on standards, particularly that required to achieve unit outcomes, it is not appropriate to grade individual outcomes/units. Only the course award is graded.

Grade C

At Grade C the candidate should, in performing:

- select and combine skills to perform with control and fluency within contexts which offer a variety of options
- demonstrate a broad performance repertoire.

In analysing performance:

- record, describe and explain performance clearly
- use a range of relevant concepts and knowledge to make detailed judgements about performance
- apply knowledge to make clear suggestions about how performance may be improved.

National Course Specification: course details (cont)

COURSE Physical Education (Higher)

In investigating performance:

- plan a course of action
- collate evidence and interpret data
- use references, draw conclusions and present findings in ways which reveal how the performance of an individual or group has been improved or influenced.

Grade A

At Grade A the candidate should, in performing:

- 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
- demonstrate a broad and well-established performance repertoire.

In analysing performance:

- give a clear, full and detailed description and explanation of selected performance examples
- use a full range of relevant concepts and knowledge to make full and detailed judgements about performance
- make clear, full and detailed suggestions for a course of action which is most likely to lead to improvements in performance.

In investigating performance:

- plan a course of action
- collate sound evidence and interpret data comprehensively
- use references appropriately, draw full conclusions and present findings in ways which clearly reveal how and why performance has been influenced or affected.

APPROACHES TO LEARNING AND TEACHING

The learning and teaching process in Physical Education should stimulate and harness candidates' energy and enthusiasm. Staff should adopt a flexible approach to course planning and design to facilitate opportunities for candidates. Activities which feature in a course should be taught in an integrated way. The nature of the work at Higher level clearly points to the need for candidates to develop independence of both thought and action. For staff, this may entail a change in role from direct teaching to that of co-ordinator and facilitator. It is recommended that staff employ a variety of roles from active engagement in candidate contact to being present for consultation as required. 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 technology. This can be a valuable aid 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 the advances in technology will have a continuing and increasing influence upon approaches to learning and teaching at this level.

National Course Specification: course details (cont)

COURSE Physical Education (Higher)

In delivering the Higher Physical Education course, staff should:

- ensure that the course has a central focus on performance
- negotiate with candidates on physical activities to be included in the course
- use quality performers as important reference points to develop performance appreciation
- develop and reinforce candidates' knowledge and understanding in performance contexts and additionally in workshops and other relevant contexts
- provide opportunities for candidates to practise and refine practical skills and techniques in order to improve personal performance
- include planning for special performance e.g. real performance, production opportunities and visits
- ensure that candidates analyse performances using the most appropriate and relevant means
- facilitate opportunities for candidates to identify and use sources of further information to expand their knowledge and extend expectations
- encourage candidates to work co-operatively with partners or groups and take on a measure of responsibility for their own learning
- introduce the process of investigating in a systematic way by building on the knowledge and understanding gained in other areas of the course and by providing opportunities for candidates to undertake preliminary problem-solving activities with partners or groups as a preparation for more substantial personal investigation
- supervise the development of the *Investigation of Performance* report over an agreed series of checkpoints
- allow candidates time to research and compile their report
- consolidate all work in preparation for the *Analysis of Performance* examination.

Analysis of Performance may take place in the course of actual performance by the candidate or other performers, in workshops, through the use of video or computer, or as a result of observations made outside the centre. A combination of these may occur and should be encouraged.

SPECIAL NEEDS

This course specification is intended to ensure that there are no artificial barriers to learning or assessment. Special 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 SQA document *Guidance on Special Assessment and Certification Arrangements for Candidates with Special Needs/Candidates whose First Language is not English* (SQA, 1998).

National Course Specification: course details (cont)

COURSE Physical Education (Higher)

SUBJECT GUIDES

A Subject Guide to accompany the Arrangements document has been produced by the Higher Still Development Unit (HSDU) in partnership with the Scottish Consultative Council on the Curriculum (SCCC) and Scottish Further Education Unit (SFEU). The Guide provides further advice and information about:

- support materials for each course
- learning and teaching approaches in addition to the information provided in the Arrangements document
- assessment
- ensuring appropriate access for candidates with special educational needs

The Subject Guide is intended to support the information contained in the Arrangements document. The SQA Arrangements documents contain the standards against which candidates are assessed.

National Unit Specification: general information

UNIT	Performance (Higher)
NUMBER	D371 12
COURSE	Physical Education (Higher)

SUMMARY

This unit offers candidates the opportunity to build on previous performance experiences to improve performance in a minimum of two activities. On completion of the unit the candidate should be able to, in negotiated activities, select and combine skills to perform with control and fluency within contexts which offer a variety of options.

The unit is a mandatory component of the Physical Education course at 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:

- Standard Grade Physical Education at Credit level
- Intermediate 2 Physical Education
- the *Performance* unit at Intermediate 2 level
- other relevant prior experience in physical education, including experience gained outwith certificated courses.

CREDIT VALUE

1.5 credits at Higher.

Administrative Information

Superclass:	MA
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National Unit Specification: general information (cont)

UNIT Performance (Higher)

CORE SKILLS

There is no automatic certification of core skills or core skills components in this unit.

Additional information about core skills is published in *Automatic Certification of Core Skills in National Qualifications* (SQA, 1999).

National Unit Specification: statement of standards

UNIT Performance (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 Scottish Qualifications Authority.

OUTCOME

Demonstrate effective performance in challenging contexts.

Performance criteria

- a) A broad performance repertoire is apparent.
- b) Appropriate decisions are made in challenging performance contexts.
- c) Control and fluency are demonstrated in performance.

Note on the range for this outcome

Repertoire: technical skills and general movement patterns as appropriate to the activity.

Challenging performance contexts: appropriate to the activities used; involves a variety of options.

Control and fluency: rhythm, timing, co-ordination.

Evidence requirements

Performance evidence from two activities is required but some candidates may meet the performance criteria entirely through one of their two activities. However, other candidates may achieve this unit through partly achieving the performance criteria in their first activity and partly in their second.

Staff should record written evidence of achievement in each activity.

Written evidence may be supported with video clips.

National Unit Specification: support notes

UNIT Performance (Higher)

This part of the unit specification is offered as guidance. The 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 60 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 activities selected should emerge from a process of negotiation between staff and candidates. The negotiation process will need to take account of the interests and talents of candidates, staff expertise, available facilities and resources. Physical activities beyond the minimum requirement of two, may feature prominently or may be used as unit inserts to increase candidates' understanding of performance.

GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT

Performance should be challenging and, if possible, exciting. It should be serious yet pleasurable. The unit should have a focus on training, standards and the pursuit of disciplined technique. Staff may plan a series of events with a view to preparing candidates for an ultimate 'special performance', with all the associated demands of such an occasion.

GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

To achieve this unit, candidates are required to demonstrate that they have met the performance criteria for the expressed outcome within the range specified. Evidence from two activities is required. For all candidates, staff should record details of attainment in both activities. Candidates, however, may meet the performance criteria to achieve this unit entirely through one of their two activities or they may achieve the unit through meeting the performance criteria through both activities. Further information on how Performance attainment should be recorded for course purposes can be found in the Higher course details.

Assessment decisions should be based upon the teacher/lecturer's professional judgements of the candidate's performance. It is important to remember that the standards applied in the assessment of Performance in Physical Education must be realistic.

SPECIAL NEEDS

This unit specification is intended to ensure that there are no artificial barriers to learning or assessment. Special 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 SQA document *Guidance on Special Assessment and Certification Arrangements for Candidates with Special Needs/Candidates whose First Language is not English* (SQA, 1998).

National Unit Specification: general information

UNIT Analysis of Performance (Higher)

NUMBER D369 12

COURSE Physical Education (Higher)

SUMMARY

Ability to describe, evaluate and appreciate performance.

The unit is a mandatory component of the Physical Education course at Higher.

OUTCOMES

- 1 Record, describe and explain performance.
- 2 Use knowledge and understanding to analyse performance.
- 3 Suggest improvements to performance.

RECOMMENDED ENTRY

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

- Standard Grade Physical Education at Credit level
- Intermediate 2 Physical Education
- the *Analysis of Performance* unit at Intermediate 2 level
- other relevant prior experience in physical education including experience gained outwith certificated courses.

CREDIT VALUE

1 credit at Higher.

Administrative Information

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National Unit Specification: general information (cont)

UNIT Analysis of Performance (Higher)

CORE SKILLS

This unit gives automatic certification of the following:

Complete core skills for the unit None

Core skills components for the unit Critical Thinking H

Additional information about core skills is published in *Automatic Certification of Core Skills in National Qualifications* (SQA, 1999).

National Unit Specification: statement of standards

UNIT Analysis of Performance (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 Scottish Qualifications Authority.

Note on the range for this unit

For each outcome, explanations and evidence should be drawn from a minimum of three of the following four areas of analysis:

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

OUTCOME 1

Record, describe and explain performance.

Performance criteria

- a) Methods used for recording data are appropriate.
- b) The data gathered about the performance are valid.

Note on the range for this outcome

Methods: designed or selected by candidate.

Data: detailed information about aspect(s) of performance.

Evidence requirements

Information should be recorded in relation to personal performance and/or observed performance in one or more activities. This may be oral, written, visual or graphic evidence and may take the following forms:

- 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 explanation
- observation schedule/checklist (where appropriate), with related explanation
- a short presentation talk to peers referring to data recorded
- description to teacher, referring to data recorded
- any other graphic, written or oral evidence judged to be appropriate by the teacher/ lecturer.

National Unit Specification: statement of standards (cont)

UNIT Analysis of Performance (Higher)

OUTCOME 2

Use knowledge and understanding to analyse performance.

Performance criteria

- a) A range of relevant concepts is applied.
- b) The knowledge and understanding used is relevant to the performance.

Note on the range for this outcome

Knowledge and Understanding: main features of performance derived from personal or observed performance.

Concepts: specific and relevant to areas of Analysis of Performance.

Evidence requirements

Evidence demonstrating focus, clarity of thought and the ability to discuss performance critically in a minimum of three from four of the areas of Analysis of Performance. This will normally be oral or written evidence.

OUTCOME 3

Suggest improvements to performance.

Performance criteria

- a) A course of action to improve performance is designed and justified.
- b) A suitable method for evaluating the effectiveness of the proposed action is suggested.

Note on the range for this outcome

Course of action: specific to the identified needs of performer/performance.
Evaluation: effective and feasible in terms of proposed action.

Evidence requirements

Evidence which satisfies the performance criteria. This may be oral, written, graphic or video evidence.

National Unit Specification: support notes

UNIT Analysis of Performance (Higher)

This part of the unit specification is offered as guidance. The support notes are not mandatory.

While the exact time of 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 be delivered in a practical context. The central purpose of the unit is to examine performance closely with a view to improvement. In any analysis of performance, the minimum form of the activity that allows for meaningful analysis and reliable assessment should be used.

Centres may find it advantageous to cover all four areas of Analysis of Performance but each centre is required to cover a minimum of three from four of the areas outlined below:

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

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 in relation to understanding and improving specific aspects of performance. Each of the four areas enable Performance to be analysed in differing ways. Further definition of the areas is provided in Appendix 3.

GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT

Analysis of Performance should arise from the pursuit of improved standards of performance in the activities selected for this unit. Practical workshops are suggested as the best means of reinforcing facts and principles which emerge from the performance. Practical workshops can support candidates in developing the skills of independent learning. Workshops should have a practical, problem-solving orientation. In a workshop setting, candidates may be given the opportunity to work alone, or with others, to meet a particular challenge. Ideas may be shared, tasks can be explored, candidates may experiment and share findings. Dialogue, cooperation and discovery are central features of a workshop environment. Workshops embody investigative methods which are appropriate to stimulate the development of conceptual and critical thinking which is vital in the analysis of performance. Video and other technology can add an important dimension to learning and teaching in this unit.

GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

Analysis of Performance evidence should be generated through practical approaches which provide candidates with opportunities to experience, explore and discuss Performance issues. Analysis of Performance should be firmly rooted in practical problem-solving with the central purpose of improving Performance. Evidence should be generated as a natural outcome of Performance experiences. To achieve the unit, sufficient evidence requires to be presented to indicate that all outcomes and performance criteria have been met within the ranges specified. Candidates should be made aware of assessment criteria and instruments of assessment. The timing of assessments may vary according to the progress of individual candidates.

National Unit Specification: support notes (cont)

UNIT Analysis of Performance (Higher)

While a variety of assessment instruments are available, staff are encouraged to adopt an integrated approach to assessment in the unit.

SPECIAL NEEDS

This unit specification is intended to ensure that there are no artificial barriers to learning or assessment. Special 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 SQA document *Guidance on Special Assessment and Certification Arrangements for Candidates with Special Needs/Candidates whose First Language is not English* (SQA, 1998).

National Unit Specification: general information

UNIT Investigation of Performance (Higher)

NUMBER D370 12

COURSE Physical Education (Higher)

SUMMARY

Plan and implement a programme of work to improve or influence a specific aspect of personal performance.

The unit is a mandatory component of the Physical Education course at Higher.

OUTCOMES

- 1 Plan a course of action to investigate a specific aspect of personal performance.
- 2 Carry out the plan to investigate performance.
- 3 Evaluate the investigation process.

RECOMMENDED ENTRY

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

- Standard Grade Physical Education at Credit level
- Intermediate 2 Physical Education
- the *Investigation of Performance* unit at Intermediate 2 level
- other relevant prior experience in physical education, including experience gained outwith certificated courses.

CREDIT VALUE

0.5 credit at Higher.

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National Unit Specification: general information (cont)

UNIT Investigation of Performance (Higher)

CORE SKILLS

There is no automatic certification of core skills or core skills components in this unit.

Additional information about core skills is published in *Automatic Certification of Core Skills in National Qualifications* (SQA, 1999).

National Unit Specification: statement of standards

UNIT Investigation of Performance (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 Scottish Qualifications Authority.

OUTCOME 1

Plan a course of action to investigate a specific aspect of personal performance.

Performance criteria

- a) Select an appropriate aspect of performance.
- b) Develop logically a structured plan of action.

Note on the range for this outcome

Appropriate aspect of performance: within direct experience.

Plan of action: key steps evident.

Evidence requirements

Evidence which satisfies the performance criteria. This may be oral, written, graphic or video evidence.

OUTCOME 2

Carry out the plan to investigate performance.

Performance criteria

- a) Record information about performance.
- b) Explain the significance of information derived from data collected.
- c) Complete a programme of work.

Note on range for this outcome

The range of the outcome is fully expressed in the performance criteria.

Evidence requirements

Evidence which satisfies the performance criteria. This may be oral, written, graphic or video evidence - for example:

- training diary
- video clips
- sequence photographs
- personal notes (written/audio)
- computer data
- observation schedules/checklist (where appropriate).

National Unit Specification: statement of standards (cont)

UNIT Investigation of Performance (Higher)

OUTCOME 3

Evaluate the investigation process.

Performance criteria

- a) Explain the effects on performance.
- b) Discuss the effectiveness of the investigation process.

Note on range for this outcome

Effects: supported judgements.

Discuss process: clarity and relevance of structure; investigation process reviewed.

Evidence requirements

Evidence which satisfies the performance criteria. This may be oral, written, graphic or video evidence.

National Unit Specification: support notes

UNIT Investigation of Performance (Higher)

This part of the unit specification is offered as guidance. The 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 20 hours.

GUIDANCE ON THE CONTENT AND CONTEXT FOR THIS UNIT

The Investigation of Performance is an exploratory study arising out of performance. It provides a structured approach to independent learning. The candidate is required to conduct a search or careful enquiry to investigate an aspect of personal performance. Physical activities other than those included in the Performance unit may be used. The activity/activities used should, however, be from those that it is usually possible to undertake in a physical education programme. Where there is any doubt about the suitability of an activity, the matter should be discussed with the SQA. Where a candidate chooses to investigate an aspect of group performance, the aspect selected must relate to the candidate's own direct experience and influence within the group.

The aspect of performance chosen should be agreed as a result of negotiation between the candidate and teacher/lecturer. Candidates should plan their investigation in a systematic way. Staff should supervise progress using an agreed series of checkpoints.

The purpose of the investigation is for candidates to explore an aspect of performance which has been identified as being potentially important to their personal performance, and to record how this aspect of performance was looked at, with a view to seeing how it may be improved or influenced by an appropriate programme of work. Programmes of work that are developed should be sustained for sufficient time to generate meaningful information which will allow the candidate to reflect upon, discuss and draw conclusions about how performance has been affected. Some candidates will be able to work with minimum supervision from staff, while others will need much more structured guidance, support and assistance to get their investigation under way. Staff should ensure that candidates put the right balance of attention on their investigation. Past experience has shown that while some candidates direct too little time to their investigation, others get carried away and invest time and energy beyond that required.

GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT

Candidates taking this unit should work, to a large extent, independently. The shift from directed learning to independent study should be supported by staff through opportunities for consultation and discussion. Candidates should receive feedback from staff on the work they submit. Staff and candidates should work to agreed checkpoints. The teacher/lecturer should act as more of a co-ordinator and consultant when delivering this unit, rather than organiser and manager of candidates' work. Candidates should take on a measure of responsibility for their own learning and allowance should be made for the differing pace of learning and working in the group. Initial guidance and assistance on how best to use resources both within and outwith the centre may be required at an early stage. While the Investigation of Performance is an independent study, this should not mean that candidates work in isolation. Opportunities should be provided for ideas to be shared and discussed.

National Unit Specification: support notes (cont)

UNIT Investigation of Performance (Higher)

GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

To achieve this unit, sufficient evidence requires to be presented to indicate that all outcomes and performance criteria have been met within the ranges specified. This unit should engage candidates in activity of a practical problem-solving nature. Evidence should be generated as a natural outcome of the investigation process. Candidates should be made aware of the assessment criteria and the instruments of assessment. Candidates should be given regular feedback on the progress of their work. The timing of assessments may vary according to progress of individual candidates. Staff are encouraged to adopt an integrated approach to assessment in the unit.

SPECIAL NEEDS

This unit specification is intended to ensure that there are no artificial barriers to learning or assessment. Special 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 SQA document *Guidance on Special Assessment and Certification Arrangements for Candidates with Special Needs/Candidates whose First Language is not English* (SQA, 1998).

Physical Education

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 Higher Physical Education. As such, an integrated approach which combines selected activities with selected areas and forms of analysis of performance and, where appropriate, with the process of investigation of performance, is strongly recommended.
- 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 teacher/lecturers are negotiating with candidates the activities for the course, account **must** be taken of the assessment requirements in relation to each 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. An activity undertaken in extra-curricular time only **cannot** contribute to the candidate's assessment in Performance.

- 4 It is the sole 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.
- 5 Assessment of course activities must be carried out by Physical Education staff involved in delivering the course. Centres should retain internal assessment evidence for each candidate. All presenting centres will be moderated.
- 6 Centres will be required to submit to SQA the names of the activities which have 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 teacher/lecturers are negotiating with candidates the activities for the 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. An activity undertaken in extra-curricular time only **cannot** contribute to the unit assessment in Performance.

- 2 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.

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

- 3 Assessment of activities must be carried out by Physical Education staff involved in delivering the unit. Centres should retain internal assessment evidence for each candidate.
- 4 Centres will be required to submit to SQA the names of the activities which have 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

PHYSICAL EDUCATION PERFORMANCE SCALE

Marking performance in an activity

The marking scale shown below recognises unit attainment within a specific band of marks at each level but also provides scope to record candidate achievement which is above minimum competence at each level. This information needs to be recorded for candidates taking a Performance unit which is to contribute to a Physical Education course award. For these candidates, staff should award a mark from this scale for each activity which requires to be assessed.

Advanced Higher

70 = maximum mark available for an activity at AH level

69

68

67

66

65

64

63

62

61 = minimum competence

Higher

60 = maximum mark available for an activity at H level

59

58

57

56

55

54

53

52

51 = minimum competence

Intermediate 2

50 = maximum mark available for an activity at Int.2

49

48

47

46

45

44

43

42

41 = minimum competence

Intermediate 1

40 = maximum mark available for an activity at Int.1

39

38

37

36

35

34

33

32

31 = minimum competence

Access

30

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↓

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} No courses at Access levels but clusters of units at Access 3 and Access 2.
Units only at Access 1.

Physical Education

AREAS OF ANALYSIS OF PERFORMANCE

Analysis of Performance in Higher Still Physical Education courses at all levels comprises four 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. The key concepts of each area are outlined below.

Performance Appreciation **(Area 1)**

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

- the overall nature and demands of quality performance
- personal performance qualities, such as imagination, flair and creativity - strengths and weaknesses, needs and challenges
- mental factors influencing performance, including motivation, preparation and mental state during performance
- appropriate models of performance to help establish training priorities and personal style
- planning and managing personal performance improvement, including long- and short-term goals.

Preparation of the Body **(Area 2)**

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

- types of performance-related fitness and specific applications to selected activities
- physical, skill-related and mental aspects of fitness
- fitness assessment in relation to personal performance and the demands of selected activities
- principles and methods of training
- planning and implementing training in pursuit of personal goals, through phases of training, training cycles and the monitoring of progress.

Skills and Technique **(Area 3)**

The development of refined technique in pursuit of performance improvement.

- concepts of skills, technique and skilled performance as appropriate to the nature of activities
- technique improvement through mechanical analysis, movement analysis or consideration of quality
- ways of learning skills and developing technique:
 - stages of learning
 - methods of practice
 - principles of effective practice
 - importance of motivation, concentration and feedback.

Structures, Strategies and Composition

(Area 4)

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

- the structures, strategies and/or compositional elements that are fundamental to selected activities
- identification of strengths and weaknesses in performance in terms of:
 - roles and relationships
 - formations
 - group and team principles
 - tactical or design elements
 - choreography and composition
- problem-solving and decision-making when working with structures, strategies or compositional elements to develop and improve performance.