

PHYSICAL EDUCATION
Advanced Higher

Third edition – published December 2000

NOTE OF CHANGES TO ARRANGEMENTS THIRD EDITION PUBLISHED DECEMBER 2000

COURSE TITLE: Physical Education (Advanced Higher)

COURSE NUMBER: C068 13

National Course Specification

Course Details:

Page 5 sub-heading *Assessment of Performance* - add '70 marks'

Page 6 sub-heading *Dissertation* - add '140 marks'

In the third line of the paragraph following this sub-heading '*including* any explanatory text' should read '*excluding* and explanatory text'

National Unit Specification

D372 13 Perspectives on Performance

Page 17 **GUIDANCE ON CONTENT AND CONTEXT** - the fifth and sixth bullet points have been removed. That is

- the ways in which technological advances have had impact on performance.
- the ways in which performance experiences and opportunities have had impact on lifestyle

D370 13 Investigation of Performance

Page 20 **NOTE ON RANGE FOR THIS UNIT** - on the first line replace '*two*' with '*at least one*'

National Course Specification

PHYSICAL EDUCATION (ADVANCED HIGHER)

COURSE NUMBER C068 13

COURSE STRUCTURE

| | | |
|----------------|---|-----------------------------------|
| D371 13 | <i>Performance (AH)</i> | <i>1 credit (40 hours)</i> |
| D372 13 | <i>Perspectives on Performance (AH)</i> | <i>1 credit (40 hours)</i> |
| D370 13 | <i>Investigation of Performance (AH)</i> | <i>1 credit (40 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 teaching 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 Advanced Higher course is performance-led. The physical activity the candidate pursues in the Advanced Higher course should arise from a process of negotiation between staff and candidate, which takes account of how the individual candidate's performance interests and talents can be accommodated and supported. Account must be taken of the management of the assessment. All units of the course relate to the candidate's own performance.

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 or its component units
- other relevant prior experience in physical education, including experience gained outwith certificated courses

Administrative Information

Publication date: December 2000

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Version: 03

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Additional copies of this course specification (including unit specifications) can be purchased from the Scottish Qualifications Authority for £7.50. **Note:** Unit specifications can be purchased individually for £2.50 (minimum order £5).

National Course Specification: general information (cont)

COURSE Physical Education (Advanced 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 (Advanced Higher)

RATIONALE

Advanced Higher Physical Education provides candidates with the opportunity to explore, in an extended way, key aspects of performance. Candidates will aim to develop the advanced technique necessary for performing at a high level. The course aims to develop candidates' knowledge and understanding of the nature and demands of quality performance.

Candidates undertaking this course are expected to be self-motivated and dedicated in their pursuit of a serious performance goal. A great deal of the necessary training and associated study requires to be completed independently.

Candidates and staff should agree upon how arrangements for study can be managed. Arrangements should be flexible, to accommodate the individual candidate's performance interests and talents.

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.

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 vocational destinations.

COURSE CONTENT

The Advanced Higher Physical Education course design enables the three mandatory component units, Performance, Perspectives on Performance and Investigation of Performance, to be integrated by the teachers/lecturers responsible. This offers the opportunity to establish a broad conceptual base and a more thorough understanding of the full and rich nature of performance. To encourage candidates to understand the relationship amongst the units of the course, it is recommended that units are taught concurrently.

Performance

Performance at Advanced Higher is focused upon the development of refined technique within the total performance context. The course also promotes the resolve and capacities required to allow the individual to meet any one of a number of challenges that may be encountered in trying to perform consistently well at an advanced level. Candidates specialise in a single activity at this level. The management of the candidate's learning in this activity requires to be negotiated between candidate and staff, taking account of supporting supervision, facilities and available resources.

Perspectives on Performance

This unit aims to extend candidates' knowledge, understanding and appreciation of the overall nature and demands of quality performance. The relative values of different approaches to performance preparation are considered together with performance management issues. The Perspectives on Performance unit provides a platform from which an in-depth study of personal performance can be developed.

National Course Specification: course details (cont)

COURSE Physical Education (Advanced Higher)

Investigation of Performance

At Advanced Higher, candidates are required to engage in an in-depth study of factors which may affect personal performance. The results of this study must be reported and evaluated. The study will be undertaken with a view to identifying strategies to implement in order to refine personal performance. Candidates will draw upon the knowledge and understanding gained through the Perspectives on Performance unit.

ASSESSMENT

To gain the award of a course, 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.

When units are taken as component parts of a course, candidates will have the opportunity to demonstrate achievements 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. Additional details are provided, where appropriated, with the exemplar assessment materials. Further information on the key principles of assessment is provided in the paper *Assessment*, published in May 1996.

The assessment of course activities in Performance will be carried out by the teachers/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 their overall assessment for the course award.

DETAILS OF THE INSTRUMENTS FOR EXTERNAL ASSESSMENT

Course assessment consists of an assessment of candidates' practical performance and a dissertation which assesses both their understanding of Perspectives on Performance and Investigation of Performance.

Assessment of Performance (70 marks)

Candidates' Performance will be internally assessed, with the dual purpose of determining both unit achievement and course achievement. Performance is assessed in the single activity undertaken on 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.

Assessment is directly linked to the quality of personal practical performance which candidates demonstrate in relation to the Physical Education Performance Scale (see Appendix II).

Staff are required to assess internally each candidate using the Advanced Higher range of the Performance Scale. This information is passed on to the Scottish Qualifications Authority. A mark relating to the grade will be carried forward for aggregation with the other element of external assessment. Further details will be provided by the SQA.

National Course Specification: course details (cont)

COURSE Physical Education (Advanced Higher)

Dissertation (140 marks)

Candidates are required to submit a dissertation relating to the work undertaken in the Perspectives on Performance and Investigation of Performance units. The dissertation should normally contain between 2,500 and 3,500 words, excluding any explanatory text relating to supporting materials, for example video and other appendices.

The dissertation should have a performance-led focus which is relevant to the individual's performance goals. Significant development needs should be identified, researched and the outcomes reported.

Further advice on the structure and possible formats for the dissertation will be issued by the SQA at a later date. Candidates with special needs will receive appropriate assistance, as agreed with the SQA, to allow the dissertation to be produced. The dissertation requires to be submitted to SQA by 30 April.

GRADE DESCRIPTIONS

The descriptions below are of expected attainment at grades C and A. They are intended to assist candidates and staff to appreciate the general standards required.

Grade C

At Grade C the candidate should, in performing:

- 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

In the dissertation:

- present a clear rationale outlining research design, issues addressed and processes involved
- demonstrate knowledge and understanding of the nature and demands of performance, issues surrounding performance and express relevance to the development of personal performance
- use resources provided, and research, as a means of obtaining information and knowledge
- show understanding of broad and specific issues through presenting and interpreting information, discussing relevance, developing connections, supporting views and articulating thinking with clarity
- critically evaluate all work undertaken, discuss process and findings; support judgements and make recommendations for the future management of personal performance
- organise and present work logically and acknowledge sources

National Course Specification: course details (cont)

COURSE Physical Education (Advanced Higher)

Grade A

At Grade A the candidate should, in performing:

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

In the dissertation:

- present a clear, well-structured rationale outlining research design, issues addressed and processes involved
- demonstrate clear, full and detailed knowledge and understanding of the nature and demands of performance, issues surrounding performance and express relevance to the development of personal performance
- use a wide range of resources, and sustained progressive research, as a means of obtaining information and knowledge
- show clear understanding of broad and specific issues through presenting and interpreting information thoroughly and accurately, discussing relevance, developing connections, supporting views and articulating thinking with perception, clarity and focus
- critically evaluate all work undertaken, discuss process and full significance of findings; support judgements with well-substantiated evidence and make recommendations for the future management of personal performance
- organise and present work logically, using appropriate supporting materials to enhance work submitted, and acknowledge sources

APPROACHES TO LEARNING AND TEACHING

The learning and teaching process in Physical Education should stimulate and harness candidates' energy and enthusiasm. A flexible approach to course planning should be adopted to facilitate opportunities for candidates. The nature of the work at Advanced Higher makes a demand on candidates to work independently and with commitment. Staff require to assume the varied roles of co-ordinator, consultant and supervisor. Resource-based learning using structured materials is vital to support independent study and flexible learning. The course offers scope for the use of a range of information technology resources to facilitate learning and research; these include the use of video, CD ROM, digital cameras and access to the Internet. 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.

In offering the Advanced Higher Physical Education course, staff should:

- aim to facilitate opportunities for candidates
- provide opportunities for candidates to refine their personal performance
- help candidates to identify and select useful sources to explore
- ensure that candidates take serious responsibility for their own learning
- provide regular opportunities for discussion

National Course Specification: course details (cont)

COURSE Physical Education (Advanced Higher)

Candidates should have the opportunity to:

- take responsibility for their own learning
- further improve standards of personal performance
- plan personal training and associated study
- set personal targets
- research, present and discuss information
- engage in critical review
- develop initiative and other personal skills of general value

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).

SUBJECT GUIDES

A Subject Guide to accompany the Arrangements documents 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 (Advanced Higher) |
| NUMBER | D371 13 |
| COURSE | Physical Education (Advanced Higher) |

SUMMARY

This unit offers candidates the opportunity to build on previous experience to improve personal performance. On completion of the unit the candidate should be able, in a negotiated activity, to 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 unit is a mandatory component of the Physical Education course at Advanced Higher.

OUTCOMES

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:

- Higher Physical Education
- the Performance unit at Higher
- other relevant prior experience in physical education, including experience gained outwith certificated courses

Administrative Information

| | |
|--------------------------|-----------------------------------|
| Superclass: | MA |
| Publication date: | December 2000 |
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| Version: | 03 |

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National Unit Specification: general information (cont)

UNIT Performance (Advanced Higher)

CREDIT VALUE

1 credit at Advanced 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 (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 Scottish Qualifications Authority.

OUTCOME 1

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 is demonstrated in performance.

Note on range for the outcome

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

Challenging performance contexts: appropriate to the specialist activity; wide variety of options.

Control and fluency: refined.

Evidence requirements

Performance evidence in one activity.

Staff should record written evidence of achievement.

Written evidence may be supported with video clips.

National Unit Specification: support notes

UNIT Performance (Advanced Higher)

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

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

GUIDANCE ON CONTENT AND CONTEXT FOR THIS UNIT

This unit is designed to provide an opportunity for a candidate to pursue a personal performance interest in some depth. The activity selected should be agreed between staff and candidate. The negotiation process will need to take account of the central performance interest of the candidate, available facilities, resources and the expertise available to provide support.

GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT

Performance at Advanced Higher should be very challenging. There should be an important focus on serious training, quality standards and the pursuit of disciplined and refined technique. The unit should be undertaken with preparation for a special event or series of events in view.

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 is required from the activity undertaken in the unit. Where candidates are taking this unit as a component part of a course, they have the opportunity to demonstrate achievement beyond the level of basic competence required to gain the unit. Further information on how Performance attainment should be recorded for course purposes can be found in the Advanced Higher course details.

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 | Perspectives on Performance (Advanced Higher) |
| NUMBER | D372 13 |
| COURSE | Physical Education (Advanced Higher) |

SUMMARY

On completion of the unit the candidate should be able to discuss performance issues in detail. Discussion should involve reflection and evaluation of factors influencing personal performance.

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

OUTCOMES

- 1 Demonstrate knowledge and understanding of the overall nature and demands of performance.
- 2 Use selected knowledge and understanding to discuss significant influences upon performance.
- 3 Apply knowledge and understanding to critically review performance.

RECOMMENDED ENTRY

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

- a Higher course award in Physical Education
- the Analysis of Performance and Investigation of Performance units at Higher
- other relevant prior experience in physical education, including experience gained outwith certificated courses

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National Unit Specification: general information (cont)

UNIT Perspectives on Performance (Advanced Higher)

CREDIT VALUE

1 credit at Advanced 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 Perspectives on 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 Scottish Qualifications Authority.

NOTE ON RANGE FOR THIS UNIT

For each outcome, evidence should be drawn from **two** of the following areas:

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

OUTCOME 1

Demonstrate knowledge and understanding of the overall nature and demands of performance.

Performance criteria

- (a) The nature of performance is clearly explained.
- (b) The demands of performance are clearly explained.
- (c) Features, which characterise quality performance, are explained.

Evidence requirements

Evidence to satisfy the performance criteria. This may be oral, written, visual or graphic information.

OUTCOME 2

Use selected knowledge and understanding to discuss significant influences on performance.

Performance criteria

- (a) Define a valid perspective on personal performance.
- (b) Discuss significant influences relating to the perspective chosen.
- (c) Apply knowledge and understanding to evaluate the significance of research findings.

Evidence requirements

Evidence which satisfies the performance criteria demonstrating focus, clarity of thought and the ability to describe and discuss influences on performance in some depth.

National Unit Specification: statement of standards (cont)

UNIT Perspectives on Performance (Advanced Higher)

OUTCOME 3

Apply knowledge and understanding to critically review performance.

Performance criteria

- (a) Discuss relevant approaches and processes used.
- (b) Make informed judgements about your personal performance review.
- (c) Make detailed recommendations for on-going management of performance.

Evidence requirements

Evidence which satisfies the performance criteria. This may include oral, written, visual and graphic information.

National Unit Specification: support notes

UNIT Perspectives on Performance (Advanced Higher)

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

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

GUIDANCE ON CONTENT AND CONTEXT FOR THIS UNIT

This unit is resource-based and provides opportunities for candidates to broaden their knowledge about performance. There is a focus on examining content with a view to informing thinking about the development of personal performance. Some examples of areas for which resources may be developed to support the delivery of this unit are:

- the nature and demands of performance
- alternative approaches to performance preparation
- mental preparation for performance
- the values of using appropriate performance models to help establish personal training priorities
- performance: personal development
- performance and excellence
- managing performance

GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT

Perspectives on Performance is a resource-based unit. It is anticipated that materials will be developed to support both direct teaching and independent flexible learning.

GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

Details on assessment for this unit will be provided in a National Assessment Bank pack.

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 (Advanced Higher) |
| NUMBER | D370 13 |
| COURSE | Physical Education (Advanced Higher) |

SUMMARY

Candidates are required to identify and research different factors which affect personal performance. An in-depth exploration of factors selected must be reported on and research findings must be evaluated. Research in this unit is undertaken with a view to identifying strategies to implement to improve and refine personal performance. The process skills developed in this unit will be relevant to general research tasks in future studies.

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

OUTCOMES

- 1 Review personal performance and explain development needs.
- 2 Identify a strategy for meeting development needs.
- 3 Implement the strategy.
- 4 Evaluate the effect on areas of identified need and review strategy.

Administrative Information

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|--------------------------|-----------------------------------|
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National Unit Specification: general information (cont)

UNIT Investigation of Performance (Advanced Higher)

RECOMMENDED ENTRY

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

- a Higher course award in Physical Education
- the Analysis of Performance and Investigation of Performance units at Higher
- other relevant prior experience in physical education, including experience gained outwith certificated courses

CREDIT VALUE

1 credit at Advanced 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 Reviewing and Evaluating 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 Investigation 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 Scottish Qualifications Authority.

NOTE ON RANGE FOR THIS UNIT

For each outcome, explanations and evidence should be drawn from at least one of the following perspectives on performance:

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

OUTCOME 1

Review personal performance and explain development needs.

Performance criteria

- (a) Review key aspects of personal performance.
- (b) Explain development needs.

Evidence requirements

Logbook evidence which satisfies the performance criteria. This may be oral, written, visual or graphic information, for example, videotape or computer data.

OUTCOME 2

Identify a strategy for meeting development needs.

Performance criteria

- (a) Consider possible strategies.
- (b) Select and justify a strategy.

Evidence requirements

Logbook evidence which satisfies the performance criteria. This may be oral, written, visual or graphic information, for example, videotape or computer data.

National Unit Specification: statement of standards (cont)

UNIT Investigation of Performance (Advanced Higher)

OUTCOME 3

Implement the selected strategy.

Performance criteria

- (a) Develop a plan of action.
- (b) Carry out the plan, modifying it as required.
- (c) Record relevant information.

Evidence requirements

Logbook evidence which satisfies the performance criteria. This may be oral, written, visual or graphic information, for example, videotape or computer data.

OUTCOME 4

Evaluate the effect on areas of identified need and review strategy.

Performance criteria

- (a) Review performance and identify changes.
- (b) Discuss effects on performance.
- (c) Draw and justify conclusions.

Evidence requirements

Evidence which satisfies the performance criteria demonstrating focus, clarity of thought and the ability to reflect upon and discuss performance in depth. This may be oral, written, visual or graphic information, for example, videotape or computer data.

National Unit Specification: support notes

UNIT Investigation of Performance (Advanced Higher)

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

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

GUIDANCE ON CONTENT AND CONTEXT FOR THIS UNIT

It is anticipated that candidates who take this unit will be serious performers with a responsible commitment to regular training. The research work tackled in the unit should be undertaken with the purpose of advancing personal performance to realise declared goals and further advance performance aspirations.

GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT

The focus of this unit should be personal for each candidate. The research work undertaken should relate to the specific performance interests and talents a candidate possesses and wishes to pursue. Individual action plans will need to be discussed and agreed. Approaches which encourage candidates to take greater responsibility for their own learning should be adopted. Staff and candidates require to discuss the support that will be necessary and the range of strategies that may be used to help provide support for candidates. Staff may require to assume many different roles, for example coordinator, facilitator, consultant and supervisor. Candidates should have access to appropriate resources to support their independent study and flexible learning. Through the research work undertaken in this unit, candidates have the opportunity to develop initiative and other personal skills of general value. Improvements to performance should be stimulated through the research.

GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

To achieve this unit, sufficient evidence needs to be presented to indicate that all the outcomes and performance criteria have been met. This unit should engage candidates in an in-depth study of performance and evidence should be generated naturally through exploration focused on seeking to inform and improve performance. The assessment criteria and assessment instruments for the unit should be made explicit to candidates. The timing of assessments may vary according to the 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 (Advanced Higher)

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.

Appendix 1 (cont)

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 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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} separate assessment arrangements will be issued for use with Access levels

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