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Introduction

These support notes are not mandatory. They provide advice and guidance on approaches to delivering and assessing the Advanced Higher Physical Education Course. They are intended for teachers and lecturers who are delivering the Course and its Units.

These support notes cover both the Advanced Higher Course and the Units in it.

The Advanced Higher Course/Unit Support Notes should be read in conjunction with the relevant:

Mandatory Information:

- ◆ Course Specification
- ◆ Course Assessment Specification
- ◆ Unit Specifications

Assessment Support:

- ◆ Coursework Information:
 - General assessment information
 - Coursework Assessment Task*
- ◆ Unit Assessment Support*

*These documents are for assessors and are confidential. Assessors may access these through the SQA Co-ordinator in their centres.

Related information

Advanced Higher Course Comparison

Further information on the Course/Units for Advanced Higher Physical Education

This information begins on page 19 and both teachers and learners may find it helpful.

General guidance on the Course/Units

Aims

As stated in the Course Specification, the aims of the Course are to enable learners to:

- ◆ investigate and evaluate how a range of factors impact on performance
- ◆ understand and apply methods to develop performance
- ◆ develop independent research and investigation skills to analyse how skills, techniques and strategies combine to produce effective performance
- ◆ select and apply a range of movement and performance skills by making informed decisions during high-level performance
- ◆ carry out high-level personal performance in a selected physical activity
- ◆ analyse and evaluate the process of performance development

This Course will also give learners the opportunity to develop their listening and talking skills as well as their skills in applying, analysing and evaluating, emotional and physical wellbeing and working with others.

The Course will provide the opportunity to integrate these skills in an extended piece of individual research.

Progression

In order to do this Course, learners should have achieved the Higher Physical Education Course.

Learners who have achieved this Advanced Higher Course may progress to further study, employment and/or training. Opportunities for progression include:

- ◆ Progression to other SQA qualifications:
 - Progression to other qualifications at the same level of the Course, for example Professional Development Awards (PDAs), Higher National Certificates (HNCs)
- ◆ Progression to further/higher education:
 - For many learners a key transition point will be to further or higher education, for example to Higher National Certificates (HNCs)/Higher National Diplomas (HNDs) or degree programmes. Examples of further and higher education programmes that learners doing the Course might progress to are sports science, sports coaching or health and fitness courses.
 - Advanced Higher Courses provide good preparation for learners progressing to further and higher education as learners doing Advanced Higher Courses must be able to work with more independence and less supervision. This eases their transition to further/higher education.

Advanced Higher Courses may also allow 'advanced standing' or partial credit towards the first year of study of a degree programme.

- Advanced Higher Courses are challenging and testing qualifications: learners who have achieved multiple Advanced Higher Courses are regarded as having a proven level of ability which attests to their readiness for higher education in HEIs in other parts of the UK as well as in Scotland.
- ◆ Progression to employment:
 - For many learners, progression will be directly to employment or work-based training programmes. Examples of employment opportunities and training programmes are health and fitness-related professions.

This Advanced Higher could be used as a broadening course, as part of the Scottish Baccalaureate in Expressive Arts. The Scottish Baccalaureates in Expressive Arts, Languages, Science, and Social Sciences consist of coherent groups of subjects at Higher and Advanced Higher level. Each award consists of two Advanced Highers, one Higher and an Interdisciplinary Project which adds breadth and value and helps learners to develop generic skills, attitudes and confidence that will help them make the transition into higher education or employment.

Hierarchies

Hierarchy is a term used to describe Courses and Units which form a structured progression involving two or more SCQF levels.

It is important that any content in a Course and/or Unit at one particular SCQF level is not repeated if a learner progresses to the next level of the hierarchy. The skills and knowledge should be able to be applied to new content and contexts to enrich the learning experience. This is for centres to manage.

This Course sits within a hierarchical structure, beginning with the National 3 Physical Education Course, and progressing through National 4, National 5 and Higher Physical Education to Advanced Higher Physical Education. Although the Units have the same titles and similar structures, the degree of difficulty and complexity in terms of knowledge and understanding and the application of these to practical activity performance differ from one level to the next. This structure enables learners to be given recognition for their best achievement.

Teachers/lecturers will need to adopt and apply different approaches and strategies to ensure that learners do not simply repeat the skills, knowledge and understanding they have learned and achieved at the level below. Here are two examples:

- ◆ In the Physical Education: Performance Skills (Higher) Unit, learners will demonstrate skills using complex actions with consistency and effectiveness in challenging, competitive and/or more demanding contexts. At Advanced Higher level, learners will be expected to perform these skills in a single high-level performance.

- ◆ In the Physical Education: Factors Impacting on Performance (Higher) Unit, learners will demonstrate knowledge and understanding by evaluating the potential of two factors to impact on performance in both positive and negative ways. At Advanced Higher level, learners will need to be able to analyse the potential impact of all four factors on performance.

Skills, knowledge and understanding covered in this Course

This section provides further advice and guidance about skills, knowledge and understanding that could be included in the Course.

Teachers/lecturers should refer to the *Course Assessment Specification* for mandatory information about the skills, knowledge and understanding to be covered in this Course.

The development of subject-specific and generic skills is central to the Course. Learners should be made aware of the skills they are developing and of the transferability of them. It is the transferability that will help learners with further study and enhance their personal effectiveness.

The table on the next page shows where there are likely to be opportunities to develop mandatory skills, knowledge and understanding in or across the Units of the Course. The delivery mode and the approaches to learning and teaching adopted will determine how and where these opportunities arise.

Aims	Skills, knowledge and understanding	Units	
		Performance Skills	Factors Impacting on Performance
Investigate and evaluate how a range of factors impact on performance	Demonstrate knowledge, understanding and application of mental, emotional, social or physical factors which might impact on performance.		✓
Understand and apply methods to develop performance	<p>Apply knowledge and understanding to performance development</p> <ul style="list-style-type: none"> ◆ Purpose and value of recording, monitoring and evaluating performance development ◆ Performance development planning, including: <ul style="list-style-type: none"> — Creation of performance development plans (PDP) — Implementation of performance development plans — Recording the implementation of performance development plans — Modification of performance development plans — Planning for future performance development 		✓
Develop independent research and investigation skills to analyse how skills, techniques and strategies combine to produce effective performance	<p>Develop independent research and investigation skills by:</p> <ul style="list-style-type: none"> ◆ carrying out primary and secondary research techniques ◆ applying recognised tests or analytical tools for collecting information ◆ presenting the results of research ◆ analysing information from the results of research 		✓

<p>Select and apply a range of movement and performance skills by making informed decisions during high-level performance</p> <p>Carry out high-level personal performance in a selected physical activity</p>	<p>Demonstrate:</p> <ul style="list-style-type: none"> ◆ a repertoire of complex movement and performance skills in challenging contexts ◆ precision, control and fluency of complex movement and performance skills, including body management and spatial awareness ◆ making and carrying through informed decisions during high level performance ◆ adherence to the rules, regulations and etiquette, and control of emotions for physical activities 	<p>✓</p>	
<p>Analyse and evaluate the process of performance development</p>	<p>Analyse and evaluate the approaches to performance development:</p> <ul style="list-style-type: none"> ◆ process of performance development ◆ application of methods to develop performance 		<p>✓</p>

Other skills developed	
Application of knowledge and understanding	<ul style="list-style-type: none"> ◆ applying theories of factors impacting on performance to develop personal performance
Research	<ul style="list-style-type: none"> ◆ developing the ability to access relevant information from appropriate sources, eg in the FIP Unit and when undertaking the project ◆ using a range of methods of gathering information about a performance to use in performance development planning
Communication	<ul style="list-style-type: none"> ◆ developing communication skills will permeate the Course — learners will be able to communicate clearly both orally, eg in team/group physical activities, and in writing, eg when making decisions based on information gathered ◆ developing the ability to present ideas and information in a range of formats, including digital and the use of IT
Decision making	<ul style="list-style-type: none"> ◆ developing the ability to identify issues or problems and to devise potential solutions, eg a PDP
IT skills	<ul style="list-style-type: none"> ◆ eg using word processing software to produce the results of research tasks undertaken

Skills, knowledge and understanding to be included in the Course will be appropriate to the SCQF level of the Course. The SCQF level descriptors give further information on characteristics and expected performance at each SCQF level (www.sqa.org.uk/scqf).

Approaches to learning and teaching

The main purpose of this Course is to develop performance skills in physical activities. The central theme of the Course is to develop approaches to enhance performance through evaluation and analysis.

Practical, experiential learning in relevant contexts and supported investigation techniques should be used as the vehicle for developing knowledge, understanding and skills. The Course includes development of thinking and practical skills through problem-solving activities.

The Course will enable learners to develop skills, positive attitudes and attributes in performance and physical activity contexts.

Advanced Higher Courses place more demands on learners as there will be a higher proportion of independent study and less direct supervision. Some of the approaches to learning and teaching suggested for other levels (in particular, Higher) may also apply at Advanced Higher level but there will be a stronger emphasis on independent learning.

For Advanced Higher Courses, a significant amount of learning may be self-directed and require learners to demonstrate a more mature approach to learning and the ability to work on their own initiative. This can be very challenging for some learners, who may feel isolated at times, and teachers and lecturers should have strategies for addressing this. These could include, for example, planning time for regular feedback sessions/discussions on a one-to-one basis and on a group basis led by the teacher/lecturer (where appropriate).

Teachers/lecturers should encourage learners to use an enquiring, critical and problem-solving approach to their learning. Learners should also be given the opportunity to practise and develop research and investigation skills and higher-order evaluation and analytical skills. The use of information and communications technology (ICT) can make a significant contribution to the development of these higher-order skills as research and investigation activities become more sophisticated.

Suggested learning and teaching approaches

There are two Units and a Course assessment in the Advanced Higher Physical Education Course. The level of demand for each Unit corresponds with Scottish Credit and Qualifications Framework at level 7.

The two Units in the Course are:

- ◆ Physical Education: Performance Skills (Advanced Higher) (8 SCQF credit points)
- ◆ Physical Education: Factors Impacting on Performance (Advanced Higher) (16 SCQF credit points)

Centres are free to sequence the teaching of the Outcomes, Units and/or Course in any order they wish. For example:

- ◆ Each Unit could be delivered separately in any sequence.
- or
- ◆ Both Units may be delivered in a combined way as part of the Course. If this approach is used, the Outcomes within Units may either be partially or fully combined.

It may produce a better learning experience if the learning and teaching uses an integrative approach. The integration of theory with practical activities reinforces and applies knowledge, understanding and skills in meaningful contexts.

Teachers/lecturers should, where possible, provide opportunities to personalise learning for learners, and to enable them to have choices in approaches to learning and teaching. The flexibility in Advanced Higher Courses and the independence with which learners carry out the work lend themselves to this. Teachers/lecturers should also create opportunities for, and use, inclusive approaches to learning and teaching. This can be achieved by encouraging the use of a variety of learning and teaching strategies which suit the needs of all learners. Innovative and creative ways of using technology can also be valuable in creating inclusive learning and teaching approaches.

Learners will engage in a variety of learning activities as appropriate to the subject, for example:

- ◆ researching information for their subject rather than receiving information from their teacher or lecturer
- ◆ using active and open-ended learning activities such as research, case studies and presentation tasks
- ◆ making use of the internet to gather information about specific issues
- ◆ engaging in wide-ranging independent reading, including books, periodicals and professional journals
- ◆ using appropriate technological resources (eg web-based resources)
- ◆ using appropriate media resources (eg video clips)
- ◆ recording in a systematic way the results of research and independent investigation from a range of different sources
- ◆ presenting relevant findings/conclusions of research and investigation activities clearly, using a range of methods
- ◆ participating in group work with peers and using collaborative learning opportunities to develop teamworking
- ◆ participating in informed debate and discussion with peers where they can demonstrate skills in constructing and sustaining lines of argument to provide challenge and enjoyment, breadth, and depth to learning
- ◆ drawing conclusions from complex information
- ◆ using written, oral, and/or electronic communication skills to present information
- ◆ demonstrating development, improvement and refinement of techniques and practices in performance skills
- ◆ investigate and evaluate how a range of factors impact on performance

- ◆ using real-life contexts and experiences familiar and relevant to young people to meaningfully hone and exemplify skills, knowledge and understanding
- ◆ participating in field trips and visits

Teachers/lecturers should support learners by having regular discussions with them and giving regular feedback. Some learning and teaching activities may be carried out on a group basis and, where this applies, learners could also receive feedback from their peers.

Developing skills for learning, skills for life and skills for work

The following skills for learning, skills for life and skills for work should be developed in this Course.

Skills for learning, skills for life and skills for work	Suggested learning and teaching activities
1 Literacy 1.2 Writing 1.3 Listening and talking	Learners could take part in group discussions or debates, or present information. Learners could communicate with one another during physical activities, when providing support to team-mates, discussing tactics, giving, receiving, and listening to feedback.
3 Health and wellbeing 3.2 Emotional wellbeing 3.3 Physical wellbeing	Learners could be introduced to elements of emotional wellbeing linked to physical activity through working in teams, managing emotions and practising assertive behaviours. Learners could be involved in collecting personal fitness data and then go on to organise and implement a fitness session to improve performance and thus contribute to physical wellbeing in a wider social context.
4 Employability, enterprise and citizenship 4.3 Working with others	When engaging in team activities, learners will have many opportunities to develop skills while working with others. Learners could be encouraged to learn how to negotiate and adapt and be able to work co-operatively and effectively with others.
5 Thinking skills 5.3 Applying 5.4 Analysing and evaluating	When involved in performance development planning, learners will have opportunities to apply knowledge and understanding to performance development. Learners could analyse information gathered from the performance to carry out evaluation.

Teachers/lecturers should ensure that learners have opportunities to develop these skills as an integral part of their learning experience.

It is important that learners are aware of the skills for learning, skills for life and skills for work that they are developing in the Course and the activities they are involved in that provide realistic opportunities to practise and/or improve them.

At Advanced Higher level it is expected that learners will be using a range of higher-order thinking skills. They will also develop skills in independent and autonomous learning.

Approaches to assessment

Assessment in Advanced Higher Courses will generally reflect the investigative nature of Courses at this level, together with high-level problem-solving and critical thinking skills and skills of analysis and synthesis.

This emphasis on higher-order skills, together with the more independent learning approaches that learners will use, distinguishes the added value at Advanced Higher level from the added value at other levels.

There are different approaches to assessment, and teachers and lecturers should use their professional judgement, subject knowledge and experience, as well as understanding of their learners and their varying needs, to determine the most appropriate ones and, where necessary, to consider workable alternatives.

Assessments must be fit for purpose and should allow for consistent judgements to be made by all teachers/lecturers. They should also be conducted in a supervised manner to ensure that the evidence provided is valid and reliable.

The Course assessment will consist of two Components: a performance and a project.

The performance (Component 1) has 30% of the total marks available and will assess the learner's ability to carry out a single, high-level performance in one physical activity in a challenging, competitive or demanding context.

The performance will take the form of a single, challenging performance requiring the learner to demonstrate consistently complex movement and performance skills with a high level of fluency and control. Learners will have the opportunity to demonstrate the following:

- ◆ select and apply a range of movement and performance skills by making informed decisions during high-level performance
- ◆ carry out high-level performance in selected physical activities

Learners must show that they understand and can appropriately respond to the varied demands presented by high-level performance, with respect for rules, regulations and etiquette which apply to the chosen physical activity. This performance must be of a sufficient length to allow learners to demonstrate the required skills. This may vary depending on the physical activity being undertaken. Further information is available in *Advanced Higher Physical Education Performance General Assessment Information*.

The project (Component 2) has 70% of the total marks available. It will assess the learner's ability to integrate and apply skills, knowledge and understanding from across the Units. The project is designed to assess learners' research and investigation skills, as well as their ability to apply their knowledge and understanding to performance development.

The project has four Stages and will be externally assessed:

1. Project proposal
2. Research
3. Performance Development Plan record
4. Post-PDP analysis and evaluation

The project will give learners the opportunity to demonstrate the following:

- ◆ demonstrate independent research and investigation skills
- ◆ investigate how factor(s) impact on performance
- ◆ understand and apply methods to develop performance
- ◆ analyse and evaluate the process of performance development

Unit assessment

The Advanced Higher Physical Education Course has two mandatory Units.

Physical Education: Performance Skills (Advanced Higher)

Learners will be required to provide evidence of the development of their movement and performance by selecting and consistently applying an appropriate repertoire of skills and techniques in chosen activities. Learners will also demonstrate evidence of their ability to react to the mental, emotional, social and physical demands of performance, as they apply compositional, technical and/or tactical awareness within challenging performance contexts. The Unit offers opportunity for personalisation throughout a range of physical activities.

Physical Education: Factors Impacting on Performance (Advanced Higher)

Learners will be required to provide evidence of their knowledge and understanding of factors which underpin performance development through independent research. Learners will analyse information about factors impacting on performance, evaluate the effect of these factors on their performance development plans, and justify modifications to the performance development plans from their research. The Unit offers opportunities for personalisation and choice within a range of contexts.

Assessments must ensure that the evidence generated demonstrates, at the least, the minimum level of competence for each Unit. Teachers and lecturers preparing assessment methods should be clear about what that evidence will look like.

Sources of evidence likely to be suitable for Advanced Higher Units could include:

- ◆ meaningful contribution to group work and/or discussions (making use of log books, blogs, question and answer sessions to confirm individual learners have met the required standards)
- ◆ presentation of information to other groups and/or recorded oral evidence

- ◆ exemplification of concepts using, for example, a diagram
- ◆ interpretation of numerical data
- ◆ demonstration of performance with commentary/explanation/evaluation
- ◆ investigations
- ◆ short written responses

Evidence should include the use of appropriate subject-specific terminology as well as the use of real-life examples where appropriate.

Flexibility in the method of assessment provides opportunities for learners to demonstrate attainment in a variety of ways and so reduce barriers to attainment.

The structure of an assessment used by a centre can take a variety of forms, for example:

- ◆ individual pieces of work could be collected in a folio as evidence for Outcomes and Assessment Standards
- ◆ assessment of each complete Outcome
- ◆ assessment that combines the Outcomes of one or more Units
- ◆ assessment that requires more than the minimum competence, which would allow learners to prepare for the Course assessment

Teachers/lecturers should note that learners' day-to-day work may produce evidence which satisfies assessment requirements of a Unit, or Units, either in full or partially. Such naturally occurring evidence may be used as a contribution towards Unit assessment. However, such naturally occurring evidence must still be recorded and evidence such as written reports, recording forms, PowerPoint slides, drawings/graphs, video footage or observational checklists.

Combining assessment across Units

Units will be assessed on a pass/fail basis. All Units are internally assessed against the requirements shown in the Unit Specification. Each Unit can be assessed on an individual Outcome-by-Outcome basis or via the use of combined assessment for some or all Outcomes.

A combined approach could be established across the Assessment Standards for the Course Components. This approach could in turn provide opportunities for holistic or combined assessment tasks. Such a combined approach to assessment will enrich the assessment process for the learner, avoid duplication of tasks and thus allow more emphasis to be put on learning and teaching.

A combined approach to assessment will enrich the assessment process for the learner, avoid duplication of tasks and allow more emphasis on learning and teaching. Evidence could be drawn from a range of activities for a combined assessment. Care must be taken to ensure that combined assessments provide appropriate evidence for all the Outcomes that they claim to assess. Observational checklists, video footage of practical activities and other approaches can be used to track achievement.

Combining assessment will also give centres more time to manage the assessment process more efficiently. When combining assessments across Units, teachers/lecturers should use e-assessment wherever possible. Learners can easily update project work, electronic or written diaries and recording sheets.

For some Advanced Higher Courses, it may be that a strand of work which contributes to a Course assessment method is started when a Unit is being delivered and is completed in the Course assessment. In these cases, it is important that the evidence for the Unit assessment is clearly distinguishable from that required for the Course assessment.

Preparation for Course assessment

Each Course has additional time which may be used at the discretion of the teacher or lecturer to enable learners to prepare for Course assessment. This time may be used near the start of the Course and at various points throughout the Course for consolidation and support. It may also be used for preparation for Unit assessment, and, towards the end of the Course, for further integration, revision and preparation and/or gathering evidence for Course assessment.

For the Advanced Higher Physical Education Course, the assessment methods for Course assessment are a performance and a project. Learners should be given opportunities to practise these methods and prepare for them.

Course component: Project

The following are examples of activities which could be included within this preparation time:

- ◆ selecting topics
- ◆ gathering and researching information and presenting relevant information appropriately
- ◆ evaluating and analysing findings
- ◆ developing and justifying conclusions

In relation to preparing for the project, teachers/lecturers should explain requirements to learners and give guidance about the amount and nature of the support they can expect. However, at Advanced Higher level it is expected that learners will work with more independence and less supervision and support.

Details of assessment conditions can be found in the *Physical Education (Advanced Higher) Project: General Assessment Information*.

Course component: Performance

Examples of activities to include within this preparation time include:

- ◆ thinking critically and evaluating the performance and subsequently solving problems relating to the performance

- ◆ practising and refining performance skills
- ◆ preparing to meet mental, emotional, social and physical performance challenges

Physical activity choices — guidance and advice

There are no mandatory physical activities prescribed in the Physical Education Courses. This promotes inclusion and enables personalisation and choice. Physical activities that are suitable for assessment will normally be chosen from those covered within the Advanced Higher Physical Education Course at the presenting centre. Learners should discuss and agree with the teacher/lecturer the activity they want to undertake. The Further guidance on Units section of these Course Support Notes contains a table of popular physical activities that centres can refer to for suggestions. This list is not exhaustive or definitive.

Although learners should be given every opportunity to develop activities for which they have a natural aptitude and which are of interest to them, it is the centre's responsibility to ensure that sufficient assessor expertise exists to manage the assessment process and assess learner evidence. Before agreeing to assess an activity, the assessor should consider the following:

- ◆ the practicality of assessing activities out with the usual learning environment
- ◆ health and safety and child protection issues
- ◆ available resources
- ◆ the time management involved in assessing the activity
- ◆ the suitability and reliability of the performance context: ensuring the context is challenging enough to provide the learner with the opportunity to generate the evidence that will meet the requirements of the Course
- ◆ the collation, assessment and recording of appropriate assessment evidence

Details of assessment conditions can be found in the *Physical Education (Advanced Higher) Performance: General Assessment Information*.

Authenticity

In terms of authenticity, there are a number of techniques and strategies to ensure that learners present work that is their own. Teachers/lecturers should put in place mechanisms to authenticate learners' evidence.

In Advanced Higher Courses, because learners will take greater responsibility for their own learning and work more independently, teachers/lecturers need to have measures in place to ensure that work produced is the learner's own work.

For example:

- ◆ regular checkpoint/progress meetings with learners
- ◆ short spot-check personal interviews
- ◆ checklists which record activity/progress
- ◆ photographs, films or audio records

Group work approaches as part of the preparation for assessment can be helpful to simulate real-life situations, share tasks and promote teamworking skills. However, group work is not appropriate once formal work on assessment has started.

For more information, please refer to SQA's [Guide to Assessment](#).

Added value

Advanced Higher Courses include assessment of added value which is assessed in the Course assessment.

Information given in the *Course Specification* and the *Course Assessment Specification* about the assessment of added value is mandatory.

In Advanced Higher Courses, added value involves the assessment of higher-order skills such as high-level and more sophisticated investigation and research skills, critical thinking skills and skills of analysis and synthesis. Learners may be required to analyse and reflect on their assessment activity by commenting on it and/or drawing conclusions with commentary/justification. These skills contribute to the uniqueness of Advanced Higher Courses and to the overall higher level of performance expected at this level.

In this Course assessment, added value will focus on the following:

- ◆ challenge — requiring greater depth or extension of knowledge and/or skills
- ◆ application — requiring application of knowledge and/or skills in practical or theoretical contexts as appropriate

The learner will be assessed through a combination of a single performance and a project. Together they will add challenge and application to the Course as the learner will integrate, extend and apply the skills, knowledge and understanding they have learned during the Course.

The project is used to assess a wide range of higher-order cognitive and performance skills and to integrate assessment. Learners may research any appropriate factor which impacts on performance. Learners should understand and apply methods to develop performance. The project brings a number of higher-order skills together, such as skills relating to planning, analysis and evaluation. The learner will carry out a significant part of the work for the project independently with minimal supervision.

The performance allows learners to demonstrate skills that show they can apply the knowledge and understanding which underpins the performance. Learners can demonstrate not only that they have the practical performance skills but also that they know how and when to use them, how to vary or adapt them to meet different circumstances and how to apply them to more complex processes.

Equality and inclusion

It is recognised that centres have their own duties under equality and other legislation and policy initiatives. The guidance given in these *Course/Unit Support Notes* is designed to sit alongside these duties but is specific to the delivery and assessment of the Course.

It is important that centres are aware of and understand SQA's assessment arrangements for disabled learners, and those with additional support needs, when making requests for adjustments to published assessment arrangements. Centres will find more guidance on this in the series of publications on Assessment Arrangements on SQA's website: www.sqa.org.uk/sqa/14977.html.

The greater flexibility and choice in Advanced Higher Courses provide opportunities to meet a range of learners' needs and may remove the need for learners to have assessment arrangements. However, where a disabled learner needs a reasonable adjustment/assessment arrangements to be made, you should refer to the guidance given in the above link.

Further information on Course/Units

Learners will acquire and develop a range of skills as they progress through the Course. The skills and knowledge developed and assessed in the Units will be integrated and holistically applied in the Course assessment.

Investigative skills, the application of subject specific knowledge and understanding, and critical thinking skills, are central to the Course. Teachers/lecturers could use relevant contexts as vehicles for the development of these skills.

This section illustrates how the Course skills may be developed and applied in Unit and Course assessment.

Carrying out a literature review

In order to carry out a successful literature review, learners should gather and select information, paying particular regard to identifying different viewpoints about the topic identified for study in the project.

Learners who have studied Physical Education at lower SCQF levels could already be familiar with basic research methods, but the increased demands of Advanced Higher require greater emphasis on detailed, coherent and cross-referenced notes, especially as it is likely that they will access multiple sources dealing with the same topic.

Learners could be encouraged to plan ahead to make sure that the resources they need are available when they need them.

Sources of information

When evaluating potential sources of information, learners might wish to consider the following:

- ◆ the author — eg is the author a credible and respected specialist in the field?
- ◆ the date of the work — eg is the information current, or has it been overtaken by more up-to-date thinking?
- ◆ the validity of the information — eg does the design of the publication or the website suggest that the pictures or special effects are more important than the words?
- ◆ any likely bias — eg is the author or website impartial; is the website managed by a responsible institution, or is it sponsored by a manufacturer?

Taking notes

It is likely that learners will review a wide range of material. Having some background knowledge of the chosen topic will help them identify key information and compile relevant notes during the literature review.

Note taking is more than simply copying out passages from books or cutting and pasting from websites. There is no need to copy out large amounts of text, as the aim is to capture the main thread of the information. To avoid spending time reading through an entire piece of work when looking for specific information, views or opinions, it can be helpful to look at the contents page, the index and the concluding chapter of a book/summary of findings in a study to help ascertain if the work is likely to be a useful source of relevant information.

Having identified the section(s) that are likely to be most useful, it is worth developing the skill of skim reading — ie glancing over the paragraphs, looking for key words or phrases to use in the notes. This allows the text to be scanned quickly, and then only the main ideas and key issues that are relevant to the topic are recorded. These should be summarised in the learner's own words. Only text that is likely to be quoted in the project needs to be copied out verbatim. It should be copied accurately and be clearly identified and referenced.

Only notes that are of significance to the topic being studied should be recorded. Avoid including information that does not add anything to the understanding of the topic. Notes should be brief, but not so short that the meaning of what has been recorded is lost, especially if shorthand or abbreviations are used.

Developing a system for keeping notes organised will help keep track of information and make it easier to find later. It is often useful to organise notes by theme, keeping the notes taken about a specific aspect of the topic together, as this is likely to be the way that the topic is expected to be carried out. Taking the time to set out notes neatly will help organise thinking, identify areas for further reading, make the information more accessible when writing up the literature review, and make it easier when compiling the list of references for the project.

The author and title of the book or article being consulted, and the date of publication should be recorded. If the information is from an online source, the URL and the date when it was accessed should be noted. This is important as any sources referred to in the project must be accredited. It will also make it easier to cross-reference information, and to help avoid unintended plagiarism.

A systematic way of recording the information gathered from the literature review as it is carried out should be encouraged. This will make the information easier to find again later, may avoid having to spend time re-reading the work for specific information, and make it easier to cross-reference sources of information.

Learners are likely to develop their own preferred method of working. The following example provides one approach to recording information identified from the literature review, and could be adapted to match the learner's recording style.

Reference details: Include the name of the publication, the author's name, the publisher and the date of publication. If using a website, include the full URL and the date it was accessed. This will help save time later going back to find these details if the work is to be acknowledged in the project.

Details of information required for referencing can be found in the *Physical Education (Advanced Higher) Project: General Assessment Information and the Physical Education (Advanced Higher) Project: Coursework Assessment Task*.

Broad subject area: Draw up a very brief outline of the main content that is relevant to the topic. Keeping sources which focus on the same area of the topic together may help organise the presentation of the literature review.

Summary of content: Make brief notes of the most important points in the work. It is likely that these are the points to be included in the project. Listing them here will help save time finding them again later.

Quotes: Make a careful copy of anything from the work that might be referred to in the project as a direct quote from the author.

✓/x: to indicate whether the source is used in the project. This will be helpful later when compiling the bibliography.

Learners could choose to use any format for organising and storing this information. This record could be paper based or held electronically, but whatever method is used, it should include the details that will be required later in the process, and make the information easy to find.

The results of a literature review should give an indication of the focus for further research to be carried out later in the project. The arguments for the choice of focus for further research should be clear, and be supported by evidence from the literature review.

Bibliography

Sources used in the literature review should be recorded in a bibliography. The bibliography should be an accurate record of all the works that have been used in the project. While it is likely that learners will access many sources of information when carrying out the literature review, only works that have been referred to in the project should be included in the bibliography.

For books, journals and periodicals, it is important that the author's name is entered correctly. The name of the publisher and the date of the publication should also be included. Websites should also be recorded in the bibliography. Web addresses should be listed, with the dates on which they were accessed. This is important because websites are subject to frequent alteration.

Details of information required for referencing and in a bibliography can be found in the *Physical Education (Advanced Higher) Project: General Assessment*

Carrying out analysis

The learner should incorporate the information gathered from the results of their investigations and explain their relevance to their research focus. Analysis will involve the learner considering the information available and picking out what is relevant to their focus to identify patterns, trends and exceptions. It is important that learners take a critical view of the details they have collected. A strong analysis will show a good understanding of the topic by linking information from more than one source and consistently commenting on the similarities and differences between the information.

A key part of communicating the ideas in the analysis is to be able to structure the findings appropriately. This will usually involve setting out the relevant information in a logical manner which develops a clear line of argument. This may lead to conclusions which can be supported by evidence from the results of research. In order to organise the information in the analysis, it may be appropriate for learners to use sub-sections. These sub-sections will normally link to the issues identified in the analysis. The sub-sections should link together coherently and be presented in a logical order.

Units: suggested learning and teaching approaches and assessment strategies

The two Units in the Course are:

- ◆ Physical Education: Performance Skills (Advanced Higher)
(8 SCQF credit points)
- ◆ Physical Education: Factors Impacting on Performance (Advanced Higher)
(16 SCQF credit points)

These Units are designed to provide flexibility and choice for both the learner and delivering centre. Tasks should be open to allow for personalisation and choice and use a variety of methods so that learners' interest and motivation are maintained and individual preferences for different learning styles are encouraged.

The tables on the next page give examples of learning and teaching activities that may be used when delivering the Units. These activities could provide naturally occurring evidence which could be used to demonstrate that the learner has met the Assessment Standards. Assessment evidence could be drawn from a range of activities and learners could present their evidence in a variety of formats including:

- ◆ a personal performance
- ◆ a written narrative, leaflet, or static display
- ◆ a table, chart, mind map or other diagram
- ◆ an annotated illustration, concept board, mood board
- ◆ an electronic presentation
- ◆ an oral presentation, with accompanying notes
- ◆ a digital media clip

Performance Skills Unit

Outcome and Assessment Standards	Possible learning and teaching approaches	Possible assessment strategies
<p>1 Select, apply and adapt a repertoire of complex movement and performance skills in challenging contexts by:</p> <p>1.1 Selecting, and applying consistently, an appropriate repertoire of skills</p> <p>1.2 Demonstrating a consistently high level of precision in body and spatial awareness</p>	<p>Learning and teaching should be developed in a practical context, which is as challenging, exciting and enjoyable as possible. Teachers should take into account the individual needs of the learners when delivering the Unit.</p> <p>Physical activities for assessment will normally be chosen from those covered by the centre in the Advanced Higher Physical Education Course. Page 27 contains a table of popular activities that centres can refer to for suggestions. This list is not definitive or exhaustive and centres can choose other appropriate physical activities. Learners should be given every opportunity to develop skills within physical activities in which they have a natural aptitude, and which are of interest to them.</p> <p>Learners could:</p> <ul style="list-style-type: none"> ◆ be actively encouraged to work both collaboratively and independently, and to investigate and make decisions about how they can best develop their performance. Group work approaches can broaden the scope of all types of learning activity and gives valuable experience of team working — leading, taking responsibility, encouraging and sharing — which also helps to prepare learners for the workplace and life in general. ◆ use ICT resources, where appropriate and available, such as models of performance from elite events to develop their understanding of what makes a quality performance. They can also use digital images (to compare against model performers) or online fitness testing to help them develop an understanding of how best to improve their own performance. ◆ develop and refine a broad and comprehensive range of complex 	<p>Centres could set up or facilitate a range of different performance scenarios, both within and outside the centre, to provide candidates with opportunities to apply knowledge and skills in a variety of contexts.</p> <p>The learner should carry out a single personal performance which demonstrates:</p> <ul style="list-style-type: none"> ◆ selection and effective application of complex movement and/or performance skills ◆ a high level of precision in body and spatial awareness ◆ a high level of controlled and fluent movement in the required appropriate distinct pattern and rhythms ◆ awareness of performance challenges by responding with appropriate techniques, compositions and/or tactics ◆ a high level of problem-solving and make appropriate decisions to adapt movements or skills in response to the demands of the performance <p>Assessors should make sure that the overall combination of a number of factors in the</p>

<p>1.3 Demonstrating body management which is controlled, fluent and contains distinct patterns and rhythms</p> <p>1.4 Applying appropriate compositional, technical or tactical awareness in response to performance challenges</p> <p>1.5 Displaying high levels of problem solving and decision making during performance</p>	<p>movement and performance skills in modified situations and/or in live performance contexts. Modified situations provide a context where it is possible to highlight the quality and effectiveness of execution as they provide an opportunity to focus on discrete skills, strategies, tactics or techniques. In situations such as conditioned games, small sided games or modified performance situations, learners can focus on the development of fluency or control. They could use self, peer and teacher/lecturer feedback to review their own and/or others effectiveness.</p> <ul style="list-style-type: none"> ◆ be given opportunities for repeated practice during learning and teaching sessions to develop and extend their movement vocabulary and/or repertoire of skills in order to allow for time to refine these skills and demonstrate the degree of consistency of control and fluency required at Advanced Higher. The teacher/lecturer could support this on an individual or group basis depending upon the choice of physical activities. ◆ observe examples of model performances in order to identify and understand what complex skills demonstrated with control and fluency look like. Sources for these performances could include the internet, attending live performances, using motion analysis software, or class sessions where they observe and record one another's performances and report back using set criteria. ◆ devise checklists to identify key features of effective performers and compare what would be appropriate for Advanced Higher. A checklist might include the following performance characteristics: <ul style="list-style-type: none"> ✓ <i>skills executed at the correct time with consistency</i> ✓ <i>fluency of execution</i> ✓ <i>economy of effort</i> ✓ <i>effortless movements/application of skill</i> ✓ <i>confident use of skills</i> ✓ <i>few unforced errors</i> ✓ <i>dynamic performance</i> ✓ <i>application of flair</i> ✓ <i>ability to choreograph routines/link complex skills</i> 	<p>performance that provides the appropriate complexity of skill required for Advanced Higher. This could include the difficulty of the skill, the performance situation, and the challenge provided by external factors such as competitors, conditions and choreography etc.</p> <p>The contexts for applying these skills must be challenging, going beyond routine drills and practices.</p> <p>Assessment evidence can be drawn from one or more performances.</p>
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	<ul style="list-style-type: none"> ◆ identify examples of movement and performance skills required at Advanced Higher in a specific physical activity ◆ carry out movement analysis techniques, devise a focused observation sheet (FOS), or compare their own performance with a model performance to help them to refine their own skills and techniques. Feedback from peers and teachers/lecturers during/after practice sessions will help learners identify competency and areas for development in the demonstration of precise body and spatial awareness with distinct patterns and/or rhythms. ◆ explore and practice techniques, compositions and tactics which cover all four factors impacting on performance (mental, emotional, social and physical). Groups of learners could try out a range of different techniques to deal with the same challenge and compare notes as they practice and implement the technique. At Advanced Higher, learners should be aware of well-established skills or techniques and tactics to impact a game situation or specific performance in a more aesthetic activity, for example: <ul style="list-style-type: none"> — mental factors: a breathing routine or visualisation — emotional factors: assertive behaviour or self-talk/3 Rs — social factors: process training or role modelling — physical factors: weight training or setting SMART goals ◆ keep a log book or diary to record decisions they made during performance, and review the appropriateness of their decision making. They could also gather feedback from other sources in order to confirm or amend their own analysis. 	
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Activity Groupings table

The following table gives suggestions of activity groupings which may support centres in their selection of activities suitable for both for the learner and the delivering centre and which offer varied, challenging and enjoyable experiences.

Activity Groupings					
Aesthetic	Water-based activities	Adventurous	Individual activities	Team games (indoor)	Team games (outdoor)
Dance (fitness, street or jazz) Gymnastics	Board sailing Canoeing Kayaking Lifesaving Rowing Sailing Swimming (including open water or synchronised) Windsurfing Water polo	Bouldering Hill-walking Mountain Biking Parkour Orienteering Rock climbing Skiing (Alpine, downhill or Nordic) Snowboarding	Athletics Archery Badminton Bowling Boxing Climbing Cross country running Cycling (track or road) Fencing Golf Martial arts Personal survival Short tennis Squash Table tennis Tennis Trampolining Triathlon	Basketball Curling Flag football Handball Ice hockey Indoor football Indoor hockey Netball Volleyball	American Football Baseball Beach volleyball Cricket Field hockey Football Gaelic football Games-making Goalball Kabbadi Lacrosse Rounders Rugby Shinty Softball

Factors Impacting on Performance Unit

Outcome and Assessment Standards	Possible learning and teaching approaches	Possible assessment strategies
<p>1 Investigate factors which impact on personal performance by:</p> <p>1.1 Investigating factors related to high-level performance and performance development</p> <p>1.2 Analysing the impact mental, emotional, social and physical factors have on personal performance</p>	<p>In the Advanced Higher Physical Education Course, factors impacting on performance are categorised under four broad headings:</p> <ul style="list-style-type: none"> ◆ mental factors ◆ emotional factors ◆ social factors ◆ physical factors <p>Learners could:</p> <ul style="list-style-type: none"> ◆ work individually, in pairs or in small groups to use a range of investigative techniques to gather information about the identified factors in relation to performance development. These techniques could include carrying out interviews with appropriate individuals or focus groups, or by issuing questionnaires to performers. Other examples of methods of collecting information/data could include: Video/games/match/performance analysis; observation schedules; criteria checklists; statistical data; personal reflection; feedback (internal/external); comparison to previous information gathered; comparison to ‘models’ of performance; standardised test; questionnaires; POOCH analysis; SCAT analysis; POMS analysis; comparison with national norms, apps. Teachers/lecturers could refer to the Four Factors for Physical Education Courses document on the Physical Education page of SQA’s website for further information. ◆ use reputable journals and text books, specialist internet sites to source relevant information. They could then go on to present the results of their investigations in a range of ways eg table, chart, mind map, diagram, or 	<p>For this Outcome, learners could provide evidence in a range of ways, including written, oral or electronic responses.</p> <p>The learner could present results of investigation into the four factors impacting on performance. These could include: interview questions with written interviewee responses, recording of interviews, mind map or other diagrammatical presentation of results, or digital evidence.</p> <p>The learner could provide analysis of the impact mental, emotional, social and physical factors have on personal performance. They could present their work as a written report, article or blog, a mind map or other diagram, or an oral presentation.</p>

	<p>narrative.</p> <ul style="list-style-type: none"> ◆ maintain a log of their own performances and then discuss the positive and negative impact of different factors on their own performance. They could also compare similarities and differences in the experience of other people in the group when undertaking the same activity. 	
<p>2 Apply knowledge and understanding to develop and evaluate personal performance by:</p> <p>2.1 Applying knowledge and understanding of the factors to create a plan which will develop personal performance</p> <p>2.2 Effectively applying the personal performance development plan</p>	<p>Learners could:</p> <ul style="list-style-type: none"> ◆ keep a diary in which they record relevant data about their performance. This information could be used to identify potential areas for development. ◆ identify potential areas for development by eliciting relevant information from their partner/team mate/coach/teacher/lecturer ◆ review reputable journals, text books or online resources containing the latest performance development thinking, then discuss the possible effectiveness of different approaches. Learners could then use the information gathered to create a personal performance development plan ◆ review a given range of performance development plans, and modify/improve them. These could have been retained as examples of previous practice. ◆ develop a checklist of features of good development planning which might which could include: <ul style="list-style-type: none"> ✓ setting an aim(s) and goals/targets based up information about performance development needs ✓ details of the content, duration, and the frequency of sessions ✓ description of relevant principles of training/practice methods/application of approaches ✓ appropriate checks to track progress ✓ details of any progression based upon feedback ✓ details of adaptations or remediation ✓ strategies to minimise the possibility of regression ✓ details which are specific to the performer and to the demands of the physical activity 	<p>For this Outcome, learners could provide evidence in a range of ways, including written, oral or electronic responses.</p> <p>The learner could present a Performance Development Plan which includes:</p> <ul style="list-style-type: none"> ◆ selection of appropriate targets for development based on two factors ◆ application of current methodology for the specific factors chosen ◆ specifying training days ◆ integrating different development approaches ◆ monitoring progress and adapting the plan where necessary ◆ collecting data post-PDP to identify changes in performance levels <p>The learner could present the post-PDP data in a variety of ways including a training diary/blog, video recordings, details of feedback from coaches or teammates, scripts or recordings of interviews, or records of times/outcomes/results.</p>

<p>2.3 Presenting appropriate post-development plan data</p> <p>2.4 Evaluating the personal performance development plan</p> <p>2.5 Justifying future priorities for personal performance development</p>	<ul style="list-style-type: none"> ◆ explore the efficacy of different recording and monitoring methods, and the reasons for selecting these. Learners could trial these methods with a partner or group and review the validity and reliability of each method. ◆ put their development plans into practice. They could gather evidence of this in a variety of ways including keeping a training diary which may be in either paper based or electronic format, video recordings, details of feedback from coaches or teammates, scripts or recordings of interviews/oral questioning, monitoring by recording times/outcomes/results. This information/data could then be used as a basis for evaluating the plan. ◆ work with others to identify and justify future development needs. These could include: <ul style="list-style-type: none"> — working on a different/same factor — resetting development targets — setting interim goals — adapting/learning new tactics/composition — extending the programme — increasing practice sessions — continuing the same plan 	<p>The learner could select a range of required information on which to base their evaluation of their PDP. They could present their evaluation as an oral report to an appropriate audience, or as a written report.</p> <p>The learner could present their justification of future priorities as an oral report to an appropriate audience, or as a written report.</p>
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Course assessment: Project

The way a learner approaches the project is likely to be influenced by their chosen topic and may also depend on their preferred method of working. The skills required for the project should have been developed during the Units, based on the guidance in the previous pages.

Before starting out on the project, learners may benefit from considering the organisational and time management demands of the task. Planning ahead may help make sure that not only is the final submission date met, but also that the learner has in place a strategy to meet all of the requirements of the project.

It would be advisable for the learner to discuss their choice of prospective area of investigation for their project topic with the teacher/lecturer before embarking on the project.

Learners might find it useful to formulate an approach for carrying out the project in order to clarify their thinking and to plan for each stage, including details of the stages to be undertaken, and the projected timelines for the completion of these activities would allow them to monitor progress. This could be created in any written or electronic format, but whatever method is used, it should support the process and should not be overly onerous.

Further information about the project can be found in:

- ◆ *Advanced Higher Physical Education Course Assessment Specification*
- ◆ *Advanced Higher Physical Education Project General Assessment Information*
- ◆ *Advanced Higher Physical Education Project Course Assessment Task* (This includes information for candidates)

Course assessment: Performance

Carrying out the single high-level performance

For the Advanced Higher Physical Education Course assessment, one physical activity must be demonstrated during a single high-level performance. Therefore, the scheduling of the assessment of the performance should be agreed between the assessor and the learner in advance, and it is the mark achieved in that performance that should be submitted. The consistency with which the learner demonstrates the skill during or throughout the high-level performance is important, as is the challenge of the context in which the skill is demonstrated.

It will help learners to achieve their optimum performance if they become familiar with the criteria upon which the single high-level performance will be judged to help them understand what the assessor is looking for in each of the following areas. The following are the four criteria to be demonstrated in the performance which will be observed by the assessor.

Performance repertoire — The assessor will be looking for the learner to demonstrate a broad, comprehensive and well established repertoire of

movement and performance skills to be applied consistently and effectively throughout the performance. The appropriate selection and effective combination of complex skills to meet the demands of the performance will also be observed. This might include evidence of applying and adhering to relevant strategic, choreographic or compositional demands.

Control and fluency — The assessor will be looking for consistency in the control and fluency of these complex movement and performance skills, whilst responding effectively to demanding challenges.

Decision making — The assessor will be looking for the learner to anticipate, to make appropriate decisions quickly which result in effective follow-through in response to a range of challenging performance demands during the performance. Irrespective of the physical activity, learners should understand that the assessor will be looking for them to choose effective options. Indicators of a performer's ability to problem-solve and make decisions include the ability to create opportunities, disguise intent, adjust positioning or timing, react more quickly using appropriate cue recognition and perception, develop motifs, interpret stimuli and use repetition/variation/contrast or space effectively.

Following rules, displaying etiquette and control of emotions — The assessor will be looking for the understanding and application of appropriate rules and regulations, behaviour that is appropriate, and for a control of emotions that is suitable for the level and context of the performance, and within the challenges faced. The learner's ability to maintain this consistently before, during and at the end of the performance will also be observed.

Further information about the performance can be found in:

- ◆ *Advanced Higher Physical Education Course Assessment Specification*
- ◆ *Advanced Higher Physical Education Performance General Assessment Information*
- ◆ *Advanced Higher Physical Education Performance Course Assessment Task* (This includes information for candidates)

Appendix 1: Reference documents

The following reference documents will provide useful information and background.

- ◆ Assessment Arrangements (for disabled candidates and/or those with additional support needs) — various publications are available on SQA's website at: www.sqa.org.uk/sqa//14977.html.
- ◆ *Building the Curriculum 4: Skills for Learning, Skills for Life and Skills for Work*
- ◆ *Building the Curriculum 5: A Framework for Assessment*
- ◆ [Course Specification](#)
- ◆ [Design Principles for National Courses](#)
- ◆ [Guide to Assessment](#)
- ◆ Principles and practice papers for curriculum areas
- ◆ [SCQF Handbook: User Guide](#) and [SCQF level descriptors](#)
- ◆ [SQA Skills Framework: Skills for Learning, Skills for Life and Skills for Work](#)
- ◆ [Skills for Learning, Skills for Life and Skills for Work: Using the Curriculum Tool](#)
- ◆ [Coursework Authenticity: A Guide for Teachers and Lecturers](#)

Administrative information

Published: May 2015 (version 2.0)

History of changes to Advanced Higher Course/Unit Support Notes

Course details	Version	Description of change	Authorised by	Date
	2.0	Changes to wording of Course aims, Assessment Standards and the titles of the stages of the project, to reflect changes in mandatory documents. Information added to support learning and teaching, and strategies for assessment.	Qualification Development Manager	May 2015

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