



Advanced Higher Physical Education

Managing the Project Report

This overview is intended to help staff with their understanding of the 'discrete sections' of the project report.

Part of the Course Assessment requires candidates to present their work in the form of a project report. The study demands for the Advanced Higher Course is challenging and demanding, examining a range of literacy and critical thinking skills. Candidates must consistently demonstrate these qualities through an independent learning approach.

For a more detailed overview, please refer to the External Assessment Report, which is available from the SQA website (www.sqa.org.uk). This report is published each year and contains useful information from each Diet, including the following; areas in which candidates performed well, together with advice to centres regarding areas which they found more demanding.

The structure of the project report is designed to enable candidates to work consistently and work more critically in their approach. It is essential that the knowledge gained by studying the Units for Internal Assessment purposes is integrated into their final project work. This provides candidates with the platform upon which they can fully develop and confirm, or disprove their research findings.

A full appreciation of the structure, process and independent research requirements will enable them to produce sound pieces of work. First and foremost, there should be a clear rationale which highlights the performance development focus. It is essential that this is clear and both cited and adhered to within the selected Key Concepts and Key Features. Research methods should be wide ranging to ensure a meaningful debate, critical analysis and substantive evaluation.

The purpose of a report can be to:

- Inform
- Predict
- Persuade

Reports should be easily read and absorbed. Importantly candidates should be encouraged to give their perspective readers a clear idea of intent, findings and recommendations **before** they start to consider their detailed argument and conclusions.

How do candidates access marks?

By asking the question, finding the answer and reporting the answer.

1. Rationale and Project Proposal - confirm performance issues.
2. Research - use research enabling contextual analysis.
3. Interpretation and Discussion - relate cause and effect/problem solve.
4. Application to Performance Development - test solutions with resultant critical analysis consistent with the evidence.
5. Evaluation - evaluate the process, objectives and offer future recommendations.

1. Rationale and Project Proposal (12 marks)

This section requires candidates to confirm their performance issue and define the Rationale and Project Proposal. This involves considering the specific objectives:

- A convincing rationale must be evident; stating exactly what performance area will be addressed.
- The construction of the argument must be located within relevant Key concepts and Key features.
- The limits of the study are justified.
- The context is made clear with relevant issues related to Nature and Demands, both activity specific and relevant to the performer.

The competency required is **logical thinking**.

2. Research (17 marks)

This section involves considering the following:

- The most valid and relevant types of data gathering.
- Consolidating reliability issues.
- An extensive literature/resource search and detailed selection (refer to use of annotated bibliography).
- Applying research information to support enquiry.

The competency required is **analytical and critical thinking**.

3. Interpretation and Discussion (17 marks)

This involves the use of:

- Interpretations that offer qualitative/quantitative/diagnostic/reflective/detailed comparative analysis and linked to data presented (often cited in appendices **but** these must be used to support points raised).
- A discursive rather than a narrative approach which includes full detail about training and its effectiveness, personal needs/performance goal achievement.
- Primary, secondary sources and appendices used directly to support debate and appraised critically.

The competency required is **analytical and critical thinking**.

4. Application to Performance Development (12 marks)

Applying research knowledge to training and performance development; synthesising research information. This involves using all information gathered from the research to:

- inform change/modify thinking
- exemplify how performance has been effected
- highlight 'new learned' knowledge and its relevance justified
- understand/integrate sources used to support argument

The competency required is **analytical and critical thinking**.

5. Evaluation (12 marks)

An evaluation of the objectives, the process, and highlighting future recommendations should take place. This involves considering:

- Repeating some of the previous statements in summary format.
- Confirming or disproving the hypothesis
- Critically reviewing the present, highlighting what has emerged and concluding via future recommendations

The competency required is **critical thinking**.

What makes a good Project Report?

A good project report will have the following characteristics:

Quality of argument:

- The management of the performance focus will reveal a grasp of the underlying principles, issues and concepts as well as some superficial ideas.
- It will show how ideas and theories relate to own experiences.
- It will show an ability to analyse the subject objectively from different and relevant perspectives.
- It will have a clear and central thread to reasoning, maintaining the line of argument.
- It will inform how thinking and performance have been developed.
- It will show good use of description, explanation and evaluation throughout.

Finally, the report should be presented in the correct format, with attention paid to; structure, referencing of data and bibliography.

A question to you as a reader – Has the candidate offered a convincing argument in the project report and conveyed satisfactory understanding, knowledge and practice?