



Advanced Higher Physical Education — draft Course rationale and summary



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Course rationale

Background

All new and revised National Courses reflect Curriculum for Excellence values, purposes and principles. They offer flexibility, provide more time for learning, more focus on skills and applying learning, and scope for personalisation and choice.

In this Course, and its component Units, there will be an emphasis on skills development and the application of those skills. Assessment approaches will be proportionate, fit for purpose and will promote best practice, enabling learners to achieve the highest standards they can.

This Course provides learners with opportunities to continue to acquire and develop the attributes and capabilities of the four capacities as well as skills for learning, skills for life and skills for work.

All Courses provide opportunities for learners to develop breadth, challenge and application, but the focus and balance of the assessment will be appropriate for the subject area.

Relationship between the Course and Curriculum for Excellence values, purposes and principles

In this Course, learners are provided with opportunities to actively develop movement and performance skills and apply knowledge and understanding of factors impacting on their own performance or the performance of others.

This Course enables all learners to enjoy, be challenged by, and be effective in physical activities. Social and emotional development and enjoyment through participating in a range of physical activities is promoted throughout the Course. The Course also provides an opportunity to support the way that individual attitudes, values and behaviours are formed.

The Course provides opportunity for learners to take responsibility for their own learning and to work co-operatively as they apply high level thinking to evaluation of information and data to develop performance. Learners will develop their research, planning, problem solving, and evaluation skills and use increasingly more sophisticated communication skills through recording and reporting back mechanisms to other performers.

Learners will be able to effectively contribute in a range of contexts and will develop the ability to explain and reflect on the performance of self and others. The insights gained from the Course will enable them to progress confidently to further study, employment or training.

The Course also promotes physical, social, emotional and mental wellbeing. Acting as a stimulus for personal achievement, physical education is an ideal platform for developing confidence, resilience and responsibility.

Purpose and aims of the Course

The main purposes of the Course are to critically evaluate factors which underpin and impact on performance and develop, demonstrate and evaluate performance.

During the Course, learners will develop consistency of performance in challenging environments and will become proficient in their ability to analyse and apply strategies and techniques to make appropriate decisions about performance development for themselves or others. To do this effectively, learners will develop research skills, undertake independent investigative work and develop thinking skills. The range of skills developed in the Course will allow learners to work confidently and independently.

The Course has seven broad and interrelated aims to enable learners to:

- ◆ investigate and critically evaluate how a range of factors impact on performance.
- ◆ understand and apply performance development methodologies
- ◆ develop independent research and investigation skills
- ◆ analyse how skills, techniques and strategies combine to produce effective performance
- ◆ analyse and evaluate performance development
- ◆ 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 will be able to appreciate the mental, emotional, social and physical demands of performance and make effective decisions as they select, combine and adapt their skills and techniques during complex and demanding physical activity.

Information about typical learners who might do the Course

The Course is suitable for learners who have an interest in, and enthusiasm for, physical activity. Learners progressing from the Higher Physical Education Course will find that the Advanced Higher Course provides opportunities to further develop their knowledge and understanding and skills. The Course will also appeal to learners who desire to have more independence and responsibility for their learning as, at this level, the context of study and performance are complex and challenging. The flexible context and breadth of learning experiences offered within the Course will appeal to a variety of learners.

Broad skills developed in the Course will include selecting, applying and analysing complex performance skills and techniques; the ability to critically analyse and evaluate performance; selecting and applying approaches for enhancing performance in response to research findings; planning, decision-making and problem solving; and the development of effective personal and inter-personal skills.

On successful completion of the Course, learners will be equipped to undertake further or higher education courses and engage in training or employment. Some learners may wish to pursue further study related to physical education such as degrees in physical education, sports science and physiotherapy. Other learners may wish to pursue careers in health and wellbeing, community health, activity promotion and personal training.

Course summary

Course title: Advanced Higher Physical Education

SCQF level 7 (32 SCQF credit points)

Course outline

Mandatory Units

The Course comprises the following mandatory Units:

Physical Education:

Performance Skills (Advanced Higher) 8 SCQF credit points

Physical Education:

Factors Impacting on Performance (Advanced Higher) 8 SCQF credit points

Course assessment

8 SCQF credit points

This Course includes eight SCQF credit points to allow additional time for preparation for Course assessment. The Course assessment covers the added value of the Course. Further information on the Course assessment is provided in the Assessment section.

Course structure and conditions of award

Course structure

The main purposes of the Course are to research and critically analyse factors which underpin and impact on performance and develop, demonstrate and evaluate performance. Through critical analysis and evaluation, learners will apply strategies, techniques and skills which will enable them to build on and develop performance.

The Physical Education Courses have been constructed to facilitate a hierarchical arrangement from Access 3 to Advanced Higher levels.

Each Unit of the Course helps the learner develop skills, knowledge and understanding which will be integrated and applied in the Course assessment.

The Units are designed to stand alone or be taught in any sequence. There will be many naturally occurring opportunities of applying knowledge to enhance performance which allow for integration of Unit learning and teaching opportunities and cross assessment.

The Course has two mandatory Units. Each of the component Units of the Course is designed to provide progression from the corresponding Unit at Higher.

Units are statements of standards for assessment and not programmes of learning and teaching. They can be delivered in a number of ways.

Physical Education: Performance Skills (Advanced Higher)

In this Unit, learners will develop movement and performance skills and techniques in selected activities. They will learn how to make effective decisions to use, select and adapt these skills and techniques and perform effectively.

Learners will develop consistency in the precision, control and fluency of movement. They will also learn how to respond to, and meet, the mental, emotional, social and physical demands of performance, in a safe and effective way. The Unit offers opportunities for personalisation and choice of physical activities.

Physical Education: Factors Impacting on Performance (Advanced Higher)

In this Unit, learners will develop their research, analytical, and evaluative skills by investigating a range of factors that impact on performance in physical activities. Learners will consider how factors, in particular mental, emotional, social, physical and environmental, can affect performance and investigate these using appropriate methodologies. Knowledge and understanding of factors will be developed through research and learners will modify performance development plans based upon the findings from their research. The Unit offers opportunities for personalisation and choice of contexts.

Conditions of award

To gain the award of the Course, the learner must pass all of the Units as well as the Course assessment. The required Units are shown in the Course outline section. Course assessment will provide the basis for grading attainment in the Course award.

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Assessment

Information about assessment standards for the Course is included in the *Course Assessment Specification* which will provide full details including advice on how a learner's overall attainment for the Course will be determined.

Unit assessment

All Units are internally assessed against the requirements shown in the Unit Specification.

They can be assessed on a Unit-by-Unit basis or by combined assessment.

They will be assessed on a pass/fail basis within centres. SQA will provide rigorous external quality assurance, including external verification, to ensure assessment judgments are consistent and meet national standards.

Exemplification of possible assessment approaches for these Units is provided in the *National Assessment Resource*.

Course assessment

Courses from National 4 to Advanced Higher include assessment of [added value](#)¹. At National 5, Higher and Advanced Higher, the added value will be assessed in the Course assessment. The added value for the Course must address the key purposes and aims of the Course, as defined in the Course Rationale. It will do this by addressing one or more of breadth, challenge or application.

In the Advanced Higher Physical Education Course, added value will focus on:

- ◆ challenge
- ◆ application

The learner will be assessed by a performance² and a project³. 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 learner will prepare for, effectively perform, and evaluate a performance. The project will require application of knowledge and understanding, gained through independent research, to investigate and critically evaluate factors impacting on performance and the performance development process.

¹ Definitions can be found here: www.sqa.org.uk/sqa/45528.html

² See link above for definition.

³ See link above for definition.