



# Advanced Higher Physical Education

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## Draft National Course Specification

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Please refer to the note of changes at the end of this Course Specification for details of changes from previous version (where applicable).

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## Course outline

**Course title:** Advanced Higher Physical Education

**SCQF:** level 7 (32 SCQF credit points)

**Course code:** to be advised

### Mandatory Units

<b>Physical Education: Performance Skills (Advanced Higher)</b>	<b>8 SCQF credit points</b>
<b>Physical Education: Factors Impacting on Performance (Advanced Higher)</b>	<b>16 SCQF credit points</b>

**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.

### Recommended entry

Entry to this Course is at the discretion of the centre. However, learners would normally be expected to have attained the skills, knowledge and understanding required by one or more of the following or equivalent qualifications and/or experience:

- ◆ Higher Physical Education Course

### Progression

This Course or its Units may provide progression to:

- ◆ Higher National Diplomas in areas such as sports science, sports coaching, or health and fitness
- ◆ degrees in areas such as physical education, physical activity and health, sport and exercise science, health promotion, or sports psychology
- ◆ further study, employment and/or training related to personal training or health promotion

Other progression pathways are also possible, including progression to other qualifications at the same or different levels.

Further details are provided in the Rationale section.

### Equality and inclusion

This Course Specification has been designed to ensure that there are no unnecessary barriers to learning or assessment. The individual needs of learners should be taken into account when planning learning experiences, selecting

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assessment methods or considering alternative evidence. For further information, please refer to the *Course Support Notes*.

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## **Rationale**

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 their movement and performance skills and apply knowledge and understanding of factors impacting on performance by themselves or others.

This Course enables all learners to enjoy, be challenged by and be highly effective in physical activities. Social and emotional development and enjoyment through participating in a range of physical activities are 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 opportunities 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, decision making and problem solving skills, and use communication skills through recording and reporting-back mechanisms.

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

The Course also promotes mental, emotional, social and physical 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 purpose of the Course is to research and critically evaluate factors which underpin and impact on performance and use this knowledge to develop

their own performance or those of others. To do this effectively, learners will engage in research and undertake independent investigative work to develop high-level thinking skills, skills of critical analysis and evaluation, and communication skills through recording and reporting-back mechanisms.

During the Course, learners will also understand how to develop consistency of performance in challenging environments and become proficient in their ability to analyse and apply strategies and techniques to make appropriate decisions about performance development for themselves and/or others.

The range of skills developed in the Course will allow learners to work confidently and independently. By actively participating in physical activities, learners can demonstrate initiative, decision making and problem solving abilities — all attributes applicable to both life and work.

The Course has six broad and inter-related aims to enable learners to:

- ◆ investigate and critically evaluate how a range of factors impact on performance
- ◆ understand and apply methods to develop performance
- ◆ develop independent research and investigation skills 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 performance in selected physical activities
- ◆ analyse and evaluate the process of performance development

Learners will be able to appreciate the demands of performance, in particular the mental, social and physical demands, and make effective decisions as they select, combine and adapt skills and techniques during performance.

## **Information about typical learners who might do the Course**

The Course is suitable for learners who have an interest in and enthusiasm for developing performance in physical activity. The Course builds on the knowledge and understanding and practical skills developed by the learner in the Higher Physical Education Course or equivalent courses. 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.

Learners progressing on to the Course will find that it provides opportunities to further develop knowledge and understanding of skills relevant to pursuing study or career options related to physical education, to broaden their learning experience and contribute to their own health and wellbeing. They will also continue to develop a range of skills for learning, skills for life and skills for work.

Skills developed on the Course will include skills of: research and critical analysis; selecting, applying and evaluating complex performance skills; performance planning; decision-making and problem-solving; selecting and applying approaches for enhancing performance; and the development of effective personal and interpersonal skills.

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On successful completion of the Course, some learners may wish to pursue further study and/or career options related to physical education, such as Higher National Diplomas in sports science, sports coaching or health and fitness, or degrees in areas such as physical education, physical activity and health, sport and exercise science, health and fitness and physiotherapy. Others may wish to engage in training or employment related to personal training or health promotion.

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## **Course structure and conditions of award**

### **Course structure**

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

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.

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

The Course has two mandatory Units.

#### **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 to perform highly effectively in challenging performance contexts.

Learners will develop consistency in the precision, control and fluency of movement. They will also learn how to respond to, and meet, the mental and physical demands of performance, in a safe and highly 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 independent research, analytical and evaluative skills by investigating a range of factors that impact on performance in physical activities. Learners will investigate and consider how mental, emotional, social, physical and environmental factors can affect performance. As knowledge and understanding of factors underpinning performance development are consolidated through independent personal research, learners will modify and justify performance development plans based on the findings from their research. The Unit offers many 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.

## Skills, knowledge and understanding

Further information on the assessment of skills, knowledge and understanding for the Course is given in the *Course Assessment Specification*. A broad overview of the mandatory subject skills, knowledge and understanding that will be assessed in the Course is given in this section.

These cover:

- ◆ selecting and applying a range of movement and performance skills by making informed decisions during high-level performance
- ◆ demonstrating a range of approaches for developing or refining movement skills, fitness and performance, composition or tactics
- ◆ carrying out high-level performance in selected physical activities
- ◆ developing independent research and investigation skills
- ◆ analysing and evaluating performance development
- ◆ analysing and critically evaluating their own effectiveness in creating performance solutions in challenging performance situations
- ◆ analysing and critically evaluating how a range of factors impact on performance
- ◆ applying performance development methodologies
- ◆ analysing how skills, techniques and strategies combine to produce effective performance

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](http://www.sqa.org.uk/scqf)).

## Assessment

Information about assessment for the Course is included in the *Course Assessment Specification*, which provides 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.

The assessment of the Units in this Course will be as follows.

#### **Physical Education: Performance Skills (Advanced Higher)**

Learners will be required to provide evidence of the development of their movement and performance skills and techniques in selected activities. Learners will also demonstrate evidence of their ability to respond to, and meet, the mental, emotional, social and physical demands of performance, in a safe and highly effective way. The Unit offers opportunities for personalisation and choice 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 underpinning performance development through independent research, and justify modifications to performance development plans based on research findings. The Unit offers opportunities for personalisation and choice of contexts.

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](#)<sup>1</sup>. 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

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<sup>1</sup> Definitions can be found here: [www.sqa.org.uk/sqa/45528.html](http://www.sqa.org.uk/sqa/45528.html)

The learner will be assessed by a [performance](#)<sup>2</sup> and a [project](#)<sup>3</sup>. 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 in a challenging environment. The choice of physical activity will allow for personalisation and choice.

The project will require application of research findings, knowledge and understanding to the investigation of a topic designed to develop an aspect of performance development.

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<sup>2</sup> Definitions can be found here: [www.sqa.org.uk/sqa/45528.html](http://www.sqa.org.uk/sqa/45528.html)

<sup>3</sup> See link above for definitions.

## **Development of skills for learning, skills for life and skills for work**

It is expected that learners will develop broad, generic skills through this Course. The skills that learners will be expected to improve on and develop through the Course are based on SQA's *Skills Framework: Skills for Learning, Skills for Life and Skills for Work* and drawn from the main skills areas listed below. These must be built into the Course where there are appropriate opportunities.

### **1 Literacy**

1.1 Listening and talking

### **3 Health and wellbeing**

3.2 Emotional wellbeing

3.3 Physical wellbeing

### **4 Employability, enterprise and citizenship**

4.3 Working with others

### **5 Thinking skills**

5.3 Applying

5.4 Analysing and evaluating

Amplification of these skills is given in SQA's *Skills Framework: Skills for Learning, Skills for Life and Skills for Work*. The level of these skills will be appropriate to the level of the Course. Further information on building in skills for learning, skills for life and skills for work for the Course is given in the *Course Support Notes*.

## Administrative information

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**Published:** May 2012 (draft version 1.0)

**Superclass:** to be advised

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## History of changes to National Course Specification

Course details	Version	Description of change	Authorised by	Date

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Note: You are advised to check SQA's website ([www.sqa.org.uk](http://www.sqa.org.uk)) to ensure you are using the most up-to-date version of the Course Specification.