



Advanced Higher Physical Education

Draft National Course Assessment Specification



Valid from August 2015

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Please refer to the note of changes at the end of this Course Assessment 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
Course assessment code:	to be advised

The purpose of the Course Assessment Specification is to ensure consistent and transparent assessment year on year. It describes the structure of the Course assessment and the mandatory skills, knowledge and understanding that will be assessed.

Course assessment structure

Component 1 — performance	30% of marks
Component 2 — project	70% of marks
Total marks (to be determined)	100% of marks

This Course includes eight SCQF credit points to allow for preparation for Course assessment. The Course assessment covers the added value of the Course.

Equality and inclusion

This Course Assessment Specification has been designed to ensure that there are no unnecessary barriers to assessment. Assessments have been designed to promote equal opportunities while maintaining the integrity of the qualification.

For guidance on assessment arrangements for disabled learners and/or those with additional support needs, please follow the link to the Assessment Arrangements web page: www.sqa.org.uk/sqa/14977.html.

Guidance on inclusive approaches to delivery and assessment of this Course is provided in the *Course Support Notes*.

Assessment

To gain the award of the Course, the learner must pass all of the Units as well as the Course assessment. Course assessment will provide the basis for grading attainment in the Course award.

Course assessment

SQA will produce and give instructions for the production and conduct of Course assessments based on the information provided in this document.

Added value

The purpose of the Course assessment is to assess added value of the Course as well as confirming attainment in the Course and providing a grade. The added value for the Course will 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 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.

Grading

Course assessment will provide the basis for grading attainment in the Course award.

The Course assessment is graded A–D. The grade is determined on the basis of the total mark for all Course assessments together.

A learner's overall grade will be determined by their performance across the Course assessment.

Grade description for C

For the award of Grade C, learners will have demonstrated successful performance in all of the Units of the Course. In the Course assessment, learners will typically have demonstrated successful performance in relation to the mandatory skills, knowledge and understanding for the Course.

Grade description for A

For the award of Grade A, learners will have demonstrated successful performance in all of the Units of the Course. In the Course assessment, learners will typically have demonstrated a consistently high level of performance in relation to the mandatory skills, knowledge and understanding for the Course.

Credit

To take account of the extended range of learning and teaching approaches, remediation, consolidation of learning and integration needed for preparation for external assessment, six SCQF credit points are available in Courses at National 5 and Higher, and eight SCQF credit points in Courses at Advanced Higher. These points will be awarded when a Grade D or better is achieved.

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Structure and coverage of the Course assessment

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

Component 1 — performance

The purpose of the performance is to assess the learner's ability to carry out a single, high-level performance in one physical activity in a challenging, competitive or demanding context.

It will be worth 30% of the total marks available.

The performance will give learners 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

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

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.

Component 2 — project

The purpose of this project is to assess the learner's ability to integrate and apply skills, knowledge and understanding from across the Units.

The project will have 70% of the total marks available.

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 will give learners the opportunity to demonstrate the following:

- ◆ 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 to analyse how skills, techniques and strategies combine to produce effective performance
- ◆ analyse and evaluate the process of performance development

The project will have four sections:

1. Producing a project proposal
2. Undertaking primary and secondary research into performance development
3. Applying skills, knowledge and understanding to performance development
4. Interpreting information obtained, coming to evidenced and justified conclusions about the process of performance development

For further details of the Course requirements, please see the 'Further mandatory information on Course coverage' section.

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Setting, conducting and marking of assessment

Controlled assessment — performance

The performance is:

- ◆ set by centres within SQA guidelines
- ◆ conducted under some supervision and control

Evidence will be internally marked by centre staff in line with SQA marking instructions.

All marking will be quality assured by SQA.

Controlled assessment — project

The project is:

- ◆ set by centres within SQA guidelines
- ◆ conducted under some supervision and control

Evidence will be externally marked in line with SQA marking instructions.

All marking will be quality assured by SQA.

Further mandatory information on Course coverage

The following gives details of mandatory skills, knowledge and understanding for the Advanced Higher Physical Education Course. Course assessment will involve sampling the skills, knowledge and understanding. This list of skills, knowledge and understanding also provides the basis for the assessment of Units of the Course.

Mandatory skills, knowledge and understanding
<p>Collecting information and data</p> <ul style="list-style-type: none">◆ cycle of analysis process must include knowledge, understanding and application of this process in action: identifying current and future needs, planning, implementing, monitoring, receiving feedback, reflection, evaluation and adaptation◆ strengths and areas for development: ability to recognise and complete a 'strengths and areas for development' inventory◆ practice of observation — preparation, action and recovery phases of movement <p>Methods of collecting data and information</p> <ul style="list-style-type: none">◆ using 'models' of performance to qualify performance◆ application of standardised test for strength and muscular endurance, body composition monitoring, cardiovascular function, flexibility, power, agility and speed◆ knowledge of differences between objective and subjective data◆ application of mechanical and movement observation and match analysis and data collection◆ application of analysis tools such as digital analysis software, observation schedules◆ primary and secondary research skills◆ reliability and validity of data, research and sources and information
<p>Performance skills</p> <ul style="list-style-type: none">◆ control of weight, space, time and flow in challenging contexts
<p>Mental factors</p> <ul style="list-style-type: none">◆ current methods of mental training, including motivation, concentration, focus of attention and mental toughness◆ training to improve tactics or competition response◆ information processing and decision-making — this includes knowledge and understanding of cue recognition, perception, refining skills, making judgments and improvisation◆ methods to develop decision-making abilities

<p>Emotional factors</p> <ul style="list-style-type: none"> ◆ intrinsic and extrinsic motivation ◆ personality types ◆ peer group ◆ emotional development and maturity ◆ accepting feedback
<p>Social factors</p> <ul style="list-style-type: none"> ◆ peer group ◆ competition environment ◆ maturity ◆ training demands
<p>Physical factors</p> <p><i>Fitness</i></p> <ul style="list-style-type: none"> ◆ application of knowledge, understanding of most appropriate fitness training principles and methods for activity selection <p><i>Skill</i></p> <ul style="list-style-type: none"> ◆ application of optimal skill development and practice scheduling for activity selection <p><i>Tactics</i></p> <ul style="list-style-type: none"> ◆ types of tactics/compositions ◆ decision making before and during performance ◆ adapting and changing compositions or formations

Physical activity choices — guidance and advice

Physical activities for assessment will normally be chosen from those covered within the Advanced Higher Physical Education Course at the centre. The Advanced Higher Physical Education *Course Support Notes* contain a table of popular activities.

It is the centre's responsibility to ensure that sufficient assessor expertise exists to manage the assessment process and assess learners' evidence. Before agreeing to assess an activity, the assessor should consider the following:

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

Further advice on managing performance contexts is provided in the Advanced Higher Physical Education *Course Support Notes*.

Administrative information

Published: December 2012 (draft version 1.0)

Superclass: to be advised

History of changes to Course Assessment 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) to ensure you are using the most up-to-date version of the Course Specification.