

Comparison document

(Version 2.1 April 2016 compared to previous version)

Higher Physical Education Course Assessment Specification (C756 76)

The purpose of this document is to give a quick, visual guide to any amendments or clarifications made during the revision process.

| This edition: April ~~2014~~2016, version 2.0-1

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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:	Higher Physical Education
SCQF level:	6 (24 SCQF credit points)
Course code:	C756 76
Course assessment code:	X756 76

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	60 marks
Component 2 — question paper	40 marks
Total marks	100 marks

This Course includes six SCQF credit points to allow additional time 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 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 performance and a question paper. Together they will add challenge and application to the Course as the learner integrates, extends and applies 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.

Structure and coverage of the Course assessment

The Course assessment will consist of two Components, a performance and a question paper.

Component 1 — performance

The purpose of this performance is to assess the learner's ability to plan, prepare for, perform and evaluate their own personal performance in **one** physical activity.

This performance will give learners an opportunity to demonstrate the following skills, knowledge and understanding:

- ◆ planning, developing, implementing and evaluating performance
- ◆ selecting, demonstrating and safely applying a broad and comprehensive range of complex movement and performance skills in challenging contexts
- ◆ decision-making and problem-solving in challenging contexts

The performance consists of three stages: Planning and preparation, Single performance and Evaluation. The context of the single performance must be challenging, competitive and/or demanding.

For the Planning and preparation stage, learners must be able to explain the relevance of two challenges they will face in their single performance and explain how they will prepare to meet these challenges. During the Single performance stage, learners must demonstrate complex movement and performance skills, related to their chosen physical activity. They must show that they understand and can respond to the different nature and demands presented by the single performance and follow the rules, regulations and etiquette that apply to their chosen physical activity. The Single performance has to be of sufficient duration to allow learners to demonstrate the required skills. 'Sufficient duration' will be whatever the norm is for the chosen physical activity. For the Evaluation stage, learners will carry out an evaluation in relation to the challenges they identified in the Planning and preparation stage.

The performance will have 60 marks. This is 60% of the overall marks for the Course assessment.

Component 2 — question paper

The purpose of this question paper is to assess the learner's ability to integrate and apply knowledge and understanding from across the Units. It will give learners an opportunity to demonstrate the following skills, knowledge and understanding:

- ◆ analysing factors that impact on performance
- ◆ explaining a range of approaches for developing performance
- ◆ analysing the recording, monitoring and evaluation of performance development

The question paper will have two Sections and all questions must be attempted.

Section 1 will have three questions, each worth 8 marks. The questions will sample from three broad areas, related to the skills, knowledge and understanding. One

different factor impacting on performance (from mental, emotional, social and physical) will be specified within each question in Section 1.

Section 2 will have one question worth 16 marks, based upon a scenario. The scenario can be any size and may include text, images, graphs or other information. This question will draw from one or more of the three broad areas of skills, knowledge and understanding. Two factors impacting on performance (from mental, emotional, social and physical) will be sampled in Section 2. The factor *not* assessed in Section 1 will be assessed in Section 2, along with a second factor (from mental, emotional, social and physical) chosen by the learner. Therefore, all four factors impacting on performance (mental, emotional, social and physical) will be sampled every year.

The question paper will have 40 marks. This is 40% of the overall marks for the Course assessment.

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

[For more information about the structure and coverage of the question paper, refer to the Question Paper Brief.](#)

Setting, conducting and marking of assessment

Controlled assessment — performance

This performance is:

- ◆ set by centres within SQA guidelines
- ◆ conducted under 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.

Setting the assessment

The performance will be set by centres within SQA guidelines.

Conducting the assessment

Section 1, 'Planning and preparation', and Section 3, 'Evaluation', will be conducted under some supervision and control.

Section 2, 'Single performance', will be conducted under a high degree of supervision and control.

Question paper

This question paper will be set and marked by SQA, and conducted in centres under conditions specified for external examinations by SQA. Learners will complete this in 1 hour and 30 minutes.

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 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

Component 1: performance

Planning and preparation

- ◆ identifying factors impacting on performance: mental, emotional, social and physical factors — the physical factor includes fitness, skills, tactics/composition
- ◆ understanding the potential impact on performance for each of the following four factors: mental, emotional, social and physical — the impact of these factors could be positive or negative
- ◆ explaining challenges faced by a performer
- ◆ planning and preparation for a performance
- ◆ implementing a performance development plan

Performance

Learners must demonstrate:

- ◆ a repertoire of complex movement and performance skills (physical activity specific)
- ◆ control and fluency of complex movement and performance skills
- ◆ decision-making and problem solving
- ◆ rules, regulations and etiquette for physical activities
- ◆ controlling emotions
- ◆ working with others

Evaluation of performance

- ◆ reviewing performance
- ◆ evaluating performance in terms of strengths and areas for development
- ◆ identifying future development needs for each of the following factors impacting on performance: mental, emotional, social and physical

Component 2: question paper

Methods of collecting information to analyse factors impacting on performance

- ◆ reliability, validity, practicability
- ◆ application of recognised tests or analytical tools for collecting information
- ◆ appropriateness of methods for collecting information
 - organisational issues of collection methods
- ◆ use of model performances
- ◆ interpretation of qualitative, quantitative, objective and subjective information
 - receiving/accepting/giving/timing of feedback
- ◆ identification of strengths and areas for development

Approaches to performance development

- ◆ purpose of performance development planning
- ◆ prioritising of development needs for four factors impacting on performance: mental, emotional, social and physical
- ◆ potential impacts of mental, emotional, social and physical factors on performance development
- ◆ performance development goals
- ◆ approaches to meet performance development goals
 - specificity in the performance development process

Recording, monitoring and evaluating performance development

- ◆ purpose and value of recording, monitoring and evaluating performance development
- ◆ key planning information
- ◆ recording methods or tools
- ◆ production of performance development plans
- ◆ implementation of performance development plans
- ◆ monitoring methods, tests or tools
- ◆ adapting performance development plans
- ◆ future performance development planning

Physical activity choice — guidance and advice

Physical activities that are suitable for assessment will normally be chosen from those covered within the Higher Physical Education Course at the centre. The 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 learner 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 the requirements of the Course
- ◆ the collation, assessment and recording of appropriate assessment evidence

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

Administrative information

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History of changes to Course Assessment Specification

Version	Description of change	Authorised by	Date
2.0	<p>Page 5 — List of skills, knowledge and understanding reordered and some reworded.</p> <p>Pages 5–6 — Information about the three stages of the performance and the structure of the question paper added.</p> <p>Page 7 — Clarification of conditions for conducting the assessment of performance.</p> <p>Pages 8–9 — Amendments to content and format: information separated into performance and question paper Components; multiple clarifications of content.</p>	Qualifications Development Manager	April 2014
2.1	Page 6 — One sentence added: 'For more information about the structure and coverage of the Question Paper, refer to the Question Paper Brief'.	Qualifications Manager	April 2016

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