SCOTTISH QUALIFICATIONS AUTHORITY

PHYSICAL EDUCATION
Higher

First edition – published March 2004

SCOTTISH QUALIFICATIONS AUTHORITY

National Course Specification

Physical Education (Higher)

COURSE CODE C205 12

COURSE STRUCTURE

This Course has two mandatory Units, as follows:

DF2T 12	***Physical Education: Performance (Higher)***	***1.5 credits (60 hours)***
DF2R 12	***Physical Education: Analysis and Development of Performance (Higher)***	***1.5 credits (60 hours)***

All Courses include 40 hours over and above the 120 hours for the Units. This may be used for induction, extending the range of learning and teaching approaches, support, consolidation, integration of learning and preparation for external assessment.

The physical activities in a Course should arise from a process of negotiation between teachers/lecturers and candidates that takes account of the interests and talents of the candidate, and the effective management of available facilities and resources. In agreeing activities with candidates, teachers/lecturers must take account of managing assessment. To integrate work within the Course it is recommended that the two mandatory Units, *Physical Education: Performance* and *Physical Education: Analysis and Development of Performance* are delivered concurrently.

RECOMMENDED ENTRY

While entry is at the discretion of the centre, candidates will normally be expected to have attained one of the following or equivalent:

- Standard Grade Physical Education at Credit Level
- Intermediate 2 Physical Education or its Units

PROGRESSION

This course or its Units may provide progression to:

- Advanced Higher Physical Education or its Units
- Higher National programmes
- Higher Education programmes
- training and employment

Administrative Information

Publication date: April 2004

Source: Scottish Qualifications Authority

Version: 01

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National Course Specification: (cont)

COURSE Physical Education (Higher)

CORE SKILLS

This Course gives automatic certification of the following:

Complete Core Skills for the Course	Problem Solving	Intermediate 2
Additional Core Skills components for the Course	None	

CREDIT VALUE

The Higher Course in Physical Education is allocated 24 SCQF credit points at SCQF level 6.

SCQF credit points are used to allocate credit to qualifications in the Scottish Credit and Qualifications Framework (SCQF). Each qualification in the Framework is allocated a number of SCQF credit points at an SCQF level. There are 12 SCQF levels, ranging from Access 1 to Doctorates.

National Course Specification: Course details

COURSE Physical Education (Higher)

RATIONALE

The development of performance is the prime focus of the Higher Course in Physical Education. Practical experiential learning provides the opportunity to develop high standards of performance and the underpinning knowledge and understanding required for this development.

Candidates have the opportunity to study Physical Education at a challenging level and to develop critical and imaginative practice in order to achieve an understanding of performance and the ways in which it can be developed.

Physical Education provides opportunities for candidates to engage in activities which are, in themselves, competitive, creative, co-operative and individual. The Course provides opportunities for candidates to develop their individual interests and talents in a variety of ways.

Particular emphasis is placed on the development of personal and interpersonal skills. Positive attitudes and values are promoted during the interactions candidates have with teachers/lecturers and peers.

The Course makes an important contribution to a balanced general education, attracting many candidates who have an interest in Physical Education. Additionally, it may assist candidates to meet entry requirements for further education, higher education and employment. While many candidates who take the Course have progressed from Standard Grade Physical Education or Intermediate 2 Physical Education, others who have no previous qualifications in the subject will benefit from the experience of the Course.

AIMS

The Course has three broad and inter-related aims:

- to develop performance through participation in selected physical activities
- to develop knowledge and understanding of performance through a study of the processes and related concepts involved in its analysis and development
- to contribute to each individual's personal and social development

National Course Specification: Course details (cont)

COURSE Physical Education (Higher)

COURSE CONTENT

The Higher Physical Education Course design enables the two mandatory Units, *Physical Education: Performance* and *Physical Education*: *Analysis and Development of Performance*, to be integrated in a flexible way. The Course provides candidates with opportunities to integrate relevant knowledge with practice and training, in order to establish a broad conceptual base and a more thorough understanding of the full nature of performance.

The Catalogue of National Qualifications issued annually by SQA lists the range of activities which could be acceptable. However, centres who are uncertain about the validity of an activity should seek authorisation from SQA.

Physical Education: Performance

Each candidate is required to develop his/her performance within a minimum of two negotiated activities. A Course activity is one which is part of the learning and teaching of a centres overall Course plan.

Additional information on what is acceptable as a Course activity is given in Appendix 1 — Definition of an Activity in the Context of a Course and a Unit. The balance of time spent on Course activities is an important planning consideration for individual centres to decide.

Physical Education: Analysis and Development of Performance

In *Physical Education: Analysis and Development of Performance* at Higher, candidates are required to observe and reflect upon their performance, and then consider and apply key concepts (listed in Appendix 3) which can inform practice that has the potential to bring about improvements to their performance.

In addition to the negotiated activities in *Physical Education: Performance*, centres have the opportunity to insert additional practical activities into the Course to provide added illustration of facts, principles and points for comparison and contrast.

The analysis processes of gathering and interpreting data, identifying needs, planning training, developing performance and evaluating the work undertaken should arise naturally from the pursuit of improved standards of performance in the specific activities agreed for the Course.

Physical Education: Analysis and Development of Performance is sub-divided into four areas which are:

1. Performance Appreciation
2. Preparation of the Body
3. Skills and Technique
4. Structures, Strategies and Composition

Candidates are required to demonstrate knowledge and understanding in a minimum of three areas of analysis to contribute towards the Course award. Where *Analysis and Development of Performance* is taken as a Unit, candidates are required to demonstrate knowledge and understanding in a minimum of one area of analysis.

National Course Specification: Course details (cont)

COURSE Physical Education (Higher)

Area 1 requires candidates to adopt a broad perspective on their performance and to demonstrate their knowledge and understanding in the way they plan and manage their training to improve performance.

Areas 2, 3 and 4 require candidates to demonstrate knowledge in relation to understanding and improving specific aspects of performance. Each of the four areas enables performance to be analysed in a different way. Further information on the areas is provided in Appendix 3 — Areas of Analysis of Performance.

National Course Specification: Course details (cont)

COURSE Physical Education (Higher)

ASSESSMENT

To gain a Course award the candidate must pass the Units as well as the Course assessment. The candidate's grade is based on the Course assessment.

Unit assessment

In Physical Education, the two Units are *Physical Education*: *Performance* and *Physical Education: Analysis and Development of Performance.*

Performance
The Unit assessment is a practical assessment carried out through observation or by video. Assessment is based on a candidate's performance in at least one activity. It should be conducted on an occasion near the end of the Course.

Analysis and Development of Performance
The Unit assessment

- consists of structured questions on a minimum of one activity
- provides opportunity to assess process knowledge and concept knowledge in a minimum of one area of analysis
- is an open book assessment, taken under supervision
- should last no longer than one and a half hours (where the assessment requires to be split, two sessions of 45 minutes are required)

Further details about Unit assessment for this Course can be found in the NAB materials and in the Unit Assessment Specifications.

DETAILS OF COURSE ASSESSMENT

In Physical Education, the two components are *Physical Education*: *Performance* and *Physical Education*: *Analysis and Development of Performance.*

- *Performance* is assessed internally and externally moderated.

- *Analysis and Development of Performance* is assessed externally by a Question Paper, which is marked out a total of 60 marks.

Performance
Candidates' performance will be internally assessed, with the dual purpose of determining both Unit achievement (pass/fail) and for a mark to contribute to the Course assessment. The internal assessment will be subject to external moderation. Information on procedures for moderation will be issued separately by SQA.

Assessment is directly linked to the quality of candidate's own performance which candidates demonstrate in relation to the Physical Education Performance Scale —Appendix 2a.
For the Course assessment, the performance should be assessed in each candidate's best two activities from the Course. The performance in each of these two activities should be marked out of 20, with a total mark out of 40 being submitted to SQA to contribute to the Course assessment for each candidate.

National Course Specification: Course details (cont)

COURSE Physical Education (Higher)

Each activity should be assessed internally using the Physical Education Higher Level Performance Scale related to the appropriate Performance Criteria. Marks must be recorded in preparation for moderation and submission to SQA. Further details on the moderation procedure and the submission of marks are provided annually by SQA.

Analysis and Development of Performance
The Question Paper will

- consist of structured questions on each of the four areas of analysis, with candidates selecting three out of four questions
- provide opportunity to assess process knowledge and concept knowledge in the areas of analysis
- provide opportunity to assess retention of concept knowledge
- provide opportunity to assess integration of process and concept knowledge
- last 2 hours and 30 minutes

Further details about the Course assessment can be found in the Course Assessment Specification and in the Specimen Question Paper.

GRADE DESCRIPTIONS

The candidate's grade will be based on the total score obtained from both components.

Grade C

The candidate should, in *Performance:*

- demonstrate a broad performance repertoire
- select and combine skills to perform with control and fluency within contexts which offer a variety of options

The candidate should, in *Analysis and Development of Performance*:

- record, describe and clearly explain features of personal performance
- use a range of relevant concepts and knowledge to make detailed judgements about performance
- apply knowledge and understanding to design, complete and monitor work that addresses identified needs
- complete an evaluation of the analysis and development process

Grade A

The candidate should, in *Performance:*

- demonstrate a broad and well-established performance repertoire
- show a high level of control and fluency in selecting, adapting and combining skills and technique to perform at a high level in contexts offering a variety of options

The candidate should, in *Analysis and Development of Performance:*

- give a clear, full and detailed description and explanation of features of personal performance
- use a full range of relevant concepts and critical thinking to make full and detailed judgements about performance
- apply detailed knowledge and understanding to design, complete and monitor work that addresses identified needs
- complete a full clear and detailed evaluation of work undertaken

National Course Specification: Course details (cont)

COURSE Physical Education (Higher)

ESTIMATES AND APPEALS

Estimates
In preparing estimates, evidence of performance should be considered across the breadth of coverage of the content of the Course and must take account of performance in both Course components. Further advice on the preparation of estimates is given in the Course Assessment Specification.

Appeals
The table indicates the method of assessment used in each of the components.

Performance	Internally assessed and externally moderated
Analysis and Development of Performance	Externally assessed by external examination

Only where components are assessed externally are appeals permitted.

In submitting evidence to support an appeal, evidence must show a sufficient breadth of coverage of the content of the *Analysis and Development of Performance* component and must relate to the Course Grade Descriptions. Evidence from three of the areas of analysis is required.

Although a prelim is not mandatory, it can give an indication of how a candidate will perform when asked to demonstrate the understanding and application of process and concept knowledge under examination conditions.

Prelims for *Analysis and Development of Performance* should replicate the style, difficulty and overall mark allocation of the SQA specimen paper. Centres generating their own prelim papers sometimes draw heavily on past SQA papers for their questions. Centres should note that a past paper or SQA specimen paper for *Analysis and Development of Performance* in its entirety, will not be accepted as evidence to support an appeal. However, it is acceptable for centres to use a judicious selection of individual questions drawn from a range of past papers, and suitably adapted, to make up a prelim paper. A set of questions for a particular area of analysis should not be lifted *en bloc* from a single past paper.

When a prelim takes place before a Course is completed this can lead to the Grade Descriptions, and Course content from the required three areas of analysis not being fully covered. In such cases the prelim content should be supplemented by additional evidence to provide a fuller picture of the candidate's attainment.

The NAB for *Analysis and Development of Performance* is open ended in style and gives the candidate 'headroom' to demonstrate evidence of attainment in a minimum of one activity. However the NAB only covers one area of analysis and on its own therefore provides insufficient evidence for appeal. For appeal purposes evidence of three out of the four areas of analysis is required.

National Course Specification: Course details (cont)

COURSE Physical Education (Higher)

QUALITY ASSURANCE

All National Courses are subject to external marking and/or moderation. External markers, visiting examiners and moderators are trained by SQA to apply national standards. SQA is currently seeking to assist centres by preparing exemplification of standards materials in a number of subject areas. This will be rolled out to all subjects in due course.

The Units of all Courses are subject to internal moderation and may also be chosen for external moderation. This is to ensure that national standards are being applied across all subjects.

Courses may be assessed by a variety of methods. Where marking is undertaken by a trained marker in their own time, markers meetings are held to ensure that a consistent standard is applied. The work of all markers is subject to scrutiny by the Principal Assessor and a PA report is published for all subjects.

National Course Specification: Course details (cont)

COURSE Physical Education (Higher)

APPROACHES TO LEARNING AND TEACHING

The learning and teaching process in Physical Education should stimulate and harness candidates' energy and enthusiasm. Teachers/lecturers should adopt a flexible approach to Course planning and design and try to facilitate opportunities for candidates. It is intended that the practical activities which feature in a Course should be taught in an integrated way in conjunction with selected content from the *Physical Education: Analysis and Development of Performance* Unit. The nature of the work at Higher clearly points to the need for candidates to develop independence of both thought and action. For teachers/lecturers, this may entail a change in role from direct teaching to that of co-ordinator and facilitator. Learning and teaching may take place in whole-class, small-group and individual settings. Resource-based learning, where candidates may be involved in setting their own pace using structured materials, should be used to support and promote a gradual shift from dependence towards independent study and flexible learning. The Course offers scope for the use of video and computer technologies which have the potential to capture movement and facilitate its observation and analysis. The extent to which new technology is involved in the delivery of the Course will ultimately depend on the availability of resources and expertise. It is anticipated that the increasing availability of such resources and further advances in technology will have a continuing and increasing influence on approaches to learning and teaching at this level.

In delivering the Higher Physical Education Course, teachers/lecturers should:

- ensure that the Course has a central focus on performance
- negotiate with candidates on physical activities to be included in the Course
- use quality performers as important reference points to develop performance
- develop and reinforce candidates' knowledge and understanding in performance contexts and additionally in workshops and other relevant contexts
- provide opportunities for candidates to practise and refine practical skills and techniques in order to improve own performance
- include planning for special performance, eg real performance, production opportunities and visits
- ensure that candidates analyse performances using the most appropriate and relevant means
- facilitate opportunities for candidates to identify and use sources of further information to expand their knowledge and extend expectations
- encourage candidates to work co-operatively with partners or groups and take on a measure of responsibility for their own learning
- introduce the process of analysing performance in a systematic way through providing opportunities for candidates to undertake preliminary problem-solving activities with partners or groups as a preparation for more substantial analysis of own performance
- consolidate all work in preparation for the Course assessment

SPECIAL NEEDS

This Course Specification is intended to ensure that there are no artificial barriers to learning or assessment. Special needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments or considering alternative Outcomes for Units. For information on these, please refer to the SQA document *Guidance on Special Assessment Arrangements* (SQA, September, 2003).

National Course Specification: Course details (cont)

COURSE Physical Education (Higher)

PHYSICAL EDUCATION IN A BROADER CONTEXT

A number of national initiatives and programmes have been designed to promote themes that are important to contemporary society such as citizenship and enterprise. These themes contribute to individual subjects and Courses by making connections beyond the subject boundaries and enrich the learning experience. Similarly, specialist knowledge and skills developed through the study of a particular subject contributes to the understanding of these themes.

Courses in Physical Education have three broad inter-related aims which focus on performance; knowledge and understanding of key concepts which inform performance development; and personal and social development. These focused areas allow candidates to acquire key skills which contribute to development for lifelong learning.

All Courses in Physical Education have performance as the central activity and, through the analysis of performance, provide the context for developing knowledge and understanding of the key underlying concepts and principles. Developing performance through a range of activities promotes active living and will contribute to the lifelong health and well-being of the individual. Opportunities are provided for personal fulfilment and the promotion of positive attitudes: confidence, self-esteem, motivation and the determination to succeed are enhanced. Learning experiences which allow candidates to work with others helps the development of personal and interpersonal skills.

Activities which are competitive, creative, co-operative and individual provide opportunities to pursue individual interests while the competitive challenges in Physical Education encourage a sense of responsibility, which is valuable in preparing candidates for life and work. The development of key core skills, such as problem solving, planning, reviewing and evaluating is given importance throughout all Physical Education Courses.

Courses in Physical Education make an important contribution to a balanced general education and help to develop a range of skills and attitudes which promote lifelong learning and well-being.

National Unit Specification: general information

UNIT Physical Education: Analysis and Development of Performance (Higher)

CODE DF2R 12

COURSE Physical Education (Higher)

SUMMARY

While this Unit can be taken as a free-standing Unit, it is designed primarily for candidates following the Higher Physical Education Course.

The Unit is designed to enable candidates to gain an understanding of:

- the processes involved in observing and explaining performance
- the body of underpinning knowledge that can be used to inform training and develop performance

This is a mandatory Unit of the Physical Education Course at Higher.

OUTCOMES

1 Analyse performance in an activity.
2 Use knowledge and understanding to analyse performance.
3 Monitor a programme of work.
4 Evaluate the analysis and development process.

RECOMMENDED ENTRY

While entry is at the discretion of the centre, candidates would normally be expected to have attained one of the following or equivalent:

- Standard Grade Physical Education at Credit Level
- Intermediate 2 Physical Education
- the *Physical Education: Analysis and Development of Performance* Unit at Intermediate 2

Administrative Information

Superclass: MA

Publication date: April 2004

Source: Scottish Qualifications Authority

Version: 01

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National Unit Specification: general information (cont)

UNIT Physical Education: Analysis and Development of Performance (Higher)

CREDIT VALUE
1.5 credits at Higher (9 SCQF credit points at SCQF level 6*)

**SCQF credit points are used to allocate credit to qualifications in the Scottish Credit and Qualifications Framework (SCQF). Each qualification in the Framework is allocated a number of SCQF credit points at an SCQF level. There are 12 SCQF levels, ranging from Access 1 to Doctorates.*

CORE SKILLS
This Unit gives automatic certification of the following:

Complete Core Skills for the Unit	Problem Solving	Intermediate 2
Core Skills components for the Unit	None	

National Unit Specification: statement of standards

UNIT Physical Education: Analysis and Development of Performance (Higher)

Acceptable performance in this Unit will be the satisfactory achievement of the standards set out in this part of the Unit Specification. All sections of the statement of standards are mandatory and cannot be altered without reference to the SQA.

OUTCOME 1
Analyse performance in an activity.

Performance Criteria
a) Methods selected and used for observing and recording data are valid.
b) Data gathered are valid.
c) Performance strengths and weaknesses are analysed.
d) Development needs are analysed.

OUTCOME 2
Use knowledge and understanding to analyse performance.

Performance Criteria
a) Relevant key concepts and key features are selected and used to analyse performance in detail.
b) Relevant information sources are used effectively to plan performance development.
c) A programme of work is designed to effectively address identified needs.

OUTCOME 3
Monitor a programme of work.

Performance Criteria
a) A relevant programme of work to address identified needs is completed.
b) The content and demand of the programme of work is monitored.
c) Performance development is monitored effectively.

OUTCOME 4
Evaluate the analysis and development process.

Performance Criteria
a) The effectiveness of the analysis and development process is discussed.
b) The effects on performance are discussed.
c) Future development needs are discussed.

National Unit Specification: statement of standards (cont)

UNIT Physical Education: Analysis and Development of Performance (Higher)

EVIDENCE REQUIREMENTS FOR THE UNIT

Written and/or oral evidence is required to demonstrate that candidates have achieved all the Outcomes and Performance Criteria in relation to a minimum of one activity in a Physical Education context. Where a candidate chooses to analyse an aspect of a group activity, the aspect selected must relate to the candidate's own direct performance experience and influence within the group.

This Unit could be assessed by an assignment based on structured questions on investigating, analysing, developing and evaluating performance in one activity. Candidates may have access to notes, records, plans and data gathered throughout the course of the Unit work when undertaking the assessment. Evidence should be gathered on one open-book assessment occasion under supervision lasting no longer than one and a half hours; or on two separate open-book assessment occasions under supervision, lasting no more than 45 minutes each.

Evidence for the Unit must be in relation to a minimum of one of the four areas of analysis; there must be evidence that the candidate has understood and applied at least two key concepts and two key features in the analysis and description of performance.
(See Higher Physical Education Course Specification, Appendix 3: Areas of Analysis and Key Concepts; Appendix 4: Key Features)

The National Assessment Bank item for this Unit provides an assignment of this type which allows the generation of sufficient evidence of the required standard to pass the Unit. If a centre wishes to design its own assessment for this Unit, it should be of a comparable standard.

Further advice on the type of notes and records which candidates may use to help them when generating assessment evidence, is given in 'Guidance on Approaches to Assessment in this Unit'.

National Unit Specification: support notes

UNIT Physical Education: Analysis and Development of Performance (Higher)

This part of the Unit Specification is offered as guidance. These support notes are not mandatory.

While the exact time allocated to this Unit is at the discretion of the centre, the notional design length is 60 hours.

GUIDANCE ON THE CONTENT AND CONTEXT FOR THIS UNIT

The content of this Unit has been designed for teaching and learning in practical contexts. As such, an integrated approach which combines the development of performance in selected activities with the consideration of selected areas and forms of analysis is strongly recommended.

Where the Unit is being taken as part of the Course, there will be time available for integrated learning and teaching in *Physical Education*: *Performance* and *Physical Education: Analysis and Development of Performance.* It is anticipated that candidates will be engaged in a number of 'cycles of analysis' or similar learning experiences as they seek to develop their performance.

The process of analysing and developing performance can be regarded as having a number of stages. Initially candidates must learn to use their powers of observation as they investigate performance and attempt to observe and record what is happening during performance. The actual analysis process follows on from this stage as the information gathered is considered and some meaningful interpretations about what has been observed are drawn.

In order to know how to proceed from this point and make informed decisions about how performance might be improved, candidates must acquire an understanding of the body of knowledge associated with the analysis and development of performance. For this purpose candidates require to consider the *areas of analysis* and their related key concepts and key features. Once clearly understood this subject knowledge can be applied to the design of relevant practice and training programmes which have the potential to lead to a development of their performance.

The final stage of the process requires that candidates evaluate the effectiveness of the analysis and development work undertaken. Central to this evaluation is the identification of positive effects on performance that can be attributed to the development programme and the consideration of future development needs.

Centres may find it advantageous to cover all four areas of *Physical Education: Analysis and Development of Performance* but each centre is required to cover a minimum of one of the areas outlined below for the Unit:

1. Performance Appreciation
2. Preparation of the Body
3. Skills and Technique
4. Structures, Strategies and Composition

Where the Unit is taken as part of the Physical Education Course, a minimum of three of these areas must be covered.

National Unit Specification: support notes (cont)

UNIT Physical Education: Analysis and Development of Performance (Higher)

Area 1 requires candidates to adopt a broad perspective on their performance and to demonstrate their knowledge and understanding in the way they plan and manage their training to improve performance.

Areas 2, 3 and 4 require candidates to demonstrate knowledge in relation to understanding and improving specific aspects of performance. Each of the four areas enables performance to be analysed and developed in differing ways. Further definition of the areas is provided in Appendix 3.

Planning for learning and teaching should, therefore, focus on giving candidates a thorough understanding of the key concepts of quality performance. This provides them with opportunities to reflect on features of their own performances and the ways in which they can be improved.

GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT

The stimulus for the analysis and development of performance should arise from the pursuit of improved standards of performance in the activities selected for the Unit. Practical experiential learning provides not only a rich environment to develop high standards of performance but also gives candidates the opportunity to undertake a range of analysis of performance tasks with partners and groups. In these situations candidates can become familiar and practiced in the processes of analysis and development, and well prepared for the more substantial analysis and development of their own performance required in order to achieve the Unit Outcomes.

Practical workshops are suggested as the best means of introducing and working with key concept knowledge which can explain performance and inform the development of performance. These workshops should have a practical, problem-solving orientation and should give candidates opportunities to work both alone and with others in order to meet particular challenges. Communication, cooperation and discovery are thus central features of a workshop environment as tasks are explored, and ideas and findings shared. Workshops embody investigative methods which are appropriate to stimulate the development of conceptual and critical thinking which is vital in the analysis of performance. Independent learning should be encouraged at all times.

The importance of data collection and analysis in sport has become more widely recognised in recent years. This has led to the development and availability of a variety of new technologies and recording methods. Teachers/lecturers delivering this Unit should be aware of the potential of these new systems for use with their own candidates.

During work on the *Physical Education: Analysis and Development of Performance* Unit assessment, candidates should be encouraged to work independently and take on a measure of responsibility for the completion of the task. The shift from directed learning to work on individual analysis and development should be supported by teaching staff through opportunities for consultation and discussion. The teacher/lecturer should act as more of a co-ordinator and consultant when supervising this section of the Unit, rather than an organiser and manager of candidates' work. Guidance and assistance on how best to use information sources both within and outwith the centre may be required at an early stage. Teachers/lecturers and candidates should work to agreed checkpoints and candidates should receive feedback as each of the stages of the work is completed. Allowance should be made for the differing pace of learning and working within the group. The work of some candidates may require close supervision and more extended support.

National Unit Specification: support notes (cont)

UNIT Physical Education: Analysis and Development of Performance (Higher)

GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

Evidence for the assessment of the *Physical Education: Analysis and Development of Performance* Unit should be sufficient to demonstrate that candidates have met all the Performance Criteria for each Outcome. Evidence should be based on a minimum of one selected performance activity and show that candidates have addressed a minimum of one area of analysis and applied a minimum of two key concepts and two key features.

The assessment could be in the form of a holistic assignment based on a series of structured questions on the analysis and development process. The National Assessment Bank item for this Unit provides an assignment assessment of this type, which allows the generation of sufficient evidence of the required standard to pass the Unit. Evidence should be gathered on one assessment occasion under supervision lasting no longer than one and a half hours; or on two separate assessment occasions under supervision, lasting no more than 45 minutes each. If a centre wishes to design its own assessment for this Unit, it should be of a comparable standard and capable of being completed in a similar time.

Preparation for assessment will take place throughout the work of the Unit. Candidates will be given a number of assigned tasks. Some candidates will be able to work with minimum supervision from teachers/lecturers, while others will need more structured guidance, support and assistance to get their formative work underway. Teachers/lecturers should support candidates in planning their time effectively to manage all preparatory tasks. Timing of the assessment may vary according to the progress of individual candidates.

For Outcome 1, preparatory tasks will include completing a formal record of both the data gathered on performance and of the information about performance that can be derived from the analysis of the data. The information gathered should be sufficiently detailed to allow candidates to identify performance strengths, weaknesses and development needs.
The information will be used by candidates to answer questions in the final assessment.

The data could be gathered in any one of the following forms:

- observation schedule/checklist (where appropriate), with related explanation
- training diary containing data, with related explanation
- sequence photographs, with related explanation
- video clips, with related explanation
- candidate notes (written/audio) with supporting explanation of performance derived from notes
- computer data, with related explanation
- other graphic, written or oral records judged to be appropriate by the teacher/lecturer

For Outcomes 2, 3 and 4, preparatory tasks will include the planning and designing of a programme of work to meet identified development needs. The programme of work should be completed and performance development monitored as part of the on-going work of the Unit. The programme designed and completed should be sustained for a sufficient time to allow the candidate to reflect on, discuss and draw conclusions about how performance has been affected. Candidates will maintain a formal record of the training completed. They will also monitor and record the effects of the programme on performance development.

National Unit Specification: support notes (cont)

UNIT Physical Education: Analysis and Development of Performance (Higher)

These records, notes, plans and programmes which arise out of the teaching/learning and assigned tasks for the Unit will be used by candidates to complete a holistic supervised assessment which demonstrates that all Outcomes and Performance Criteria have been met.

SPECIAL NEEDS

This Unit Specification is intended to ensure that there are no artificial barriers to learning or assessment. Special needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments or considering special alternative Outcomes for Units. For information on these, please refer to the SQA document *Guidance on Special Assessment Arrangements (*SQA, September, 2003).

National Unit Specification: general information

UNIT Physical Education: Performance (Higher)

CODE DF2T 12

COURSE Physical Education (Higher)

SUMMARY

This Unit is designed for candidates following the Higher Physical Education Course, but can also be taken as a free-standing Unit. Candidates who have a strong interest in performance will be able to develop their performance in selected activities.

The Unit offers candidates the opportunity to build on previous performance experiences. On completion of the Unit the candidate should be able to demonstrate performance in contexts which challenge the individual.

This is a mandatory Unit of the Physical Education Course at Higher.

OUTCOME

Demonstrate effective performance in challenging contexts.

RECOMMENDED ENTRY

While entry is at the discretion of the centre, candidates would normally be expected to have attained one of the following or equivalent:

- Standard Grade Physical Education at Credit Level
- Intermediate 2 Physical Education
- the *Physical Education: Performance* Unit at Intermediate 2

Administrative Information

Superclass: MA

Publication date: April 2004

Source: Scottish Qualifications Authority

Version: 01

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National Unit Specification: general information (cont)

UNIT Physical Education: Performance (Higher)

CREDIT VALUE
1.5 credits at Higher (9 SCQF credit points at SCF level 6*)

**SCQF credit points are used to allocate credit to qualifications in the Scottish Credit and Qualifications Framework (SCQF). Each qualification in the Framework is allocated a number of SCQF credit points at an SCQF level. There are 12 SCQF levels, ranging from Access 1 to Doctorates.*

CORE SKILLS
There is no automatic certification of Core Skills components in this Unit.

National Unit Specification: statement of standards

UNIT Physical Education: Performance (Higher)

Acceptable performance in this Unit will be the satisfactory achievement of the standards set out in this part of the Unit Specification. All sections of the statement of standards are mandatory and cannot be altered without reference to the SQA.

OUTCOME

Demonstrate effective performance in challenging contexts.

Performance Criteria

a) A broad performance repertoire is apparent.
b) Appropriate decisions are made in challenging performance contexts.
c) Control and fluency are demonstrated in performance.

Evidence Requirements

Performance evidence should be generated which shows that the candidate has achieved the Performance Criteria in a minimum of **one** activity. Candidates may also achieve the Performance Criteria by demonstrating performance to the acceptable standard across more than one activity. At this level, the context for performance should include a variety of options. Performances must be sustained for a sufficient time to allow the assessor to make clear decisions against the Performance Criteria. This will vary depending on the activity selected. Performance may be in a solo or group activity. Where the selected activity is a group activity, assessors should make judgements only on the performance of the candidate being assessed.

Assessors should complete and retain a **written record** of each candidate's performance. This may be supplemented by video-taped evidence. The National Assessment Bank item for the Unit provides a record sheet, the Performance Marking Scale for Physical Education and further guidance on Unit assessment. If a centre wishes to design its own assessment records, these must reflect the standard for a Unit pass at Higher as exemplified in the National Assessment Bank item for *Physical Education: Performance Intermediate 1 – Advanced Higher.*

National Unit Specification: support notes

UNIT Physical Education: Performance (Higher)

This part of the Unit Specification is offered as guidance. These support notes are not mandatory. While the exact time allocated to this Unit is at the discretion of the centre, the notional design length is 60 hours.

GUIDANCE ON THE CONTENT AND CONTEXT FOR THIS UNIT

This Unit is designed to provide opportunities for candidates to develop their individual abilities, expertise and interests in a variety of ways. The activities selected should emerge from a process of negotiation between teachers/lecturers and candidates. The negotiation process will need to take account of the interests and talents of candidates, staff expertise, available facilities and resources. Physical activities beyond the minimum requirement may feature prominently or may be used as Unit inserts to increase candidates' understanding of performance.

GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT

Performance should be challenging and, as often as possible, exciting and enjoyable. The Unit should have a focus on training, standards and the pursuit of disciplined techniques. Regular practice should allow for the development of performance standards in the selected activities. Appropriate models of performance should be used as reference points to help develop candidates' understanding of the features of quality performance. Teachers/lecturers may prepare candidates for an end of Unit performance at its best.

GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT

To achieve this Unit, candidates should present Performance evidence for a minimum of one activity which demonstrates that they have met the Performance Criteria for the Unit. Guidance on acceptable activities is given in the NQ Sporting Activities Catalogue and a full definition of 'activity' is given in Appendix 1 of the Higher Physical Education Course Specification.

It is likely that the evidence will be presented in an assessment event towards the end of the Unit when candidates have had time to develop their performance to the required standard. Assessors should make sure that sufficient time is left for remediation and re-assessment if necessary.

Assessors should maintain written records with details of each candidate's attainment in the selected activity or activities presented for assessment evidence. Video-taped evidence to supplement this would also be useful for internal and external moderation purposes.

The National Assessment Bank (NAB) item for this Unit provides an assessor's record sheet, the Performance Marking Scale for Physical Education and further guidance on Unit assessment. Assessors are advised to refer to the NAB when assessing this Unit. However, if a centre wishes to design its own assessment records, these must reflect the standard for a Unit pass at Higher as exemplified in the National Assessment Bank item for *Physical Education: Performance (Intermediate 1 – Advanced Higher).*

Where the Unit is being taught and assessed as part of the Higher Physical Education Course, a minimum of two activities have to be assessed and recorded, using the Performance Marking Scale in the National Assessment Bank item for *Physical Education: Performance (Intermediate 1 – Advanced Higher).* The Performance Marking Scale is also included as Appendix 2a of the Higher Physical Education Course Specification.

National Unit Specification: support notes (cont)

UNIT Physical Education: Performance (Higher)

Assessment decisions should be based on the Performance Criteria for the Unit. Assessors will find it helpful to refer to the description and illustration of the national standard at Higher level given in the videos and support material produced by Learning and Teaching Scotland: *Assessing Performance at Higher Level* and *Case Studies in Performance at Higher Level.*

SPECIAL NEEDS

This Unit Specification is intended to ensure that there are no artificial barriers to learning or assessment. Special needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments or considering special alternative Outcomes for Units. For information on these, please refer to the SQA document *Guidance on Special Assessment Arrangements* (SQA, September, 2003).

Appendix 1

Physical Education

DEFINITION OF AN ACTIVITY IN THE CONTEXT OF A COURSE AND A UNIT

Definition of activity in the context of a Course award

1 A Course activity is one which forms part of the teaching and learning of a centre's overall course for Higher Physical Education. As such, an integrated approach which combines selected activities with selected areas and forms of analysis and development of performance is required.

2 The balance of time allocated to selected activities which feature in the Course design will be a matter for individual centres to decide.

3 When teacher/lecturers are negotiating with candidates the activities for the Course, account must be taken of the assessment requirements in relation to each activity and whether these can be accommodated in the Course. An activity in which a candidate has a particular interest or expertise may only be brought into the Course provided satisfactory negotiation has taken place to ensure acceptable management of the activity and valid assessment arrangements.

4 An activity undertaken in extra-curricular time only cannot contribute to the candidate's assessment in Performance.

5 It is the responsibility of the teacher/lecturer in charge of the Course to collate appropriate assessment evidence and submit Performance marks. Evidence should be recorded in relation to the criteria associated with the performance scale. Evidence on which assessment is based should be generated during the Course.

6 Centres will be required to submit to SQA the names of the activities which have been used to compile each candidate's Performance mark. It will be part of the Visiting Moderator's duties to advise the SQA of circumstances where activities appear to have been assessed in situations not in keeping with the requirements described above.

Definition of an activity in the context of a Unit only

1 When teacher/lecturers are negotiating with candidates the activities for the Unit, account must be taken of the assessment requirements in relation to each activity and whether these can be accommodated in the Unit. An activity in which a candidate has a particular interest or expertise may only be brought into the Unit provided satisfactory negotiation has taken place to ensure acceptable management of the activity and valid assessment arrangements.

2 An activity undertaken in extra-curricular time only cannot contribute to the Unit assessment in Performance.

Definition of an activity in the context of a Unit only (cont)

3 It is the sole responsibility of the teacher/lecturer in charge of the Unit to collate appropriate assessment evidence. Evidence should be recorded in relation to the criteria associated with the performance scale. Evidence on which assessment is based should be generated during the Unit.

4 Centres will be required to submit to SQA the names of the activities which have contributed towards each candidate's Unit assessment. It will be part of the Visiting Moderator's duties to advise the SQA of circumstances where activities appear to have been assessed in situations not in keeping with the requirements described above.

Appendix 2a

Physical Education

PHYSICAL EDUCATION HIGHER PERFORMANCE SCALE

Marking performance in an activity for a Course award

Assessors should award a mark using the scale for each of the two activities selected to contribute to the Course award. The performance in each of these two activities should be marked out of 20, with a total mark of 40 being submitted to SQA for each candidate. Centres will also be required to submit the names of the two activities selected to SQA. Marks submitted to contribute to the Course award must be at the level of the Course for which the candidate is entered.

HIGHER PERFORMANCE SCALE

Mark Allocation	Marking Criteria
18 - 20	♦ demonstrate a broad and well-established performance repertoire ♦ show a high level of control and fluency in selecting, adapting and combining skills and technique to perform at a high level in contexts offering a variety of options
14 - 17	
11 - 13	♦ demonstrate a broad performance repertoire ♦ select and combine skills to perform with control and fluency within contexts which offer a variety of options
8 - 10	♦ demonstrate clear evidence of increasing control of situations and show refinement in some actions ♦ sometimes demonstrate and sustain for a time, a higher level of performance ♦ demonstrate comfortable ease and assurance in reasonably challenging situations involving options
4 - 7	
1 - 3	♦ show a consolidated basic performance repertoire ♦ select and combine skills to perform with control and fluency, within contexts offering options

Performance Unit assessment should only be recorded as a PASS or FAIL. Candidates who achieve 11 or more marks on this scale will achieve a Pass in the Unit. Candidates may achieve a **Unit** Pass at the level above, but centres should note that performance marks for the Course must be submitted at the level for which the candidate is entered.

Appendix 2b

Physical Education

PHYSICAL EDUCATION INTERMEDIATE 2 PERFORMANCE SCALE

Marking performance in an activity for a Course award

Assessors should award a mark using the scale for each of the two activities selected to contribute to the Course award. The performance in each of these two activities should be marked out of 20, with a total mark of 40 being submitted to SQA for each candidate. Centres will also be required to submit the names of the two activities selected to SQA. Marks submitted to contribute to the Course award must be at the level of the Course for which the candidate is entered.

INTERMEDIATE 2 PERFORMANCE SCALE

Mark Allocation	Marking Criteria
18 - 20	♦ demonstrate clear evidence of increasing control of situations and show refinement in some actions ♦ sometimes demonstrate and sustain for a time, a higher level of performance ♦ demonstrate comfortable ease and assurance in reasonably challenging situations involving options
14 - 17	
11 - 13	♦ show a consolidated basic performance repertoire ♦ select and combine skills to perform with control and fluency, within contexts offering options
8 -10	♦ select and combine skills to perform with more evidence of improving control ♦ establish movement patterns and rhythms more firmly ♦ demonstrate increasing ability to cope with more variables
4 - 7	
1 – 3	♦ reproduce accurate movement patterns and rhythms with increasing frequency ♦ select and combine skills to perform within contexts offering a limited number of options

Performance Unit assessment should only be recorded as a PASS or FAIL. Candidates who achieve 11 or more marks on this scale will achieve a Pass in the Unit. Candidates may achieve a **Unit** Pass at the level above, but centres should note that performance marks for the Course must be submitted at the level for which the candidate is entered.

Appendix 2c

Physical Education

PHYSICAL EDUCATION INTERMEDIATE 1 PERFORMANCE SCALE

Marking performance in an activity for a Course award

Assessors should award a mark using the scale for each of the two activities selected to contribute to the Course award. The performance in each of these two activities should be marked out of 20, with a total mark of 40 being submitted to SQA for each candidate. Centres will also be required to submit the names of the two activities selected to SQA. Marks submitted to contribute to the Course award must be at the level of the Course for which the candidate is entered.

INTERMEDIATE 1 PERFORMANCE SCALE

Mark Allocation	Marking Criteria
18 - 20	♦ select and combine skills to perform with more evidence of improving control ♦ establish movement patterns and rhythms more firmly ♦ demonstrate increasing ability to cope with more variables
14 - 17	
11 - 13	♦ reproduce accurate movement patterns and rhythms with increasing frequency ♦ select and combine skills to perform within contexts offering a limited number of options
8 -10	♦ marks in this range reflect the achievement of candidates who are consistently performing well above the minimum competency at Access level, as illustrated in the 1-3 range below
4 - 7	
1 - 3	♦ an appropriate performance repertoire is apparent ♦ appropriate decisions are made in challenging performance contexts ♦ the pattern of the action is usually identifiable

Performance Unit assessment should only be recorded as a PASS or FAIL. Candidates who achieve 11 or more marks on this scale will achieve a Pass in the Unit. Candidates may achieve a **Unit** Pass at the level above, but centres should note that performance marks for the Course must be submitted at the level for which the candidate is entered.

Appendix 3

Physical Education

AREAS OF ANALYSIS OF PERFORMANCE

Analysis of Performance in Physical Education Courses at all levels comprises four areas. Area 1 requires candidates to adopt a broad perspective on their performance and to demonstrate their knowledge and understanding in the way they plan and manage their training to improve performance.

Areas 2, 3 and 4 require candidates to demonstrate knowledge and understanding of specific aspects of performance and how they relate to overall improvement of performance.

For each area of analysis, key concepts are listed below:

Performance Appreciation **(Area 1)**

Provides general parameters which may be used in each of the other areas.

Key concepts

- The overall nature and demands of quality performance.
- Technical, physical, personal and special qualities of performance.
- Mental factors influencing performance.
- The use of appropriate models of performance.
- Planning and managing personal performance improvement.

Preparation of the Body **(Area 2)**

The candidate's status and fitness requirements pertaining to performance goals.

Key concepts

- Fitness assessment in relation to personal performance and the demands of activities.
- Application of different types of fitness in the development of activity specific performance.
- Physical, skill-related and mental types of fitness.
- Principles and methods of training.
- Planning, implementing and monitoring training in pursuit of personal goals.

Skills and Techniques **(Area 3)**

The development of refined technique in pursuit of performance improvement.

Key concepts

- The concept of skill and skilled performance.
- Skill/technique improvement through mechanical analysis or movement analysis or consideration of quality.
- The development of skill and the refinement of technique.

Structures, Strategies and Composition **(Area 4)**

The influence of shape, form and design on the candidate's performance.

Key concepts

- The structures, strategies and/or compositional elements that are fundamental to activities.
- Identification of strengths and weaknesses in performance in terms of:
  - roles and relationships
  - formations
  - tactical or design elements
  - choreography and composition

- Information processing, problem-solving and decision-making when working to develop and improve performance.

Appendix 4

Physical Education

HIGHER KEY FEATURES

Area 1

AREA	PERFORMANCE APPRECIATION
Key Concept 1	**The overall nature and demands of quality performance**

Candidates should **examine in detail** the Course content outlined in the features below.

Key Feature 1
Performance in relation to investigating the:
- technical, physical, personal and special demands
- experiential nature
- public nature
- need to set a quality focus for personal performance development

Key Feature 2
Performance in relation to recognising that **quality** performance depends on the consideration of many factors, for example:
Classification of:
- individual, team or group activities
- competitive or non competitive
- rules, codes, conduct
- scoring systems
- different roles within activities

AREA	PERFORMANCE APPRECIATION
Key Concept 2	**Technical, physical, personal and special qualities of performance**

Candidates should **examine in detail** the Course content outlined in the features below.

Key Feature 1
The qualities required by observing, describing and evaluating strengths and weaknesses of individual or group performance in relation to **quality** performances:
- technical (refinement, timing, rhythm, consistency, effectiveness)
- physical (strong, power, light, speed)
- personal (determination, desire to succeed, motivation — intrinsic/extrinsic)
- special (imagination, flair, creativity)

Key Feature 2
The performance of individual/group performances to best maximise strengths and minimise weaknesses.

AREA	PERFORMANCE APPRECIATION
Key Concept 3	**Mental factors influencing performance.**

Candidates should **examine in detail** the Course content outlined in the features below.

Key Feature 1
The importance of managing emotions — mental state — **before/during/after** performance.
For example:
- control of aggression, anxiety (state of arousal)
- conforming to codes of conduct
- maintaining motivation, confidence and concentration throughout performance

Key Feature 2
The different methods available to improve managing emotions, mental state. For example, at least one of the following:
- visualisation
- imagery
- deep breathing
- relaxation techniques

AREA	PERFORMANCE APPRECIATION
Key Concept 4	**The use of appropriate models of performance**

Candidates should examine in detail the Course content outlined in the features below.

Key Feature 1
The relevance of **comparing** and **contrasting** the effectiveness of different models of performance, to determine personal strengths and weaknesses with regard to performance development.

Key Feature 2
The importance of using relevant types of feedback to compare performance with model performance.
For example, at least one of the following:
- knowledge of results
- knowledge of previous performance
- error detection/correction
- personal reflection
- use of video/Dictaphone

AREA	PERFORMANCE APPRECIATION
Key Concept 5	Planning and managing personal performance improvement

Candidates should **examine in detail** the Course content outlined in the features below.

Key Feature 1
The importance of planning for improvement of the **'whole performance'** using short and long term goals to develop one or more of the following:

- physical aspects (preparation of the body)
- technical aspects (skills and techniques)
- personal aspects (motivation, personal goals)
- special aspects (achieving peak performance)
- mental aspects (rehearsal, imagery, visualisation)
- strategic/compositional planning

Key Feature 2
The importance of personal monitoring, review and evaluation of progress to inform development needs. For example:

- goals should be specific to focus attention, recorded for feedback and evaluation purposes and have a date for completion

Area 2

AREA	PREPARATION OF THE BODY
Key Concept 1	**Fitness assessment in relation to personal performance and the demands of activities**

Candidates should **examine in detail** the Course content outlined in the features below.

Key Feature 1
Examine how fitness assessment can contribute to performance and training through one or more of the following:

- The accurate collection and recording of data in standard tests or in full performance context.
- Identifying strengths and weaknesses in relation to physical, mental or skill related fitness.
- Providing comparisons with standard test norms and previous tests.

Key Feature 2
How to analyse and interpret test results to plan and monitor performance improvement.

AREA	PREPARATION OF THE BODY
Key Concept 2	**Application of different types of fitness in the development of activity specific performance**

Candidates should **examine in detail** the Course content outlined in the features below.

Key Feature 1
Examine the performance requirements and related fitness needs for selected activities.

Key Feature 2
Examine the link between specific training and identified needs in terms of activities and personal level of performance.

AREA	PREPARATION OF THE BODY
Key Concept 3	**Physical, skill-related and mental types of fitness**

Candidates should **examine in detail** the Course content outlined in the features below.

Key Feature 1
In this feature all types of fitness should be covered with one or two aspects selected from each type.

Relevant physical aspects of fitness related are:

- cardio respiratory endurance
- local muscular endurance
- strength endurance, speed endurance
- strength, speed, power, flexibility

Relevant skill-related aspects of fitness are:

- reaction time

- agility
- movement anticipation
- co-ordination
- balance
- timing

Relevant mental aspects of fitness are:

- level of arousal
- rehearsal
- managing emotion

Key Feature 2
The relationships between different aspects of fitness in the development of activity specific performance.

Key Feature 3
Improvement to performance and related fitness through an activity specific conditioning programme.

AREA	**PREPARATION OF THE BODY**
Key Concept 4	**Principles and methods of training**

Candidates should **examine in detail** the course content outlined in the features below.

Key Feature 1
Relevant principles of training that include:
- specificity: activity; person; performance
- progressive overload: frequency; intensity; duration; adaptation; rest and recovery; avoiding over training
- Reversibility

Key Feature 2
Select an appropriate method of training to develop one or more aspects of fitness from **one or more** of the following types of fitness:

Physical:
cardio respiratory endurance, local muscular endurance
strength endurance, speed endurance
strength, speed, power, flexibility

Skill:
reaction time, agility, movement anticipation
co-ordination, balance.

Mental:
concentration, focus and mental rehearsal

AREA	PREPARATION OF THE BODY
Key Concept 5	**Planning, implementing and monitoring training**

Candidates should **examine in detail** the Course content outlined in the features below.

Key Feature 1
The relevance of phases of training or training cycles and their relationship to performance development.

Key Feature 2
The importance of planning and monitoring progress using one or more of the methods listed below:

- video
- observation schedules
- training diary/log book
- personal evaluation
- game analysis

Key Feature 3
The importance of planning, implementing and monitoring training in pursuit of personal goals.

Area 3

AREA	SKILLS AND TECHNIQUES
Key Concept 1	**The concept of skill and skilled performance**

Candidates should **examine in detail** the Course content outlined in the features below.

Key Feature 1
How skills are performed through an information processing model:

- input information
- selecting information
- making decisions
- output action
- receiving feedback about performance
- using received information as new input information

Key Feature 2
How skills and techniques are performed for effective, consistent performance whilst also displaying qualities of control, fluency and economy of movement.
Understanding of skill classification terms in relation to performance.

- Open/Closed.
- Simple/Complex.
- Discrete/Serial/Continuous.

Key Feature 3
How model performance can be used to enhance and develop performance.

AREA	SKILLS AND TECHNIQUES
Key Concept 2	**Skill/technique improvement through mechanical analysis or movement analysis or consideration of quality**

Candidates should **examine in detail** the Course content outlined in the features below.

Key Feature 1
In relation to performance, the purposes of collecting relevant and detailed information through using one or more of the following approaches:

Mechanical analysis: information relating to the mechanics of performance in **one** or **more** of the following:
- mechanical principles of movement
- centre of gravity
- resistance
- balance (static/dynamic)
- action/reaction
- use of body levers
- axes and planes of movement

Movement analysis: information relating to movement within performance in **one** or **more** of the following:
- preparation, reaction and recovery when using skills and techniques
- effort factors such as control of weight, time space and flow
- skills and techniques necessary for efficient and effective movement

Consideration of quality: information relating to consideration of qualities in **one** or **more** of the following:
- economy of movement
- creative application of skill
- disguise
- technical, physical, personal and special qualities

Key Feature 2
In relation to technique improvement, create a detailed plan related to information gathered from the specific approach used in mechanical analysis, movement analysis or consideration of quality.

Key Feature 3
The importance of reviewing and monitoring improvements made through relevant training programmes using mechanical analysis, movement analysis or consideration of quality.

AREA	SKILLS AND TECHNIQUES
Key Concept 3	**The development of skill and the refinement of technique**

Candidates should **examine in detail** the Course content outlined in the features below.

Key Feature 1
Skills and/or techniques are learned in different stages. This will include understanding about the following stages:

- preparation
- practice
- automatic

or other terminology used to describe these stages

When developing skills or techniques carry out at least two methods of practice listed below applying the principles of effective practice.

Methods of practice:

- solo/shadow/partner/group
- opposed/unopposed
- gradual build up
- drills/repetition practices
- massed/distributed
- conditioned games/small sided games/coached games

Principles of effective practice:

- setting clear objectives
- identification of strengths and weaknesses
- awareness of model performer
- achievable progressive stages
- effect of boredom and fatigue
- intensity of practice
- work to rest ratio

Key Feature 2
The influential factors in the development of performance. For example, motivation, concentration and feedback.

Key Feature 3
How skills are learned and require refinement of technique through practice.

Area 4

AREA	STRUCTURES, STRATEGIES AND COMPOSITION
Key Concept 1	**The structures, strategies and/or compositional elements that are fundamental to activities**

Candidates should **examine in detail** the Course content outlined in the features below.

Key Feature 1
From the **structure and strategy fundamentals** listed select one or more of the following:

The importance of:
- Using space in attacking and defensive situations. For example, manoeuvring and out-manoeuvring opponents, creating, exploiting and denying space.
- Pressurising opponents in attacking and defensive situations, for example, overloading a defence, forcing errors.
- Tempo of play, for example, using speed in attack.
- Principles of individual and team play.

AND/OR

From the **structures and compositional considerations fundamentals** listed select one or more of the following:

The importance of:
- design form and style as compositional considerations
- developing motifs in performance
- using repetition, variation and contrast in performance
- interpreting stimulus in developing performance
- using space effectively in performance
- using creativity in performance

AREA	STRUCTURES, STRATEGIES AND COMPOSITION
Key Concept 2	**Identification of strengths and weaknesses in performance in terms of: roles and relationships; formations; tactical and design elements; choreography and composition**

Candidates should **examine in detail** the Course content outlined in the features below.

Key Feature 1
In terms of **roles and relationships** select one or more of the following:

- Recognising individual strengths and weaknesses in a structure/strategy/composition.
- Recognising the demands of individual roles during performance.
- Selecting a relevant structure/strategy/composition appropriate for individual/partner/team performance.

Key Feature 2
In terms of **formations** select one or more of the following:

- The structure of relevant systems of play in selected activities.
- The benefits and limitations of various systems of play.
- The need to co-operate and support others in team or group situations.
- The ability to pre-plan strategies to meet the demands of play.

Key Feature 3
In terms of **tactical or design elements** select one or more of the following:

- Identifying and exploiting opponents' weaknesses.
- Recognising the need to maximise strengths within chosen structure/strategy.
- The key elements of overall design/form/style.
- How to explore and develop movement motifs, phrases, themes.
- Ways of linking different elements together, eg use of space, body and dynamics of action.

Key Feature 4
In terms of **choreography and composition** select one or more of the following:

The importance of timing, precision and improvisation in performance.
How sensitivity and expression is used within performance.
How to use mood within performance.
The importance of projection in performance.

AREA	**STRUCTURES, STRATEGIES AND COMPOSITION**
Key Concept 3	**Information processing, problem-solving and decision making when working to develop and improve performance**

Candidates should **examine in detail** the Course content outlined in the features below.

Key Feature 1
The importance of evaluating the effectiveness of current structures, strategies or movement compositions in individual, team or group situations during performance.

Key Feature 2
How to adapt and refine structures, strategies and composition in response to performance demands.

Key Feature 3
The importance during performance of continually

- being perceptive
- being creative
- making good decisions under pressure
- exercising effective solutions