



Advanced Higher
Course Assessment
Specification



Advanced Higher Physical Education Course Assessment Specification (C756 77)

Valid from August 2015

This edition: April 2015, version 2.0

This specification may be reproduced in whole or in part for educational purposes provided that no profit is derived from reproduction and that, if reproduced in part, the source is acknowledged. Additional copies of this Course Specification can be downloaded from SQA's website: www.sqa.org.uk.

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

© Scottish Qualifications Authority 2015

Course outline

Course title:	Advanced Higher Physical Education
SCQF level:	7 (32 SCQF credit points)
Course code:	C756 77
Course assessment code:	X756 77

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 marks
Component 2 — project	70 marks
Total marks	100 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/Unit 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 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.

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, demanding and/or competitive context.

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

The performance will give learners the opportunity to demonstrate the following:

- ◆ applying a range of movement and performance skills during a high-level single performance
- ◆ making decisions during a high-level single performance

The performance will take the form of a single, high-level 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. Their performance must be in a challenging, demanding and/or competitive context and be of a sufficient length to allow learners to demonstrate the required skills. 'Sufficient length' will be whatever the norm is for the chosen physical activity.

Component 2 — project

The purpose of the 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 marks (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. This research could be into a topic which impacts either on the learner's performance, or the performance of another person, team or group.

The project will give learners the opportunity to demonstrate the following:

- ◆ demonstrating independent research and investigation skills
- ◆ investigating how factor(s) impact on performance
- ◆ understanding and applying methods to develop performance
- ◆ analysing and evaluating the process of performance development

The project will have four stages:

1. Project proposal
2. Research
3. Performance Development Plan (PDP) record
4. Post-PDP analysis and evaluation

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

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 SQA
- ◆ 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

Component 1: performance

Selecting and applying a range of movement and performance skills

Learners must show consistency as they demonstrate:

- ◆ a repertoire of complex movement and performance skills (physical activity specific) in challenging contexts
- ◆ precision, control and fluency of complex movement and performance skills
 - body management and spatial awareness
- ◆ making and carrying through informed decisions during high-level performance
 - compositional, technical and tactical awareness
- ◆ following rules, regulations, etiquette and controlling of emotions for physical activities

Component 2: project

Researching performance development

- ◆ issues which might impact on mental, emotional, social or physical factors

Collecting information to analyse factors impacting on performance

- ◆ Identifying a focus for research
- ◆ Research techniques
 - methods of gathering information about performance
 - literature review
 - reliability, validity, practicability
 - application of recognised tests or analytical tools for collecting information
- ◆ Presenting the results of research
 - presentation techniques including: charts, graphs, tables, report, diary, photographic evidence
- ◆ Analysing information from the results of research

Approaches to performance development

- ◆ Process of performance development
- ◆ Application of methods to develop performance

Recording, monitoring and evaluating performance development

- ◆ Purpose and value of recording, monitoring and evaluating performance development
- ◆ Performance development planning, including:
 - creation of performance development plans
 - implementation of performance development plans
 - recording the implementation of performance development plans
 - modification of performance development plans
 - planning for future performance development

Practical activity choice — advice and guidance

Physical activities that are suitable for assessment will normally be chosen from those covered within the centre's Advanced Higher Physical Education Course. 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 learner evidence. Before agreeing to assess an activity, the assessor should consider the following:

- ◆ the practicality of assessing activities outside the usual learning environment
- ◆ health, 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 evidence of a high-level performance 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 *Advanced Higher Physical Education Course Support Notes*.

Administrative information

Published: April 2015 (version 2.0)

History of changes to Course Assessment Specification

Version	Description of change	Authorised by	Date
2.0	Changes to the wording for both Components in the 'Structure and coverage of the Course assessment' section. Project 'sections' amended and also renamed as 'stages'. Multiple changes to wording to clarify content in the 'Further mandatory information on Course coverage' section.	Qualifications Development Manager	April 2015

This specification may be reproduced in whole or in part for educational purposes provided that no profit is derived from reproduction and that, if reproduced in part, the source is acknowledged. Additional copies of this Unit can be downloaded from SQA's website at www.sqa.org.uk.

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.

© Scottish Qualifications Authority 2015