



Advanced Higher
Coursework
Assessment Task



Advanced Higher Physical Education Project

Assessment task

This document provides information for teachers and lecturers about the coursework component of this course in terms of the skills, knowledge and understanding that are assessed. It must be read in conjunction with the course specification.

Valid from session 2019-20 and until further notice.

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Contents

| | |
|---|----|
| Introduction | 1 |
| Instructions for teachers and lecturers | 2 |
| Marking instructions | 4 |
| Instructions for candidates | 12 |

Introduction

This document contains instructions for teachers and lecturers, marking instructions, and instructions for candidates for the Advanced Higher Physical Education project. You must read it in conjunction with the course specification.

This project is worth 70 marks. This is 70% of the overall marks for the course assessment.

This is one of two course assessment components. The other component is a performance.

This project has four stages.

Stage 1: project proposal has 20 marks.

Stage 2: research has 25 marks.

Stage 3: implementing the Personal Development Plan (PDP) has 5 marks.

Stage 4: post-PDP analysis and evaluation has 20 marks.

Instructions for teachers and lecturers

This project is:

- ◆ set by SQA
- ◆ conducted under controlled conditions
- ◆ submitted to SQA for external marking

SQA quality assures all marking.

The project allows candidates to demonstrate their ability to work independently and is sufficiently open and flexible to allow personalisation and choice in the selected activity. **The activity must adhere to the 'Acceptable activities' instructions from SQA in the Advanced Higher Physical Education Performance coursework assessment task** (available on SQA's website).

Assessment conditions

Time

The assessment is carried out over a period of time. Candidates should start their project when they have developed the necessary skills, knowledge and understanding.

Supervision, control and authentication

Teachers and lecturers must exercise their professional responsibility in ensuring that evidence submitted by a candidate is the candidate's own work.

The project is conducted under some supervision and control. This means that although candidates may complete part of the work outwith the learning and teaching setting, teachers and lecturers should put processes in place to monitor progress and ensure that the work is the candidate's own and that plagiarism has not taken place.

Resources

There are no restrictions on the resources available to candidates.

Reasonable assistance

Candidates must carry out the assessment independently. However, they can receive reasonable assistance before the formal assessment process takes place.

The term 'reasonable assistance' is used to try to balance the need for support with the need to avoid giving too much help. If candidates need more than what is thought to be 'reasonable assistance', they may not be ready for assessment or it may be that they have been entered for the wrong level of qualification. Teachers and lecturers may provide guidance and support as part of the normal teaching and learning process. However, they should not adopt a directive role or provide specific advice on how to re-phrase or provide model responses for any section of the project.

Teachers and lecturers should provide reasonable guidance on the types of topic that allow candidates to meet all the requirements of the project. They may also guide candidates as to the likely availability and accessibility of resources for their chosen topic.

Evidence to be gathered

The following evidence is required for this assessment:

- ◆ the candidate's completed project

Volume

The project should be 4,000-5,000 words, excluding references, footnotes and appendices. Candidates must submit the word count for the project, excluding appendices, footnotes and references.

If the word count exceeds the maximum by more than 10%, a penalty is applied.

Marking instructions

In line with SQA's normal practice, the following marking instructions for the Advanced Higher Physical Education project are addressed to the marker. They will also be helpful if you are preparing candidates for course assessment.

Candidates' evidence is submitted to SQA for external marking.

General marking principles

Always apply these general principles. Use them in conjunction with the detailed marking instructions, which identify the key features required in candidates' responses.

- a Always use positive marking. This means candidates accumulate marks for the demonstration of relevant skills, knowledge and understanding; marks are not deducted for errors or omissions.
- b If a candidate response does not seem to be covered by either the principles or detailed marking instructions, and you are uncertain how to assess it, you must seek guidance from your team leader.
- c 'Describe' questions require candidates to provide a statement or structure of characteristics and/or features. It will be more than an outline or list. It may refer to, for example, a concept, process, experiment, situation, or facts.
- d 'Explain' questions require candidates to make points that relate cause and effect and/or make relationships between things clear. This explanation may be the product of a process that includes evaluation and/or analysis.
- e 'Analyse' questions require candidates to make points that identify parts, the relationship between them, and their relationships with the whole; draw out and relate implications; analyse data (possibly including calculations and/or a conclusion).
- f 'Evaluate' questions require candidates to make points that make a judgement based on criteria, and determine the value of something.
- g To gain a mark for developing a point (of description, explanation, evaluation or analysis), candidates must provide further related information, which might include exemplification of the point.

Detailed marking instructions

| Stage | Max mark | Marking instructions | Additional guidance |
|---|-----------|--|---|
| Stage 1: project proposal 1(a) investigate performance | 10 | <p>Candidates must use information from at least three recognised tests or analytical tools (methods).</p> <p>Award 1 mark for each relevant explanation, or development of a point of explanation, of the appropriateness of the method(s).</p> <p>Award a maximum of 4 marks for explanation of each method.</p> | <p>The methods used should enable candidates to investigate performance.</p> <p>The initial method may be generic; however, subsequent methods should focus clearly on establishing and exploring all the key aspects of the chosen topic.</p> <p>The methods should enable candidates to investigate performance by gathering qualitative and quantitative information.</p> <p>The information gathered should be reliable and relevant to the topic being investigated.</p> |
| 1(b) analyse information | 10 | <p>Candidate's analysis must lead to a clearly identified focus for research into performance development.</p> <p>Each point of analysis should include:</p> <ul style="list-style-type: none"> ◆ identification ◆ implication ◆ impact <p>Award a maximum of 8 marks for the analysis of the results of investigations.</p> | <p>Candidates should analyse the results of investigations carried out in Stage 1(a).</p> <p>The main focus of the analysis should be on development need(s), and not on performance strengths.</p> |

| Stage | Max mark | Marking instructions | Additional guidance |
|-------|----------|--|---------------------|
| | | <p>Award 1 mark for each point of analysis, or development of a point of analysis.</p> <p>A further 2 marks are also available for analysis of information which makes connections between analytical points and establishes a different perspective and/or provides new insight.</p> <p>Award 2 marks for detailed analysis of the connection(s) that establish a different perspective and/or new insight.</p> <p>Award 1 mark for evidence of analysis of the connection(s) that provide a different perspective and/or new insight.</p> <p>Award 0 marks if no analysis of the connections is evident.</p> | |

| Stage | Max mark | Marking instructions | Additional guidance |
|---|-----------|--|--|
| Stage 2: research 2(a) review sources | 10 | <p>Award marks for the explanation of relevant information presented from a broad range of referenced sources, which are reliable, clear and focused.</p> <p>Award 1 mark for each relevant point of explanation, or development of a point of explanation, linked to the identified focus.</p> | <p>The sources of information could include books, journals, periodicals, websites and personal interviews.</p> <p>Candidates must explain the results from the review logically and reference them appropriately in the text and in a list of references.</p> <p>Any recognised method of referencing is accepted, however candidates are advised to use footnotes.</p> |
| 2(b) analyse the findings from the review of sources to create a PDP | 10 | <p>Award marks for the analysis of findings from the review of sources.</p> <p>Each point of analysis should include:</p> <ul style="list-style-type: none"> ◆ identification ◆ implication ◆ impact <p>Award a maximum of 8 marks for the analysis to create the PDP.</p> <p>Award 1 mark for each point of analysis, or development of a point of analysis.</p> <p>A further 2 marks are also available for analysis of information which makes connections between analytical points and</p> | <p>The analysis should relate to the results of research carried out in Stage 2(a).</p> |

| Stage | Max mark | Marking instructions | Additional guidance |
|--|-----------------|---|---|
| | | <p>establishes a different perspective and/or provides new insight.</p> <p>Award 2 marks for detailed analysis of the connection(s) that establish a different perspective and/or new insight.</p> <p>Award 1 mark for evidence of analysis of the connection(s) that provide a different perspective and/or new insight.</p> <p>Award 0 marks if no analysis of the connections is evident.</p> | |
| <p>2(c) set and justify PDP targets</p> | <p>5</p> | <p>Award marks for setting and justifying a maximum of four appropriate targets.</p> <p>Targets must be based on the results of analysis and the research carried out.</p> <p>Award a maximum of 4 marks for each target.</p> <p>Each point of justification should:</p> <ul style="list-style-type: none"> ◆ identify the target ◆ explain why this target is appropriate ◆ include personal reasoning as to why this is the correct choice of target <p>Award 1 mark for each point of justification of an appropriate target.</p> | <p>The identified targets for the PDP should clearly link to the analysis of information gathered in Stage 1(b) and the review of sources in Stage 2(b).</p> <p>Candidates need to refer to between two and four targets to achieve full marks.</p> |

| Stage | Max mark | Marking instructions | Additional guidance |
|---|----------|---|--|
| Stage 3: implementing the PDP | 5 | <p>Award marks for the description of relevant features or characteristics of PDP sessions.</p> <p>Award a maximum of 3 marks for relevant descriptions of PDP sessions.</p> <p>Award a maximum of 3 marks for relevant descriptions of PDP modifications and training comments.</p> | Candidates must reference their appendices in their summary. |
| Stage 4: post-PDP analysis and evaluation 4(a) analyse post-PDP data | 8 | <p>Award marks for analysis of post-PDP data relevant to the targets set by candidates and the impact on their whole performance.</p> <p>Each point of analysis should include:</p> <ul style="list-style-type: none"> ◆ identification ◆ implication ◆ impact <p>Award a maximum of 6 marks for the analysis from post-PDP data.</p> <p>Award 1 mark for each point of analysis, or development of a point of analysis from post-PDP data.</p> <p>A further 2 marks are also available for analysis of information which makes connections between analytical points and establishes a different perspective and/or provides new insight.</p> | <p>In order to generate data to use for post-PDP analysis, candidates should use one or more methods to investigate post-PDP performance, related to the PDP targets.</p> <p>The information gathered should be reliable and related to the targets. Candidates may use the same or different methods to those used in Stage 1(a).</p> <p>Candidates should analyse the post-PDP data.</p> |

| Stage | Max mark | Marking instructions | Additional guidance |
|--|----------|---|--|
| | | <p>Award 2 marks for detailed analysis of the connection(s) that establish a different perspective and/or new insight.</p> <p>Award 1 mark for evidence of analysis of the connection(s) that provide a different perspective and/or new insight.</p> <p>Award 0 marks if no analysis of the connections is evident.</p> | |
| 4(b) evaluate the process of carrying out the PDP | 6 | <p>Award marks for evaluation of the process of carrying out the PDP.</p> <p>Candidates should make judgements about the value of the process of carrying out the PDP. Candidates must back up their judgements with evidence that substantiates their evaluations.</p> <p>Award 1 mark for a point of evaluation, or development of a point of evaluation, about the process of carrying out the PDP.</p> | Evidence that substantiates candidates' evaluations can come from Stage 3 and/or Stage 4(a). |

| Stage | Max mark | Marking instructions | Additional guidance |
|---|----------|---|---|
| 4(c)(i) justify new development needs | 2 | <p>Award marks for justifying at least one new development need for one factor.</p> <p>Each point of justification should:</p> <ul style="list-style-type: none"> ◆ identify the new development need(s) ◆ explain why the development need(s) is appropriate ◆ include personal reasoning as to why this is the correct choice of new development need(s) <p>Award 1 mark for each point of justification of the new development need.</p> | <p>New development need(s) must come from one factor.</p> <p>Candidates must justify the new development need(s) they identify that are supported by information gathered from the post-PDP analysis and/or evaluation of the PDP.</p> <p>Candidates may continue with the same development need(s) identified in their project, as long as the justification is sound.</p> |
| 4(c)(ii) explain the impact of the new development need(s) on the other three factors | 4 | <p>Award marks for explaining the impact of the new development need(s) on the other three factors.</p> <p>Award a maximum of 3 marks if only two other factors are considered.</p> <p>Award a maximum of 2 marks if only one other factor is considered.</p> <p>Award 1 mark for each relevant point of explanation, or development of a point of explanation, of the impact of the new development need on the other three factors.</p> | |

Instructions for candidates

This project is worth 70 marks. This is 70% of the overall marks for the course assessment.

It assesses the following skills, knowledge and understanding:

- ◆ demonstrating independent research and investigation skills
- ◆ investigating how factors impact on performance
- ◆ understanding and applying approaches to develop performance
- ◆ analysing and evaluating the process of performance development

In this project, you will:

- ◆ carry out research into a topic impacting on performance
- ◆ present your findings in a report

The project should be 4,000-5,000 words, excluding references, footnotes and appendices. You must submit the word count for the project, excluding appendices, footnotes and references.

If the word count exceeds the maximum by more than 10%, a penalty is applied.

You must complete your project in time to meet the submission date set by SQA.

This project has four stages.

Stage 1: project proposal has 20 marks.

Stage 2: research has 25 marks.

Stage 3: implementing the Personal Development Plan (PDP) has 5 marks.

Stage 4: post-PDP analysis and evaluation has 20 marks.

Your teacher or lecturer will provide guidance on your choice of topic before you begin the project. The project gives you the opportunity to investigate a topic that impacts on performance. This may be an area of interest based on what you have studied in class, but you are also free to research any other appropriate topic. This may be a topic that impacts either on your own performance, or on the performance of another person, team or group. **The activity must adhere to the 'Acceptable Activities' instructions from SQA in the Advanced Higher Physical Education Performance Coursework Assessment Task** (available on SQA's website).

You could discuss these questions with your teacher or lecturer:

- ◆ Does this topic allow you to apply knowledge of physical education at Advanced Higher level?
- ◆ Have you checked that there is enough appropriate information for the research you plan to carry out?

- ◆ Can you overcome all potential barriers, for example health and safety issues, permissions, or logistics?
- ◆ Would you be able to complete it in the time available, and within the word count?

If you answer 'no' to any of these questions, you may need to reconsider your project idea in discussion with your teacher or lecturer.

Project process

Stage 1 – project proposal (20 marks)

Stage 1(a) investigate performance (10 marks)

You should collect reliable information about the performance using at least three recognised tests or analytical tools (methods). You should explain your reasons for choosing the selected methods to gather information. You should investigate performance by gathering qualitative (subjective) and quantitative (objective) information.

You should ensure that your chosen methods provide information that is valid and enables analysis. The initial methods used may be generic; however, subsequent methods should focus clearly on the key aspects of your chosen topic. You should include evidence of the methods you used and your results in an appendix. You must refer to the information from your appendix in the main text.

Stage 1(b) analyse information (10 marks)

In your analysis, you should identify strengths and development needs from the results of your data collection. The main focus of your analysis should be on your development needs. Your analysis should link to the potential implications of these development needs and the eventual impact on performance. This analysis of information should allow you to make connections between analytical points and establish a different perspective and/or new insight. This should lead to a clearly identified focus for your research.

Stage 2 – research (25 marks)

Stage 2(a) review sources (10 marks)

You should conduct a broad, relevant review of a range of reliable sources related to your identified focus. Your review should provide information, knowledge, opinions and approaches you are considering, to improve your identified development needs.

Your sources of information could include books, journals, periodicals, websites and personal interviews. These sources should be current, reliable and relevant to the topic of study. You should record details of the sources of information as you gather them, as this will make it easier to write up your final reference list in your report.

In your review, you should:

- ◆ explain why your findings are relevant to your research focus
- ◆ reference information appropriately. Any recognised method of referencing is accepted; however, you are advised to use footnotes

Stage 2(b) analyse the findings from the review of sources (2a) to create a PDP (10 marks)

In your analysis, you should identify information from the results of your review of sources, and include the implications this might have on the creation of your Personal Development Plan for your research focus. Considering these implications should enable you to create a Personal Development Plan that will have a positive impact on performance. This analysis of information should allow you to make connections between analytical points and establish a different perspective and/or new insight.

Stage 2(c) set and justify PDP targets (5 marks)

You should set targets and justify the purpose of your targets. You should base these on your research and the results of the analysis that you carried out in 1(b) and 2(b).

Your justification should clearly link to your topic, be measurable, and have time frames so you can complete it in time for the submission deadline. Your justification should identify and explain why this target is relevant and provide personal reasoning as to why this is the correct choice of target. You should justify between two and four relevant targets.

Your justification should:

- ◆ identify the target(s)
- ◆ explain why the target(s) is appropriate
- ◆ include personal reasoning as to why this is the correct choice of target(s) for you

Stage 3 – implementing the PDP (5 marks)

You should implement your Personal Development Plan at this point.

You should provide a descriptive summary of how you implemented your Personal Development Plan. You **must** include a record of the Personal Development Plan in your appendix and reference this in your summary.

Your summary should include relevant details of your monitoring of Personal Development Plan sessions, your comments on progress, and any modifications you may have made to the Personal Development Plan.

Your summary must describe:

- ◆ features and characteristics of your Personal Development Plan sessions
- ◆ Personal Development Plan modifications and training comments

Stage 4 – post-PDP analysis and evaluation (20 marks)

Stage 4(a) analyse post-PDP data (8 marks)

You should use at least one method to investigate post-PDP performance, related to the Personal Development Plan targets. The information you gather should be reliable and related to the targets. You may use the same or different methods to those used in Stage 1(a).

In your analysis, you should identify information from the results of your post-PDP data collection, and analyse the implications and impact on your targets and whole performance. This analysis of information should allow you to make connections between analytical points and establish a different perspective and/or new insight.

Stage 4(b) evaluate the process of carrying out the PDP (6 marks)

You should evaluate the Personal Development Plan process in relation to your research focus. Your judgements should reflect the post-PDP data analysis from Stage 3 and/or 4(a) to substantiate claims you make about the effectiveness of the approaches you used, timescales you set, and any other relevant considerations in the Personal Development Plan you carried out.

Stage 4(c) future development needs (6 marks)

Stage 4(c)(i) justify new development need(s) (2 marks)

You should identify at least one new development need(s) for the individual, group or team you studied for one factor. You may continue with the same development need(s) identified earlier in your project, as long as the justification is sound. This justification should be supported by your post-PDP analysis and/or evaluation of the Personal Development Plan, giving personal reasoning for the choice you have made.

Your justification should:

- ◆ identify the new development need(s) for one factor
- ◆ explain why the development need(s) is appropriate
- ◆ include personal reasoning as to why this is the correct choice of new development need(s) for you

Stage 4(c)(ii) explain the impact of the new development need(s) on the other three factors (4 marks)

Your explanations must consider the impact of the new development need(s) on the other three factors that impact on performance.

Carrying out the project

You should carry out the project independently, under the supervision of your teacher or lecturer. Your assessor could ask to see or discuss your work at any stage during the project.

Anonymity, confidentiality and ethical guidelines

If you gather information by interviewing or surveying individuals, either directly or indirectly, you must discuss the suitability of this with your teacher or lecturer before commencing the process. If your teacher or lecturer agrees, then you must obtain appropriate permission from the relevant person(s) before starting your research. You must take appropriate steps in order to maintain the anonymity of the individual(s) throughout the project if they are sharing sensitive personal information.

If the job description, post or position of an individual is central to the authenticity of the information, you **must** obtain permission to disclose this information before starting your research.

Throughout your project, you must establish appropriate safeguards and boundaries to ensure that privacy, confidentiality and anonymity are maintained at all times, where appropriate. Your teacher or lecturer can help you do this.

You must refer to **relevant ethical guidelines** from any appropriate regulatory body, for example the Chartered Society of Physiotherapists, when required.

Referencing information

You must use information for your project that is current, relevant and from a credible source. You must reference information such as publications including books, professional journals and government reports; online sources and other types of media; and from specialist organisations and individuals.

Downloading directly from the internet or copying directly from books without acknowledgement is plagiarism. It is also plagiarism to present others' ideas as your own.

You can use any system of referencing that:

- ◆ shows clearly which ideas or words are not your own
- ◆ provides enough information for someone else to find the source of those ideas or words
- ◆ presents the information consistently

Words and ideas that are not your own must have their source cited clearly beside them in the text, with those sources listed alphabetically at the end of the report, as shown in the examples below.

Books – reference example

In the text:

‘... if the skill is low in complexity and high in organisation, practice of the whole skill is a better choice.’ (Magill 2011, p411)

In the list of references:

Magill, R.A. et al., (2011), *Motor Learning and Control*, 9th ed. McGraw-Hill

Journals and periodicals – reference example

In the text:

‘High intensity interval training is an effective endurance training tool in non-athletic school going male population and provides better improvement in VO2max than slow continuous training.’ (Upadhayay, Chowdhery and Bhattacharyya 2010, p812)

In the list of references:

Upadhayay, V., Chowdhery, A., Bhattacharyya, M. (2010) ‘Effect of high intensity interval training and slow, continuous training on VO2max of school going non-athlete males: a comparative study’ *British Journal of Sports Medicine*, Volume 44, p812

Websites – reference example

In the text:

‘Anaerobic endurance can be developed by using repetition methods of high intensity work with limited recovery.’ (www.brianmac.co.uk)

In the list of references:

<http://www.brianmac.co.uk/enduranc.htm> [accessed 23/08/19]

You must include the date accessed and the full URL – listing www.brianmac.co.uk is not enough in the list of references because it does not lead to the cited content.

Appendices

You must provide supplementary material, including a record of the Personal Development Plan which was carried out to support the content of the project. This must include data from results of testing and could also include questionnaires, diagrams, illustrations or mind maps. You must only include information that is referenced in the project in the appendix.

You will not receive any marks for materials presented in the appendix.

Administrative information

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History of changes

| Version | Description of change | Date |
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Note: you are advised to check SQA's website to ensure you are using the most up-to-date version of this document.

Security and confidentiality

This document can be used by SQA approved centres for the assessment of National Courses and not for any other purpose.

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