Advanced Higher Course Specification

![Advanced Higher Course Specification / SQA logos]

Advanced Higher Physical Education

Course code:	C856 77
Course assessment code:	X856 77
SCQF:	level 7 (32 SCQF credit points)
Valid from:	session 2019–20

This document provides detailed information about the course and course assessment to ensure consistent and transparent assessment year on year. It describes the structure of the course and the course assessment in terms of the skills, knowledge and understanding that are assessed.

This document is for teachers and lecturers and contains all the mandatory information required to deliver the course.

Contents

Course overview

This course consists of 32 SCQF credit points, which includes time for preparation for course assessment. The notional length of time for candidates to complete the course is 160 hours.

The course assessment has two components.

Component	Marks
Component 1: project	70
Component 2: performance	30

Recommended entry	Progression
Entry to this course is at the discretion of the centre. Candidates should have achieved the Higher Physical Education course or equivalent qualifications and/or experience prior to starting this course.	♦ Higher National Diplomas (HNDs) in areas such as sports science, sports coaching, or health and fitness ♦ degrees in areas such as physical education, physical activity and health, sport and exercise science, health promotion, or sports psychology ♦ further study, employment and/or training related to personal training or health promotion

Conditions of award

The grade awarded is based on the total marks achieved across both course assessment components.

Course rationale

National Courses reflect Curriculum for Excellence values, purposes and principles. They offer flexibility, provide time for learning, focus on skills and applying learning, and provide scope for personalisation and choice.

Every course provides opportunities for candidates to develop breadth, challenge and application. The focus and balance of assessment is tailored to each subject area.

Throughout the course, candidates develop their mental, emotional, social and physical capacity and wellbeing. The course enhances confidence, resilience, and responsibility, and provides opportunities for personal achievement.

This course gives candidates the opportunity to further extend and develop their complex movement and performance skills. They develop knowledge and understanding and apply this to the analysis and evaluation of performance in challenging and/or demanding physical activity contexts. Candidates develop their thinking skills through planning, problem solving, analysing and evaluating performance, and the performance development process.

Candidates develop their independence and take responsibility for their own learning. They work co-operatively as they apply higher-order thinking skills, including research, analysis, evaluation and decision-making skills, to develop personal, group or team performances.

Purpose and aims

Candidates demonstrate initiative and decision-making and problem-solving skills by engaging in physical activities. Candidates develop their ability to perform with consistency in a challenging context, and analyse and apply strategies to make appropriate decisions about their own performance. Candidates carry out independent research and analysis of the impact of mental, emotional, social and physical factors on performance.

Throughout the course, candidates have opportunities to reflect on attitudes, values and behaviours by participating in physical activities. The learning experiences in the course are flexible and adaptable, with opportunities for personalisation and choice.

The skills, knowledge and understanding that candidates acquire by successfully completing the course are transferable to learning, to life and to the world of work.

The course aims to:

♦ develop a broad and comprehensive range of complex movement and performance skills, and demonstrate them safely and effectively in a challenging context
♦ select and apply skills by making informed decisions in a physical activity
♦ understand how skills, techniques and strategies combine to produce an effective performance
♦ investigate the impact of mental, emotional, social and physical factors on performance and the process of performance development
♦ understand and apply approaches to develop performance

Who is this course for?

This course is suitable for candidates who have an interest in developing complex movement and performance skills in physical activity. It is particularly appropriate for candidates who would like to enhance their performance and develop a deeper understanding of the factors that impact on performance. The course encourages independence and responsibility for learning as, at this level, the context of study and performance should be personal, complex and challenging.

The course provides a foundation for those considering further study or a career in a range of disciplines including physical education, sport, health and fitness.

Course content

The course has two areas of study.

Factors impacting on performance
Candidates develop independent research, analytical and evaluative skills by investigating mental, emotional, social and physical factors that impact performance in physical activities. By collecting information, candidates consider how these factors can influence effectiveness in performance. They develop knowledge and understanding of a range of approaches for enhancing performance. Candidates select and apply these approaches to factors that impact performance.

Candidates create and implement Personal Development Plans (PDPs), modify and evaluate these, and justify decisions relating to future development needs.

Performance
Candidates develop their ability to demonstrate a broad and comprehensive range of complex movement and performance skills in one activity, in a challenging context. They select, demonstrate, apply and adapt these skills and use them to make informed decisions. They develop their knowledge and understanding of how these skills combine to produce effective outcomes.

Candidates develop consistency, precision, control and fluency of movement. They learn how to respond to and meet the demands of performance in a safe and effective way.

Skills, knowledge and understanding

Skills, knowledge and understanding for the course

The following provides a broad overview of the subject skills, knowledge and understanding developed in the course:

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

Skills, knowledge and understanding for the course assessment

The following provides details of skills, knowledge and understanding sampled in the course assessment:

Project

♦ 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 including future needs

Performance

♦ demonstrating a broad and comprehensive repertoire of complex skills
♦ demonstrating control and fluency of complex movement and performance skills
♦ demonstrating effective decision making and problem solving
♦ using and applying well-established composition, tactics and roles safely and effectively
♦ following rules and regulations and displaying etiquette (including working with others)
♦ controlling emotions on the day of the performance

Skills, knowledge and understanding included in the course are appropriate to the SCQF level of the course. The SCQF level descriptors give further information on characteristics and expected performance at each SCQF level, and are available on the SCQF website.

Skills for learning, skills for life and skills for work

This course helps candidates to develop broad, generic skills. These skills are based on SQA's Skills Framework: Skills for Learning, Skills for Life and Skills for Work and draw from the following main skills areas:

1   Literacy
1.1   Listening and talking

3   Health and wellbeing
3.2   Emotional wellbeing
3.3   Physical wellbeing

4   Employability, enterprise and citizenship
4.3   Working with others

5   Thinking skills
5.3   Applying
5.4   Analysing and evaluating

Teachers and lecturers must build these skills into the course at an appropriate level, where there are suitable opportunities.

Course assessment

Course assessment is based on the information in this course specification.

The course assessment meets the purposes and aims of the course by addressing:

♦ 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

This enables candidates to:

♦ integrate, extend and apply the skills, knowledge and understanding they have learned during the course — the combination of a performance and project adds challenge and application to the course

Course assessment structure: project

Project   70 marks

The project assesses candidates' ability to integrate and apply skills, knowledge and understanding of the factors that impact on performance.

The project has 70 marks out of a total of 100 marks for the course assessment.

The project assesses candidates' research and investigation skills, as well as their ability to apply their knowledge and understanding to performance development. Candidates research a topic that has an impact on either their performance or the performance of another person, team or group.

The project gives candidates the opportunity to:

♦ demonstrate independent research and investigation skills
♦ investigate how factors impact on performance
♦ understand and apply approaches to develop performance
♦ analyse and evaluate the process of performance development

The project has four stages:

♦ Stage 1 — project proposal
♦ Stage 2 — research
♦ Stage 3 — implementing the Personal Development Plan (PDP)
♦ Stage 4 — post-PDP analysis and evaluation

The following skills, knowledge and understanding are sampled across the four stages of the project.

Stage 1: project proposal	
Collecting information to analyse factor(s) impacting on performance	♦ selecting and applying appropriate recognised tests or analytical tools for collecting information ♦ explaining the reasons for choosing the selected methods ♦ analysing the results (this should include the implications for, and impact on, performance) ♦ identifying a focus for the project Evidence of the methods used and results should be included in an appendix.
Stage 2: research	
Conducting further research and analysing the results to create a PDP	♦ presenting and interpreting findings from different sources, for example literature, opinions or websites, about the process of, and approaches to, performance development ♦ analysing findings from different sources to create a PDP to address the identified focus ♦ setting and justifying appropriate targets using research and stage 1 results
Stage 3: implementing the Personal Development Plan	
Summarising the implementation of the PDP	♦ keeping a record of the implementation of the PDP including: — monitoring process — modifications The PDP should be included in an appendix.
Stage 4: post-PDP analysis and evaluation	
Analysing progress and evaluating the performance development process, including considering future development needs	♦ analysing post-PDP data in relation to targets set and performance ♦ evaluating the process of carrying out the PDP (comments should substantiate judgements about the effectiveness of the PDP) **Future development needs** ♦ at least one new development need should be identified for one factor ♦ justifications should be supported by post-PDP analysis and/or evaluation of the PDP, giving personal reasoning for the choice made ♦ the impact of the new development need(s) on the other three factors should be explained

Setting, conducting and marking the project

This project is set by SQA and conducted under some supervision and control.

Evidence is submitted to SQA for external marking.

SQA quality assures all marking.

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.

The evidence for assessment must be produced by the candidate in time to meet a submission date set by SQA.

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, assessors 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.

Teachers and lecturers should put in place ways to authenticate candidate evidence. For example:

♦ regular checkpoint or progress meetings with candidates
♦ short spot-check personal interviews
♦ checklists which record activity or progress
♦ photographs, film or audio evidence

Group work approaches as part of the preparation for assessment can be helpful to simulate real-life situations, share tasks and promote team working skills. However, group work is not appropriate once formal work on assessment has started.

Resources

There are no restrictions on the resources that candidates may access while producing their project.

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 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 they may have been entered for the wrong level of qualification.

Coursework in Advanced Higher may involve candidates undertaking a large amount of autonomous work without close supervision. Teachers and lecturers may provide guidance and support as part of the normal teaching and learning process. However, teachers and lecturers should not adopt a directive role or provide specific advice on how to re-phrase or improve responses, or provide model answers.

Teachers and lecturers should provide reasonable guidance on the types of topic which 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.

Course assessment structure: performance

Performance   30 marks

The performance assesses candidates' ability to carry out a single performance in one physical activity in a challenging, competitive and/or demanding context.

The performance gives candidates an opportunity to:

♦ demonstrate a broad and comprehensive repertoire of complex skills
♦ demonstrate control and fluency of complex movement and performance skills
♦ demonstrate effective decision making and problem solving
♦ use and apply well-established composition, tactics and roles safely and effectively
♦ follow rules and regulations and display etiquette (including working with others)
♦ control emotions on the day of the performance

The performance has 30 marks out of a total of 100 marks for the course assessment.

Setting, conducting and marking the performance

The performance is:

♦ set by centres within SQA guidelines
♦ conducted under some supervision and control
♦ internally marked by teachers and lecturers in line with SQA marking instructions

SQA quality assures all marking.

Assessment conditions

Time

The performance should be of sufficient duration to allow candidates to demonstrate the required skills, knowledge and understanding.

Supervision, control and authentication

Teachers and lecturers must ensure candidates are provided with a suitable performance environment and appropriate conditions to undertake their assessment. Teachers and lecturers should use their professional judgement as to whether the context is suitable.

Teachers and lecturers must authenticate performances by ensuring they are carried out under the correct conditions and to the correct standards.

Resources

There are no restrictions on the resources available to candidates.

Reasonable assistance

Candidates must carry out the assessment independently. However, they can receive assistance with the selection of an appropriate activity prior to the assessment taking place.

Evidence to be gathered

Teachers and lecturers should use an observational checklist to record candidate achievement for the performance. The checklist is in the coursework assessment task document. Teachers and lecturers must ensure that comments about how assessment judgements were made for each candidate are included on the checklist.

Volume

Candidates must complete a single performance in one activity.

Physical activities for assessment

There are no mandatory physical activities. This promotes inclusion and enables personalisation and choice. Physical activities that are suitable for assessment are normally chosen from those covered as part of the course. Candidates should discuss and agree on the activity they want to choose with their teacher or lecturer.

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

♦ health and safety and child protection issues
♦ if they can reliably assess each candidate under any given conditions
♦ the number of candidates to be assessed at any one time
♦ available resources
♦ the time management involved in assessing an activity
♦ the suitability and reliability of the performance context, for example ensuring the context is challenging enough to provide the candidate with the opportunity to generate evidence to meet the course requirements
♦ collation, assessment and recording of appropriate assessment evidence
♦ the practicality of assessing activities outwith the usual learning environment, where appropriate

Grading

Candidates' overall grades are determined by their performance across the course assessment. The course assessment is graded A–D on the basis of the total mark for both course assessment components.

Grade description for C

For the award of grade C, candidates will typically have demonstrated successful performance in relation to the skills, knowledge and understanding for the course.

Grade description for A

For the award of grade A, candidates will typically have demonstrated a consistently high level of performance in relation to the skills, knowledge and understanding for the course.

Equality and inclusion

This course is designed to be as fair and as accessible as possible with no unnecessary barriers to learning or assessment.

Guidance on assessment arrangements for disabled candidates and/or those with additional support needs is available on the assessment arrangements web page: www.sqa.org.uk/assessmentarrangements.

Further information

- [Advanced Higher Physical Education subject page](#)
- [Assessment arrangements web page](#)
- [Building the Curriculum 3–5](#)
- [Guide to Assessment](#)
- [Guidance on conditions of assessment for coursework](#)
- [SQA Skills Framework: Skills for Learning, Skills for Life and Skills for Work](#)
- [Coursework Authenticity: A Guide for Teachers and Lecturers](#)
- [Educational Research Reports](#)
- [SQA Guidelines on e-assessment for Schools](#)
- [SQA e-assessment web page](#)
- [SCQF website: framework, level descriptors and SCQF Handbook](#)

Appendix: course support notes

Introduction

These support notes are not mandatory. They provide advice and guidance to teachers and lecturers on approaches to delivering the course. Please read these course support notes in conjunction with the course specification and the coursework.

Developing skills, knowledge and understanding

This section provides advice and guidance about skills, knowledge and understanding that you could include in the course. You have considerable flexibility to select contexts that stimulate and challenge candidates, offering both breadth and depth.

Factors impacting on performance

You could develop candidate's skills in independent research, analysis and evaluation by giving them opportunities to investigate mental, emotional, social and physical factors that impact on performance. This will help them to create, implement, modify and evaluate their Personal Development Plan (PDP). They can collect information to help them consider how all factors can influence their effectiveness in performance.

You could ask candidates to:

♦ research information for their topic using a range of sources
♦ record and review performances
♦ carry out self-analysis of their performance in comparison to a model performer
♦ attend performance development workshops
♦ use a range of methods to gather information on their own performance and performance of others to identify their project focus

Candidates could then apply their knowledge and skills developed throughout the course to show understanding of the performance development process. They could review the development process by analysing their progress towards the targets they set and evaluating the process of carrying out their Personal Development Plan. Candidates should use evidence of their monitoring and analysis of post-PDP data to allow them to justify future development needs which have come to light as a result of the performance development process.

Performance

You should give candidates the opportunity to develop a broad and comprehensive range of complex movement and performance skills by participating in a range of physical activities. Candidates can select, demonstrate, apply and adapt these skills and use them to make informed decisions to enhance performance. They also develop their knowledge and understanding of how these skills combine to produce effective outcomes.

By participating in a range of physical activities, candidates develop consistency, precision, finesse and control, and fluency of movement. They also learn how to respond to, and meet, the demands of performance in a safe and effective way. You should give candidates the opportunity to develop skills in physical activities in which they have a natural aptitude, and which interest them.

Approaches to learning and teaching

You should provide candidates with practical, experiential learning in relevant contexts and support them to carry out investigation techniques. This will develop their skills, knowledge and understanding.

The course allows candidates to develop thinking and practical skills through problem-solving activities. You should help candidates to develop skills, positive attitudes and attributes in performance and physical activity contexts and transfer them to other activities.

Advanced Higher courses place more demands on candidates, as there will be a higher proportion of independent study and less direct supervision. Some of the approaches to learning and teaching suggested for other levels (in particular, Higher) may also apply at Advanced Higher level but there will be a stronger emphasis on independent study. This can be very challenging for some candidates, who may feel isolated at times, and you should prepare strategies for addressing this. These could include, for example, planning time for regular feedback sessions or one-to-one discussions and teacher or lecturer led discussions.

You should encourage candidates to use enquiring, critical and problem-solving approaches to their learning. You should also give candidates the opportunity to practise and develop research and investigation skills and evaluation and analytical skills. Using information and communications technology (ICT) can significantly contribute to the development of these higher-order skills as candidates' research and investigation skills become more sophisticated.

Suggested learning and teaching approaches

You should, where possible, provide opportunities to personalise learning, and allow candidates to experience a range of learning and teaching approaches. The flexibility in Advanced Higher courses and the independence with which candidates carry out the work lend themselves to this.

You should use inclusive approaches to learning and teaching. You can do this by using a variety of learning and teaching strategies which suit the needs of all candidates. Innovative and creative ways of using technology can be valuable in creating inclusive learning and teaching approaches.

Using an integrative teaching approach is more likely to produce a better learning experience. Integrating theory with practical activities reinforces and applies skills, knowledge and understanding in meaningful contexts.

Integrated learning examples

Candidates could:

♦ research information for their topic rather than receiving information from their teacher or lecturer

♦ use active and open-ended learning activities such as research, interviews, case studies and presentation tasks

♦ use the internet to gather information about specific issues

♦ engage in wide-ranging independent reading, including books, periodicals and professional journals

♦ use appropriate technological resources (for example web-based resources)

♦ use appropriate media resources (for example video clips)

♦ record the results of research and independent investigation from a range of different sources in a systematic way

♦ present relevant findings and conclusions of research and investigation activities clearly, using a range of methods

♦ participate in group work with peers and use collaborative learning opportunities to develop team working skills

♦ participate in informed debate and discussion with peers where they can demonstrate skills in constructing and sustaining lines of argument to provide challenge and enjoyment, breadth, and depth to learning

♦ draw conclusions from complex information

♦ use written, oral, and/or electronic communication skills to present information

♦ demonstrate development, improvement and refinement of techniques

♦ investigate and evaluate how a range of factors impact on performance

♦ use real-life contexts and experiences familiar and relevant to them

♦ participate in field trips and visits to a variety of sporting events

You should support candidates by having regular discussions with them and giving regular feedback. Some learning and teaching activities may be carried out on a group basis and, where this applies, candidates could also receive feedback from their peers.

Suggested learning and teaching approaches

This table provides suggested experiences and activities that you can build into your delivery. Learning and teaching approaches should be candidate-centred, participative and practical in nature. The underpinning knowledge should be combined with practical activities and placed in the context of those activities. The list of examples below is not exhaustive.

Area of study — factors impacting on performance Project stage	Advice and guidance about skills, knowledge and understanding	Suggested experiences and activities
Stage 1: project proposal Investigate performance	You should give candidates the opportunity to explore how factors impact on performance. You should give candidates opportunities to collect reliable information using at least three recognised tests or analytical tools (methods) for their chosen topic. You should ensure candidates understand the different types of information used to investigate performance.	Encourage candidates to reflect on their own and others' performances. They should investigate the validity of the different investigative methods (recognised tests or analytical tools) and the types of information (qualitative and quantitative) they generate to help identify performance issues which warrant further study. Candidates could observe and use a variety of recognised tests and analytical tools to gather information about the impact of the four factors on performance. They could work individually, in pairs, or in small groups and use a range of investigative techniques to gather information about the factors in relation to performance development. These techniques could include: ♦ carrying out interviews with appropriate individuals or focus groups, or issuing questionnaires to performers ♦ video analysis of a variety of activities ♦ observation schedules ♦ criteria checklists ♦ statistical data ♦ personal reflection

Area of study — factors impacting on performance Project stage	Advice and guidance about skills, knowledge and understanding	Suggested experiences and activities
		♦ feedback (internal and/or external) ♦ comparison to previous information gathered ♦ comparison to 'models' of performance ♦ standardised tests ♦ questionnaires ♦ Problem, Option, Outcome, Choices (POOCH) analysis, sports competition anxiety tests (SCAT) analysis, Profile of Mood State (POMS) analysis ♦ comparison with national norms ♦ apps
Stage 1: project proposal Analyse information	You should ensure candidates are able to identify strengths and development needs which lead to a clearly identified focus for their research.	♦ analyse information generated from the different tests and tools to help identify patterns or trends which support candidates' choice of focus for their project ♦ explore the interconnectedness of the data related to the factors and the impact on performance
Stage 2: research Review of sources	You should ensure candidates carry out a broad review of appropriate sources for their chosen topic.	♦ use reputable journals and textbooks and specialist internet sites to source relevant information ♦ candidates could present the results of their investigations in a range of ways, for example a table, chart, mind map, diagram, or narrative ♦ use a systematic method to record the sources used in the project, for example creating an appendix to be submitted with the project

Area of study — factors impacting on performance Project stage	Advice and guidance about skills, knowledge and understanding	Suggested experiences and activities
Stage 2: research Analyse the findings from the sources to inform the creation of a PDP	You should ensure candidates can identify relevant information from the results of the review. Their analysis should consider the implications for the creation of a PDP.	♦ review findings from reputable journals, textbooks or online resources containing the latest performance development thinking, and discuss the possible effectiveness of a range of different approaches ♦ use information from sources to make decisions about possible approaches to include in their PDP
Stage 2: research Set and justify PDP targets to improve performance	You should give candidates the opportunity to set between two and four justifiable targets that are measurable, specific and have realistic time scales.	♦ identify potential targets by using research and relevant information gathered ♦ develop a checklist of features of good development planning which should include: — setting targets based on information about performance development needs — strategies to minimise the possibility of regression — details which are specific to the performer and to the demands of the physical activity
Stage 3: implementing the Personal Development Plan (PDP)	You should give candidates the opportunity to carry out the PDP while they monitor and record evidence of progress.	Candidates could implement a PDP which includes: ♦ selecting appropriate targets for development ♦ applying and modifying approaches appropriate for the specific factors chosen ♦ training and rest days ♦ integrating different development approaches

Area of study — factors impacting on performance Project stage	Advice and guidance about skills, knowledge and understanding	Suggested experiences and activities
		♦ consideration of the effectiveness of different recording and monitoring methods, and the reasons for selecting these. Candidates could trial these methods with a partner or group and review the validity and reliability of each method ♦ monitoring progress and adapting the plan where necessary Candidates could gather evidence of this in a variety of ways including: ♦ keeping a training diary which may be paper-based or electronic ♦ video recordings ♦ details of feedback from coaches or teammates ♦ scripts or recordings of interviews or oral questioning ♦ monitoring by recording times, outcomes and results Gather information including: ♦ details of the content, duration, and frequency of sessions ♦ description of relevant performance development principles and practice sessions, and application and modification of approaches ♦ appropriate checks to track progress ♦ details of any progression based on feedback ♦ details of adaptations or remediation

Area of study — factors impacting on performance Project stage	Advice and guidance about skills, knowledge and understanding	Suggested experiences and activities
Stage 4: post-PDP analysis and evaluation Analyse post-PDP data	You should ensure candidates use at least one method(s) to investigate the effectiveness of their PDP.	Use evidence gathered to: ♦ identify progress towards achievement of targets set and the impact on the whole performance ♦ compare information about pre-PDP and post-PDP performances
Stage 4: post-PDP analysis and evaluation Evaluate the process of carrying out the PDP	You should ensure candidates understand that judgements about the effectiveness of the PDP should be based on post-PDP data.	Use evidence gathered to: ♦ substantiate judgements about the effectiveness of the approaches used and the time scales set
Stage 4: post-PDP analysis and evaluation Justify new development need(s)	You should ensure candidates can identify at least one new development need(s) for one factor.	Use evidence gathered to: ♦ justify the possible new development need(s) for at least one factor
Stage 4: post-PDP analysis and evaluation Explain the impact of the new development need(s) on the other three factors	You should ensure candidates can explain the impact of the new development need(s) on the other factors that impact performance.	Use evidence gathered to: ♦ explain the impact of new development need(s) on the other three factors that impact on performance

Area of study — Performance	Advice and guidance about skills, knowledge and understanding	Suggested experiences and activities
Demonstrate a broad and comprehensive repertoire of complex skills	Develop learning and teaching in a practical context, which is as challenging, exciting and enjoyable as possible. Candidates should be given opportunities to perform more complex skills with precision, consistency and effectiveness in challenging and/or more demanding contexts.	♦ develop and refine a broad and comprehensive range of complex movement and performance skills in modified situations and/or in live performance contexts ♦ carry out repeated practice during learning and teaching sessions to develop and extend repertoire of skills. This allows time to refine and combine these skills with the degree of precision and consistency required. For example: — in a netball shooting drill, candidates could carry out 'splitting' of feet as the pass is received near the shooting post to get as close as possible to take the shot
Demonstrate control and fluency of complex movement and performance skills	Ensure candidates understand how consistency and finesse affect control and fluency of complex movement and performance skills and can lead to enhanced performance.	♦ observe examples of model performances to identify and understand what complex skills demonstrated with finesse, control and fluency look like. Sources for these performances could include the internet, attending live performances, using motion analysis software, or class sessions where candidates observe and record one another's performances and report back using set criteria ♦ devise checklists to identify key features of effective performers and compare to appropriate criteria. A checklist might include the following performance characteristics: — skills executed at the correct time with flair and finesse — fluency of execution — economy of effort — effortless movements and/or application of skill — confident use of skills

Area of study — Performance	Advice and guidance about skills, knowledge and understanding	Suggested experiences and activities
		— few unforced errors — dynamic and controlled performance demonstrating finesse — smooth transitions which link complex skills ♦ demonstrate finesse and control and fluency by: — tipping the ball just over the block in volleyball to trick the opposition — delaying or suspending their opening out from the somersault until the last minute to land in a back drop and not on feet in trampolining

Area of study — Performance	Advice and guidance about skills, knowledge and understanding	Suggested experiences and activities
Demonstrate effective decision making and problem solving	You should ensure candidates understand how to make effective decisions in a range of challenging contexts. They should be encouraged to solve problems and make decisions, for example create opportunities; disguise intent; adjust positioning or timing; react more quickly and anticipate using appropriate cue recognition and perception interpret stimuli; and use repetition, variation, contrast or space effectively.	Anticipate and make appropriate decisions quickly by: ♦ in badminton, using the overhead clear to build an attack and observe when the opponent hesitates to return to base, then disguise the next clear to play a tight drop shot ♦ in a one-on-one with the goalkeeper in handball, feint a shot to the top corner but instead send the ball low to the bottom corner ♦ in hockey, observing and avoiding the oncoming defender by going past them on their non-stick side

Area of study — Performance	Advice and guidance about skills, knowledge and understanding	Suggested experiences and activities
Use and apply well-established tactics, composition and roles safely and effectively	You should ensure candidates understand how to develop and use well-established composition, tactics and roles to impact a game situation or specific performance in an aesthetic activity.	♦ explore and practise techniques, compositions and tactics which consider all four factors impacting on performance (mental, emotional, social and physical). Groups of candidates could try out a range of different tactics to deal with the same challenge and compare notes as they practice and implement the tactic ♦ candidates should be aware of, and be able to use and 'counter', well-established tactics or formations to impact a game situation or specific performance in an aesthetic activity, for example: — demonstrating personal and collective responsibility in defensive situations in terms of a player's positioning on the pitch or court — applying suspense to turns, balances, rolls, and jumps to enhance and engage an audience in a dance
Follow rules and regulations and display etiquette (including working with others)	You should ensure candidates understand how rules, concepts of fair play, and etiquette demand a degree of communication and compliance. You should ensure candidates understand that there are activity-specific rules, regulations and etiquette.	♦ negotiate with team mates, group members, coaches and officials appropriately ♦ in badminton, return the shuttle to the opponent when it is a change of service ♦ understand the repercussions of not following the rules, regulations and etiquette in a variety of activities: — penalty pass or shot — yellow or red card — sin-binned for a certain time — free throws in basketball

Area of study — Performance	Advice and guidance about skills, knowledge and understanding	Suggested experiences and activities
Control emotions on the day of the performance	You should ensure candidates understand how to constantly maintain control of emotions regardless of the challenges.	♦ identify the outcome for the performer and their team or group following a loss of control of emotions ♦ observe and categorise the ways different elite performers manage their emotions before and during performance ♦ research and discuss examples from elite sport where performance has been adversely affected by a loss of control of emotions

Preparing for course assessment

You should give candidates opportunities to practise the activity they will use in the performance coursework assessment task. You should also ensure that candidates have had the opportunity to develop the necessary skills, knowledge and understanding before the project is attempted.

Each course has additional time which you can use at your discretion to help candidates prepare for course assessment. This time may be used near the start of the course and at various points throughout the course for consolidation and support.

Project

You should discuss prospective choices of topics with candidates before they start their project.

Before starting the project, candidates may benefit from considering the organisational and time management demands of the task. Planning helps to make sure they can meet the final submission date and that they have a strategy in place to meet all of the requirements of the project.

Candidates might find it useful to formulate a plan in order to clarify their thinking and to prepare for each stage. The plan could include details of the stages to be undertaken, and the timelines for completion of these stages in order to monitor progress. The plan could be created in any written or electronic format, but whatever method is used, it should support the process and should not be overly onerous.

The following are examples of activities which could be included in their plan:

♦ researching and selecting an appropriate topic
♦ gathering and presenting relevant information appropriately
♦ evaluating and analysing findings
♦ implementing, monitoring and evaluating a Personal Development Plan
♦ using information they gathered to justify future development needs

You should explain the project requirements to candidates and give guidance on the amount and nature of the support they can expect. It is expected that candidates work with more independence and less supervision and support.

Further information about the project is available in the *Advanced Higher Physical Education Project Coursework Assessment Task* (this includes information for candidates).

Performance

For the performance, candidates must demonstrate one physical activity in a challenging, competitive and/or demanding context. Before the performance assessment, you should agree the activity and context for assessment with the candidate.

Preparation could include:

♦ thinking critically about what the single performance demands in terms of the impact of the four factors on performance
♦ planning to meet mental, emotional, social and physical performance challenges
♦ practising and refining their movement and performance skills

It will help candidates to achieve their optimum performance if they are familiar with the marking criteria for the single performance. The following questions should help them understand what they need to achieve in each of the following areas:

Assessment items	The following questions may help candidates reflect on their activity choice:
Performance repertoire	Will I be able to demonstrate a broad, comprehensive and well-established repertoire of complex skills consistently and effectively throughout the performance? Are there opportunities to select and effectively combine complex skills to meet the demands of the performance? Will I be able to demonstrate precision when applying these skills?
Control and fluency	Can I demonstrate consistency in the control and fluency of complex movement and performance skills, while responding effectively to demanding challenges? Am I able to show finesse throughout my performance?
Decision making	Will I be able to show my ability to anticipate and make appropriate decisions quickly in response to a range of challenging performance demands during the performance? Can I choose effective options which indicate my ability to anticipate, problem-solve and make decisions to create opportunities; disguise intent; adjust positioning or timing; react more quickly using appropriate cue recognition and perception; interpret stimuli; and use repetition, variation, contrast or space effectively?
Using and applying tactics, composition and roles	Can I demonstrate evidence of well-established composition, tactics or roles throughout the performance? Am I able to show that my specific role-related responsibilities are carried out and adapted when necessary?

Following rules, displaying etiquette	Will I be able to show that I understand and can apply the appropriate rules and regulations and appropriate behaviour for the activity, level and context of the performance within the challenges faced?
Control of emotions	Will I be able to demonstrate my ability to maintain control of my emotions consistently before, during and at the end of the performance?

Further information about the performance is available in the *Advanced Higher Physical Education Performance Coursework Assessment Task* (this includes information for candidates).

Developing skills for learning, skills for life and skills for work

You should identify opportunities throughout the course for candidates to develop skills for learning, skills for life and skills for work.

Candidates should be aware of the skills they are developing and you can provide advice on opportunities to practise and improve them.

SQA does not formally assess skills for learning, skills for life and skills for work.

There may also be opportunities to develop additional skills depending on the approach centres use to deliver the course. This is for individual teachers and lecturers to manage.

Some examples of potential opportunities to practise or improve these skills are provided in the following table.

Skills for learning, skills for life and skills for work	**Suggested learning and teaching activities**
1 Literacy 1.1 Listening and talking	Candidates could take part in group discussions or debates, or present information. Candidates could communicate with each other during physical activities; when providing support to team mates; by discussing tactics; or giving, receiving, and listening to feedback.
3 Health and wellbeing 3.2 Emotional wellbeing 3.3 Physical wellbeing	Candidates could be introduced to elements of emotional wellbeing linked to physical activity by working in teams, managing emotions and practising assertive behaviours. Candidates could collect personal fitness data and then organise and implement a fitness session to improve performance and therefore contribute to physical wellbeing in a wider social context.

4	**Employability, enterprise and citizenship**	Candidates have many opportunities to develop skills while working with others in a team. You could encourage candidates to learn how to negotiate and adapt, and work co-operatively and effectively with others.
4.3	Working with others	
5	**Thinking skills**	When involved in personal development planning, candidates have opportunities to apply knowledge and understanding to their performance development. Candidates could analyse information gathered from the performance to carry out evaluation.
5.3	Applying	
5.4	Analysing and evaluating	

You should ensure that candidates have opportunities to develop these skills as an integral part of their learning experience.

Administrative information

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History of changes

Version	Description of change	Date
1.1	Course code and course assessment code updated on title page.	June 2019
2.0	Course support notes added as appendix.	September 2019

Note: please check SQA's website to ensure you are using the most up-to-date version of this document.