



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.

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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
<p>Entry to this course is at the discretion of the centre.</p> <p>Candidates should have achieved the Higher Physical Education course or equivalent qualifications and/or experience prior to starting this course.</p>	<ul style="list-style-type: none">◆ 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	<ul style="list-style-type: none"> ◆ 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 <p>Evidence of the methods used and results should be included in an appendix.</p>
Stage 2: research	
Conducting further research and analysing the results to create a PDP	<ul style="list-style-type: none"> ◆ 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	<ul style="list-style-type: none"> ◆ keeping a record of the implementation of the PDP including: <ul style="list-style-type: none"> — monitoring process — modifications <p>The PDP should be included in an appendix.</p>
Stage 4: post-PDP analysis and evaluation	
Analysing progress and evaluating the performance development process, including considering future development needs	<ul style="list-style-type: none"> ◆ 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) <p>Future development needs</p> <ul style="list-style-type: none"> ◆ 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](#)

Administrative information

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History of changes

Version	Description of change	Date

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

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