



Higher  
Course  
Specification



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# Higher Physical Education Course Specification (C756 76)

**Valid from August 2014**

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

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# Course outline

**Course title:** Higher Physical Education

**SCQF:** level 6 (24 SCQF credit points)

**Course code:** C756 76

## Mandatory Units

<b>H252 76</b>	<b>Physical Education: Performance Skills (Higher)</b>	<b>9 SCQF credit points</b>
<b>H254 76</b>	<b>Physical Education: Factors Impacting on Performance (Higher)</b>	<b>9 SCQF credit points</b>

**Course assessment** **6 SCQF credit points**

This Course includes six SCQF credit points to allow additional time for preparation for Course assessment. The Course assessment covers the added value of the Course. Further information on the Course assessment is provided in the Assessment section.

## Recommended entry

Entry to this Course is at the discretion of the centre. However, learners would normally be expected to have attained the skills, knowledge and understanding required by the following or equivalent qualifications and/or experience:

- ◆ National 5 Physical Education Course or relevant component Units

## Progression

This Course or its Units may provide progression to:

- ◆ Advanced Higher Physical Education Course
- ◆ Higher National Certificates
- ◆ Higher Education degrees
- ◆ Further study, employment and/or training

Further details are provided in the Rationale section.

## Equality and inclusion

This Course Specification has been designed to ensure that there are no unnecessary barriers to learning or assessment. The individual needs of learners should be taken into account when planning learning experiences, selecting assessment methods or considering alternative evidence. For further information, please refer to the *Course Support Notes*.

## **Rationale**

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

In this Course, and its component Units, there will be an emphasis on skills development and the application of those skills. Assessment approaches will be proportionate, fit for purpose and will promote best practice, enabling learners to achieve the highest standards they can.

This Course provides learners with opportunities to continue to acquire and develop the attributes and capabilities of the four capacities, as well as skills for learning, skills for life and skills for work.

All Courses provide opportunities for learners to develop breadth, challenge and application, but the focus and balance of the assessment will be appropriate for the subject area.

## **Relationship between the Course and Curriculum for Excellence values, purposes and principles**

In this Course, learners are provided with the opportunity to build physical competencies, improve aspects of fitness, and maximise activity in and enjoyment of physical activities.

The Course will give learners the opportunity to develop and enhance movement and performance skills and to develop and apply knowledge and understanding to the analysis and evaluation of performance in physical activities. Learners will develop their thinking skills through planning, problem-solving and analysing performance.

Physical Education acts as a stimulus for personal achievement, and this makes it an ideal platform for developing confidence, resilience, responsibility and working co-operatively with others. The Course also promotes mental, emotional, social and physical wellbeing.

Learners will be able to contribute effectively in a range of contexts, and will develop the ability to provide explanations for, and reflect on, their own performances and those of others. The insights gained from the Course will enable learners to progress confidently onto further study, training or employment.

## **Purpose and aims of the Course**

The main purpose of this Course is to develop and demonstrate a broad and comprehensive range of complex skills in challenging contexts. Learners will develop the ability to use strategies to make appropriate decisions for effective performance. They will also analyse a performance, looking specifically at the impact of mental, emotional, social and physical factors, understand what is required to develop it and then apply this knowledge to their own performance.

By actively participating in physical activities, learners will demonstrate initiative, decision-making and problem-solving. They will experience a range of roles and responsibilities, and this will enable them to develop their interpersonal skills. The Course also provides an opportunity to support the way that individual attitudes, values and behaviours are formed as physical education contributes to social, mental and emotional development.

The main aims of the Course are to enable the learner to:

- ◆ develop a broad and comprehensive range of complex movement and performance skills, and demonstrate them safely and effectively across a range of challenging contexts
- ◆ select and apply skills and make informed decisions to effectively perform in physical activities
- ◆ analyse mental, emotional, social and physical factors that impact on performance
- ◆ understand how skills, techniques and strategies combine to produce an effective performance
- ◆ analyse and evaluate performance to enhance personal effectiveness

## **Information about typical learners who might do the Course**

The Course is suitable for learners who have an interest in and enthusiasm for developing movement and performance skills. It will broaden their learning experience and contribute to their own health and wellbeing. The Course is also suitable for learners progressing from the National 5 Physical Education Course, because it will give them the opportunity to develop the knowledge, understanding and skills they need to pursue further study or a career in Physical Education.

On successful completion of the Course, learners will be able to progress to the Advanced Higher Physical Education Course, to further or higher education courses or to training and employment.

# Course structure and conditions of award

## Course structure

This Course sits within a hierarchical structure, beginning with the National 3 Physical Education Course, and progressing through National 4 and National 5 Physical Education to Higher Physical Education.

The main purpose of the Course is to enable learners to develop, demonstrate and evaluate performance. Learners will use evaluation and analysis to develop and apply strategies, techniques and skills that will enable them to build on and enhance their performance.

Each Unit of the Course enables the learner to develop specific skills, knowledge and understanding, which will be integrated and applied in the Course assessment.

Units are statements of standards for assessment and not programmes of learning and teaching. They can be delivered in a number of ways.

The Units are designed to stand alone or be taught in any sequence, although the theme of applying knowledge to enhance performance will provide an opportunity for integration of Units and assessment.

The Course has two mandatory Units:

### **Physical Education: Performance Skills (Higher)**

In this Unit, learners will develop a broad and comprehensive range of complex movement and performance skills through a range of physical activities. They will select, demonstrate, apply and adapt these skills, and will use them to make informed decisions. They will also develop their knowledge and understanding of how these skills combine to produce effective outcomes. Learners will develop consistency, precision, control and fluency of movement. They will also learn how to respond to and meet the demands of performance in a safe and effective way. The Unit offers opportunities for personalisation and choice through the selection of physical activities used for learning and teaching.

### **Physical Education: Factors Impacting on Performance (Higher)**

In this Unit, learners will develop their knowledge and understanding of mental, emotional, social and physical factors that impact on personal performance in physical activities. Learners will consider how these factors can influence effectiveness in performance. They will develop knowledge and understanding of a range of approaches for enhancing performance and will select and apply these to factors that impact on their personal performance. They will create personal development plans, modify these and justify decisions relating to future personal development needs.

## Conditions of award

To gain the award of the Course, the learner must pass all of the Units as well as the Course assessment. The required Units are shown in the Course outline section. Course assessment will provide the basis for grading attainment in the Course award.

## Skills, knowledge and understanding

Further information on the assessment of the skills, knowledge and understanding for the Course is given in the *Course Assessment Specification*. A broad overview of the mandatory subject skills, knowledge and understanding that will be assessed in the Course is given in this section. This covers:

- ◆ planning, developing, implementing and evaluating performance
- ◆ selecting, demonstrating and safely applying a broad and comprehensive range of complex movement and performance skills in challenging contexts
- ◆ decision-making and problem-solving in challenging contexts
- ◆ analysing factors that impact on performance
- ◆ explaining a range of approaches for developing performance
- ◆ analysing the recording, monitoring and evaluation of performance development

Skills, knowledge and understanding to be included in the Course will be appropriate to the SCQF level of the Course. The SCQF level descriptors give further information on characteristics and expected performance at each SCQF level ([www.sqa.org.uk/scqf](http://www.sqa.org.uk/scqf)).

## Assessment

Information about assessment for the Course is included in the *Course Assessment Specification*, which provides full details including advice on how a learner's overall attainment for the Course will be determined.

### Unit assessment

All Units are internally assessed against the requirements shown in the *Unit Specification*.

They can be assessed on a Unit-by-Unit basis or by combined assessment.

They will be assessed on a pass/fail basis within centres. SQA will provide rigorous external quality assurance, including external verification, to ensure assessment judgments are consistent and meet national standards.

The assessment of the Units in this Course will be as follows:

#### **Physical Education: Performance Skills (Higher)**

Learners will be required to provide evidence of using, selecting, demonstrating and adapting a broad and comprehensive range of complex movement and performance skills in two physical activities. Learners will be assessed on their ability to consistently respond to and meet the demands of performance, and to make appropriate decisions for effective outcomes.

#### **Physical Education: Factors Impacting on Performance (Higher)**

Learners will be required to provide evidence of their understanding of factors that impact on performance from: mental, emotional, social and physical. They will evaluate and analyse their personal performance and implement approaches to address factors that impact on that performance. Learners will evaluate their choice of methods and approaches used to develop performance. They will justify decisions made and relate these to future development needs. The Unit offers opportunities for personalisation and choice in the selection of contexts and assessment methods.

### Course assessment

Courses from National 4 to Advanced Higher include assessment of [added value](#)<sup>1</sup>. At National 5, Higher and Advanced Higher, the added value will be assessed in the Course assessment. The added value for the Course must address the key purposes and aims of the Course as defined in the Course Rationale. It will do this by addressing one or more of breadth, challenge or application.

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<sup>1</sup> Definitions can be found here: <http://www.sqa.org.uk/jargonbuster>

In this Course, added value will focus on:

- ◆ challenge
- ◆ application

The learner will be assessed by a [performance](#) and a [question paper](#)<sup>2</sup>. Together, they will add challenge and application to the Course as the learner will integrate, extend and apply the skills, knowledge and understanding they have learned during the Course.

The purpose of the performance is to assess the learner's ability to plan, prepare for, perform and evaluate their own personal performance in **one** physical activity.

The performance consists of three stages: Planning and preparation, Single performance and Evaluation. The context of the single performance must be challenging, competitive and/or demanding.

The purpose of the question paper is to assess the learner's ability to integrate and apply knowledge and understanding from across the Units.

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Definitions can be found here: <http://www.sqa.org.uk/jargonbuster>

<sup>2</sup> See link above for definitions.



# Development of skills for learning, skills for life and skills for work

It is expected that learners will develop broad, generic skills through this Course. The skills that learners will be expected to improve on and develop through the Course are based on SQA's *Skills Framework: Skills for Learning, Skills for Life and Skills for Work* and are drawn from the main skills areas listed below. These must be built into the Course where there are appropriate opportunities.

## **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**

5.4 Analysing and evaluating

Amplification of these skills is given in SQA's *Skills Framework: Skills for Learning, Skills for Life and Skills for Work*. The level of these skills will be appropriate to the level of the Course. Further information on building in skills for learning, skills for life and skills for work for the Course is given in the *Course Support Notes*.

# Administrative information

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## History of changes to National Course Specification

Course details	Version	Description of change	Authorised by	Date
	2.0	<p>Pages 2–3 — Purpose and aims of Course section revised to include impact of mental, emotional, social and physical factors on performance.</p> <p>Page 4 — Course structure and conditions of award section: 'movement and performance skills for effective' and 'in a range of challenging contexts' deleted from paragraph two; description of Physical Education: Factors Impacting on Performance Unit reworded to better explain its requirements.</p> <p>Page 5 — List of skills, knowledge and understanding reordered and some reworded to align them with the two Components of Course assessment: the question paper and the performance.</p> <p>Page 7 — Course assessment section revised to clarify the purpose of the question paper and performance.</p>	Qualifications Development Manager	April 2014

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Note: You are advised to check SQA's website ([www.sqa.org.uk](http://www.sqa.org.uk)) to ensure you are using the most up-to-date version of the Course Specification.

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