Physical Education

Project

General assessment information

This pack contains general assessment information for centres preparing candidates for the project Component of Advanced Higher Physical Education Course assessment.

It must be read in conjunction with the specific assessment task for this Component of Course assessment, which may only be downloaded from SQA's designated secure website by authorised personnel.

Contents

Introduction

This is the general assessment information for Advanced Higher Physical Education project.

This project is worth 70 marks out of a total of 100 marks. This is 70% of the overall marks for the Course assessment. The Course will be graded A–D.

Marks for all Course Components are added up to give a total Course assessment mark which is then used as the basis for grading decisions.

The project is one of two Components of Course assessment. The other Component is a performance.

This document describes the general requirements for the assessment of the project Component for this Course. It gives general information and instructions for assessors.

It must be read in conjunction with the Assessment task for this Component of Course assessment.

Equality and inclusion

This Course assessment has been designed to ensure that there are no unnecessary barriers to assessment. Assessments have been designed to promote equal opportunities while maintaining the integrity of the qualification.

For guidance on assessment arrangements for disabled candidates and/or those with additional support needs, please follow the link to the Assessment Arrangements web page: www.sqa.org.uk/sqa/14977.html

Guidance on inclusive approaches to delivery and assessment in this Course is provided in the *Course/Unit Support Notes*.

What this assessment covers

This assessment contributes 70% of the total marks for the Course.

The assessment will assess the skills, knowledge and understanding specified for the project in the *Course Assessment Specification*.
These are:

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

This project is designed to assess the candidate's ability to integrate and apply the knowledge and skills gained in individual Units, and provide Added Value. Added Value in Course assessment focuses on one or more of breadth, challenge or application.

In the case of this assessment, the focus is on challenge and application:

♦ challenge allows candidates to demonstrate greater depth or extension of knowledge and skills assessed in the Units of the Course, through research into a topic impacting on performance
♦ application allows candidates to analyse and draw conclusions about an identified topic impacting on performance

Assessment

Purpose

The purpose of this assessment is to generate evidence for this Component of the Added Value of this Course by means of a project.

Assessment overview

The project allows candidates to demonstrate skills, knowledge and understanding within the context of carrying out research into a topic which impacts on performance and providing a report.

The focus for the project may be related to an area they have studied in the Units of the Course, but they are also free to research any appropriate topic which impacts on performance. **This could be a topic which impacts either on the candidate's performance, or the performance of another person, team or group.**

An overview of the process to be undertaken by the candidate is shown in the table below:

Stage	
1 **Project proposal**	1(a) Gather information about performance in relation to the topic
	1(b) Analyse the results of investigations to identify a focus for research into performance development
2 **Research**	2(a) Carry out a literature review to gather information about the research focus
	2(b) Analyse the information from the literature review to inform PDP target setting
	2(c) Set and justify PDP targets
3 **PDP record**	3 Record implementation of PDP
4 **Post-PDP analysis and evaluation**	4(a) Analyse post-PDP data
	4(b) Evaluate of the PDP
	4(c) Identify and justify future development needs

The report should be between 4,000 and 5,000 words in length, excluding references, footnotes and appendices. The word count should be submitted with the report. If the word count exceeds the maximum by 10%, a penalty will be applied.

Anonymity, confidentiality and ethical guidelines
Where a candidate undertakes gathering of information which involves interviewing, surveying individuals, or by gathering information about someone else's performance, either directly or indirectly, they must discuss the suitability of this with the assessor before commencing the process. If the assessor agrees, then appropriate permission from the relevant person(s) **must** be sought and granted before commencing the research. The candidate must take appropriate steps in order to maintain the anonymity of the individual(s) throughout the task if they are sharing sensitive personal information.

In instances where the job description/post of an interviewee is central to the authenticity of the information to be gathered, permission to disclose this information **must** be sought and granted before commencing the research.

Throughout the task, care should be taken to ensure that appropriate safeguards and boundaries are established to ensure that privacy, confidentiality and anonymity are maintained at all times, where appropriate.

Candidates should follow **relevant ethical guidelines** from any appropriate regulatory body, eg Chartered Society of Physiotherapists, when required.

Referencing information
The information the candidate accesses for use in their project must be current, relevant and from a credible source.

They must reference any information used in their report, such as: publications including books, professional journals and government reports; online sources and other types of media; specialist organisations and relevant individuals.

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

The purpose of referencing is to:

♦ show clearly which ideas or words are not their own
♦ provide enough information for someone else to find the source of those ideas or words
♦ present that information consistently

Candidates may use any system of referencing in their report provided it meets those requirements. However, whatever system of referencing is used, the guidance below may be helpful.

Words and ideas that are not the candidate's own should 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

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/periodicals

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

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 22/11/14)

The date accessed and the full URL must be referenced: www.brianmac.co.uk is not enough in the list of references because it does not lead to the cited content.

Appendices

Candidates may provide supplementary material at the end of the report in an appendix. Material that complements the report by supporting its content could include data from results of testing, questionnaires/surveys, diagrams, illustrations or mind-maps.

Only information that is referenced in the document should be included in the appendix.

No marks will be awarded for any materials presented in the appendix.

Assessment conditions

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

This assessment will be carried out over a period of time. Candidates should begin this assessment at an appropriate point in the Course. This will normally be when they have completed most of the work on the following Unit: *Physical Education: Factors Impacting on Performance.*

Evidence which meets the requirements of this Component of Course assessment will be a report of between 4,000 and 5,000 words excluding references, footnotes and appendices. The word count should be submitted with the report. If the word count exceeds the maximum by 10%, a penalty will be applied.

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

There are no restrictions on the resources to which candidates may have access.

Candidates must undertake the assessment, whatever the nature, independently. However, reasonable assistance may be provided prior to the formal assessment process taking place. The term 'reasonable assistance' is used to try to balance the need for support with the need to avoid giving too much assistance. If any candidates require more than what is deemed to be 'reasonable assistance', it may be that they have been entered for the wrong level of qualification.

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

Assessors should provide reasonable guidance on the types of issue which will enable 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 issue.

Once work on the assessment has begun, the candidate should be working independently**.**

Clarification may be sought by candidates regarding the requirements for the assessment if they find them unclear. In this case, the clarification should normally be given to the whole class.

The project will be 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 in place processes for monitoring progress and ensuring that the work is the candidate's own and that plagiarism has not taken place.

Assessors should put in place mechanisms to authenticate candidate evidence. For example:

♦ regular checkpoint/progress meetings with candidates
♦ short spot-check personal interviews
♦ checklists which record activity/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.

Evidence to be gathered

The following candidate evidence is required for this assessment:

♦ the candidate's completed report

General Marking Instructions

In line with SQA's normal practice, the following General Marking Instructions are addressed to the marker. They will also be helpful for those preparing candidates for Course assessment.

Evidence will be submitted to SQA for external marking.
All marking will be quality assured by SQA.

General Marking Principles for Advanced Higher Physical Education project
This information is provided to help you understand the general principles you must apply when marking candidate responses to this project. These principles must be read in conjunction with the Detailed Marking Instructions, which identify the key features required in candidate responses.

(a) Marks for each candidate response must <u>always</u> be assigned in line with these General Marking Principles and the Detailed Marking Instructions for this assessment.
(b) Marking should always be positive. This means that, for each candidate response, marks are accumulated for the demonstration of relevant skills, knowledge and understanding: they are not deducted from a maximum on the basis of errors or omissions.
(c) Candidates may demonstrate their skills, knowledge and understanding in a variety of ways and at different points in the project evidence. Marks should be awarded for relevant and appropriate skills, knowledge and understanding wherever they are demonstrated.
(d) Assessment items that ask candidates to *explain* require them to relate cause and effect and/or make relationships between things clear.
(e) Assessment items that ask candidates to *evaluate* require them to make a judgement based on criteria; determine the value of something (eg the value of a particular source of information).
(f) Assessment items that ask candidates to *analyse* require them to identify appropriate pieces of information from a range of sources, identify the relationships between these, and the significance when taken together.

Detailed Marking Instructions for Advanced Higher Physical Education project

Where there is a range of marks available, the assessor should first select the mark range descriptor which most closely describes the evidence demonstrated by the candidate.

Once the mark range has been selected:

Where 2 marks are available in the range descriptor:

♦ if the evidence fully or closely meets the description of the mark range, the higher mark should be awarded
♦ if the evidence just meets the description of the mark range, the lower mark should be awarded

Where 3 marks are available in the range descriptor:

♦ if the evidence fully matches the description of the mark range, the highest mark from the range should be awarded
♦ if the evidence just meets the description of the mark range, the lowest mark from the range should be awarded
♦ otherwise the middle mark from the mark range should be awarded

Stage	Max Mark	Marking Instructions	Additional Guidance
1 (a) Gather information about performance in relation to the topic	10	Marks will be awarded for the presentation of reliable information from at least three methods of research into the performance, relevant to the chosen topic. **7-10 marks** Information is presented from at least three methods of research and is reliable and relevant to the context of the topic, is clearly focused on the topic, and explores all the key aspects of the topic. **4-6 marks** Information is presented from at least two methods of research and is reliable and relevant to the context of the topic, and is sufficient to demonstrate consideration of some but not all of the key aspects of the topic.	Candidates should use an appropriate range of research methods to investigate performance, related to the identified topic. These methods could include: ♦ interview/questionnaire ♦ standardised fitness testing ♦ video analysis ♦ movement/mechanical analysis ♦ SCAT test ♦ POMS test ♦ bio-feedback ♦ training diary/observation schedule ♦ focus groups

Stage	Max Mark	Marking Instructions	Additional Guidance
1 (a) cont.		**1–3 marks** Information is presented from at least one method of research and is reliable and relevant to the context of the topic, and is sufficient to demonstrate consideration of some but not all of the key aspects of the topic. **0 marks** No reliable information relevant to the context of the topic is presented.	All methods used must be appropriate to the context of the topic. The information gathered should be reliable and relevant to the topic being investigated. A maximum of 6 marks may be awarded where the information from only two methods of research are reliable and relevant. A maximum of 3 marks may be awarded where the information from only one method of research is reliable and relevant. The range of information gathered should be sufficient to allow the candidate to identify and justify an appropriate focus for performance development. Where a candidate chooses to investigate the performance of a person other than themselves, the guidance on anonymity, confidentiality and ethics in Appendix 1 of this document must be followed.
1 (b) **Analyse the results of investigations to identify a focus for research into performance development**	12	Marks will be awarded for: ♦ Analysis of results from investigations (11 marks) ♦ Research question (1 mark) Up to 11 marks will be awarded for analysis of the results of the investigations: **1 mark** will be awarded for a point of analysis **or** a development of a point of analysis up to a maximum of 4 marks for points from one source **1 mark** is available for identifying an appropriate focus for research. The focus for research must be: ♦ clear ♦ relevant to the topic	Candidates should analyse the results of investigations carried out in Stage 1 (a). Analysis requires the candidate to identify appropriate information from a range of sources, the relationship between the pieces of information, and their significance when taken together. Candidates should therefore clearly identify relevant items of information, and relate these to each other in the context of their topic. The analysis could include explanation of: ♦ relationships between identified items of information, where these links are relevant to the topic. The relationships may reveal similarities and consistency, or contradictions and inconsistency relevant to the topic ♦ possible consequences for the potential focus for research

Stage	Max Mark	Marking Instructions	Additional Guidance
2 (a) **Carry out a literature review to gather information about the research focus**	**10**	**Range of information** Up to 10 marks are available for reliability and relevance of the information provided **9-10 marks** ♦ the information presented is from a range of different sources, all of which are reliable and clear ♦ all of the information extracted is tightly focussed on the requirements of the research question ♦ relevant information is synthesised from more than two sources **7-8 marks** ♦ a range of information is presented, all from reliable sources ♦ the information extracted is focussed on the requirements of the research question ♦ there is synthesis of information from more than one source **5-6 marks** ♦ the information presented is from reliable sources ♦ the information extracted is relevant to the focus of the research question ♦ there is evidence of synthesis of information **3-4 marks** ♦ information from reliable sources is presented, but the range of information does not all focus on all of the requirements of the research question ♦ there is little or no evidence of synthesis of information **1-2 marks** ♦ information from reliable sources is presented ♦ the information presented is not focussed on the requirements of the research question **0 marks** ♦ No reliable information relevant to the research question is presented	Candidates should carry out a literature review in order to investigate the research focus. The sources must be of significance to the context and to the research focus. The literature review may include information gained from experts through live performance, video footage and/or interview. The information gathered should be reliable and relevant to the research focus. The information gathered should be sufficient to address the research focus. The results from the review should be presented logically and appropriately referenced referenced in the text and in a list of references.

Stage	Max Mark	Marking Instructions	Additional Guidance
2 (b) Analyse the information from the literature review to inform PDP target setting	**10**	Marks will be awarded for analysis of information obtained in the literature review that is relevant to the setting of PDP targets. **1 mark** will be awarded for a point of analysis **or** a development of a point of analysis.	Candidates should analyse the results of research carried out in Stage 2 (a). Analysis requires the candidate to identify appropriate information from a range of sources, the relationship between the pieces of information, and the significance when taken together. Candidates should therefore clearly identify relevant items of information from the literature review, and relate these to each other in the context of PDP target setting. The analysis should include explanation of: ♦ relationships between identified items of information from the literature review, where these links are relevant to PDP target setting. These relationships may reveal similarities and consistency, or contradictions and inconsistency relevant to PDP target setting ♦ possible consequences for PDP target setting

Stage	Max Mark	Marking Instructions	Additional Guidance
2 (c) **Set and justify PDP targets**	6	Marks will be awarded for identification and justification of appropriate targets for a Performance Development Plan **5-6 marks** Targets identified for the PDP have a clear purpose linked to the results of analysis in Stage 2 (b), and have appropriate justification **3-4 marks** Some but not all of the targets identified for the PDP are linked to the results of analysis in Stage 2 (b), and have a clear purpose and appropriate justification **1-2 marks** Targets for the PDP are linked to the results of analysis in Stage 2 (b) but the purpose is not clear or appropriate justification is not provided **0 marks** Targets identified for the PDP show no link to the results of analysis in Stage 2 (b)	The identified targets for the PDP should be linked to the analysis of the results of research undertaken in Stage 2 (b). The purpose of the targets should be clear. Targets should be appropriate to the research focus. Justification for the targets should include: ♦ clear link to the research focus ♦ reasoning which supports the choice of targets
3 **Record of implementation of PDP**	4	Marks will be awarded for the presentation of an appropriate range of reliable information relevant to the implementation of the PDP targets. **4 marks** The information presented is detailed, relevant to the PDP, and is clearly focused on the progress towards all of the identified targets **2-3 marks** The information presented is relevant to the PDP, and is focused on the progress towards some of the identified targets **1 mark** The information presented is relevant to the PDP/progress towards one of the identified targets	The information presented should be relevant to the progress of the identified targets and should include relevant: ♦ details of session and programme ♦ comments on progress ♦ modifications made to aspects of the plan to take account of issues arising during the programme The information should be sufficiently detailed to provide a basis for evaluation of the PDP. Appendices used to support the record of PDP implementation should be referred to from the main text.

Stage	Max Mark	Marking Instructions	Additional Guidance
		0 marks No reliable information relevant to progress towards the identified targets is presented	
4 (a) **Post-PDP data analysis**	**8**	Marks will be awarded for analysis of the post-PDP data relevant to the identified targets. **1 mark** will be awarded for a point of analysis **or** a development of a point of analysis, up to a maximum of 3 marks for any point of analysis.	Candidates should analyse the post-PDP data. 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. The information gathered should be reliable and relevant to the targets. Candidates may use the same or different methods to those used in Stage 1 (a). They should gather enough information to support post-PDP analysis. Where a candidate chooses to gather information about the post-PDP performance of a person other than themselves, the guidance on anonymity, confidentiality and ethics in Appendix 1 of this document must be followed. Analysis requires the candidate to identify appropriate information from a range of sources, the relationship between the pieces of information, and the significance when taken together. Candidates should therefore clearly identify relevant items of information from the PDP implementation record and post-PDP data, and relate these to each other in the context of the identified PDP targets. The analysis should include explanation of: ♦ relationships between identified items of information from the PDP implementation report and the post-PDP data collection, where these links are relevant to identified PDP targets. These relationships may reveal similarities and consistency, or contradictions and inconsistency relevant to the identified PDP targets ♦ possible consequences for identification of future development needs

Stage	Max Mark	Marking Instructions	Additional Guidance
4 (b) Evaluation of the PDP	6	Marks will be awarded for evaluation of the PDP based on analysis of the PDP implementation record and the post-PDP data in relation to the research focus and/or the topic. **1 mark** will be awarded for a point of evaluation **or** a development of a point of evaluation that is relevant to the research focus and/or the topic.	An evaluation requires the candidate to make a judgement about the PDP based on the analysis of the post-PDP data. The evidence to support the judgement should be referenced in the project.
4 (c) Future development needs	4	Marks will be awarded for applying skills, knowledge and understanding to identify and justify future development needs based on the post PDP analysis and/or the evaluation of the performance development programme. **1 mark** will be awarded for the identification and justification for a future development need which is based on the post PDP analysis and/or evaluation of the PDP **or** a development of that justification, up to a maximum of 3 marks for each need.	Candidates are required to provide justification for each future development need identified which is supported by information gathered from the post PDP analysis and/or evaluation of the PDP.

Administrative information

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History of changes

Version	Description of change	Authorised by	Date
1.1	Clarification of the requirements for stage 1(a) plus some minor amends and additions to task and marking instructions (pages 11, 14, 15).	Qualifications Manager	September 2016
1.2	Amendments to marks allocation. All references to target(s) changed to targets.	Qualifications Manager	October 2017

Security and confidentiality

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