



## Higher Physical Education

<b>Course code:</b>	C856 76
<b>Course assessment code:</b>	X856 76
<b>SCQF:</b>	level 6 (24 SCQF credit points)
<b>Valid from:</b>	session 2018–19

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 you need to deliver the course.

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# Course overview

The course consists of 24 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	Scaled mark	Duration
Component 1: question paper	50	not applicable	2 hours and 30 minutes
Component 2: performance	60	50	see 'Course assessment' section

Recommended entry	Progression
<p>Entry to this course is at the discretion of the centre.</p> <p>Candidates should have achieved the National 5 Physical Education course or equivalent qualifications and/or experience prior to starting this course.</p>	<ul style="list-style-type: none"><li>◆ Advanced Higher Physical Education course</li><li>◆ other qualifications in physical education or related areas</li><li>◆ further study, employment and/or training</li></ul>

## Conditions of award

The grade awarded is based on the total marks achieved across all 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.

This course gives candidates the opportunity to develop and enhance their movement and performance skills. They develop knowledge and understanding and apply this to the analysis and evaluation of performance in physical activities. Candidates develop their thinking skills through planning, problem solving and analysing performance.

Taking part in physical education acts as a stimulus for personal achievement, enabling candidates to develop confidence, resilience, responsibility and the ability to work co-operatively with others. The course promotes awareness of mental, emotional, social and physical wellbeing.

Candidates perform in a range of contexts, and develop the ability to reflect on their own performances and those of others.

## Purpose and aims

The course enables candidates to demonstrate and develop a broad and comprehensive range of complex skills in challenging contexts in physical activities. Candidates demonstrate initiative, decision making and problem solving by engaging in physical activities.

Candidates develop the ability to use strategies to make appropriate decisions for effective performance. These strategies will be based on an analysis and understanding of the impact of mental, emotional, social and physical factors on performance.

The course supports the way that individual attitudes, values and behaviours are formed by participating in physical education.

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 enables candidates 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

## **Who is this course for?**

The course is suitable for candidates who have an interest in developing complex movement and performance skills. It is particularly appropriate for candidates who would like to enhance their performance and develop a deeper understanding of factors that impact on personal performance.

The learning experiences in the course are flexible and adaptable, with opportunities for personalisation and choice. This makes the qualification accessible to the needs and aspirations of a diverse range of candidates.

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 offers opportunities for personalisation and choice through the selection of physical activities.

The course consists of two areas of study:

## **Factors impacting on performance**

Candidates develop knowledge and understanding of mental, emotional, social and physical factors that impact on personal performance in physical activities. Through 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 on their personal performance.

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

## **Performance**

Candidates develop their ability to demonstrate a broad and comprehensive range of complex movement and performance skills through a range of physical activities. They select, demonstrate, apply and adapt these skills, and use them to make informed decisions. They also develop their knowledge and understanding of how these skills combine to produce effective outcomes.

Candidates develop consistency, precision, control and fluency of movement. They also 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:

- ◆ 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
- ◆ creating and implementing a Personal Development Plan (PDP)
- ◆ analysing the recording, monitoring and evaluation 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:

There are five broad areas:

- ◆ factors impacting on performance (mental, emotional, social and physical)
- ◆ methods of collecting information to analyse factors impacting on performance
- ◆ key planning information
- ◆ performance development process
- ◆ recording, monitoring and evaluating performance development

## Skills, knowledge and understanding for the question paper

The question paper samples from the following knowledge and understanding:

<b>Factors impacting on performance</b>	
Potential impacts of mental, emotional, social and physical factors on performance and performance development process	<ul style="list-style-type: none"> <li>◆ positive and negative impact of factors on:               <ul style="list-style-type: none"> <li>— individual performance and performance development process</li> <li>— team or group performance and performance development process</li> </ul> </li> <li>◆ potential impact of one factor upon other(s) in performance and performance development process</li> <li>◆ subsequent impact (positive or negative) of all factors on performance at the completion of a Personal Development Plan (PDP)</li> </ul>
<b>Methods of collecting information to analyse factors impacting on performance</b>	
Use of model performances	<ul style="list-style-type: none"> <li>◆ use of model performance and model performer to exemplify required standards and characteristics across all four factors</li> <li>◆ use of model performance and model performer as a:               <ul style="list-style-type: none"> <li>— motivational aid</li> <li>— comparison tool</li> <li>— basis of data collection criteria</li> <li>— means to provide feedback</li> </ul> </li> </ul>
Application of recognised tests or analytical tools for collecting information	<ul style="list-style-type: none"> <li>◆ using recognised tests across all four factors</li> <li>◆ using analytical tools across all four factors</li> </ul>

<p>Appropriateness of methods for collecting information</p>	<ul style="list-style-type: none"> <li>◆ required protocols and organisational considerations exist to ensure information collection methods are reliable, valid and practicable</li> <li>◆ methods are suitable for the activity, factor and context where information is being collected</li> <li>◆ methods enable useable information to be collected</li> <li>◆ methods enable ease of interpretation</li> <li>◆ qualitative (subjective) and/or quantitative (objective) information can be gathered</li> </ul>
<p>Feedback</p>	<ul style="list-style-type: none"> <li>◆ receiving: <ul style="list-style-type: none"> <li>— listening, respect</li> </ul> </li> <li>◆ accepting: <ul style="list-style-type: none"> <li>— trust, interpreting the information, tool for motivation, implementation of recommended changes as a result of feedback</li> </ul> </li> <li>◆ giving: <ul style="list-style-type: none"> <li>— appropriateness and types of feedback, quantity and depth</li> </ul> </li> <li>◆ timing of feedback: <ul style="list-style-type: none"> <li>— immediate, delayed, continuous (before, during and after implementation of Personal Development Plan (PDP) or performance)</li> </ul> </li> </ul>
<p><b>Key planning information</b></p>	
<p>Purpose of specific performance development planning</p>	<ul style="list-style-type: none"> <li>◆ address priorities that have been identified</li> <li>◆ select appropriate approaches for performance development</li> <li>◆ consideration of the time allocation for the Personal Development Plan (PDP)</li> <li>◆ maintenance of strengths across all four factors</li> <li>◆ specificity in relation to: <ul style="list-style-type: none"> <li>— the overall aims of the Personal Development Plan (PDP)</li> <li>— the performer, ie strengths and development needs identified</li> <li>— the performer’s role, responsibility, position in the activity</li> </ul> </li> <li>◆ nature, type of activity, environment and demands of the activity</li> </ul>



<p>Interpretation of qualitative and quantitative information to allow identification of strengths and prioritise areas for development</p>	<ul style="list-style-type: none"> <li>◆ characteristics of each type of information</li> <li>◆ appropriateness of each type of information</li> <li>◆ using a combination of qualitative and/or quantitative information to identify immediate and future development needs when planning performance development</li> <li>◆ interpreting the information to draw conclusions, identify and diagnose strengths or development needs and patterns or trends</li> <li>◆ identify priorities for performance development across all four factors</li> <li>◆ establish the starting point for development planning</li> </ul>
<p>Performance development goals</p>	<ul style="list-style-type: none"> <li>◆ goals based on information collected when identifying and prioritising performance development needs</li> <li>◆ short, medium and long-term goal setting</li> <li>◆ impact of goals on performance development process</li> <li>◆ use of goal setting as a means of monitoring and evaluating performance development process</li> </ul>
<b>Performance development process</b>	
<p>Approaches to meet performance development goals</p>	<ul style="list-style-type: none"> <li>◆ approaches that are appropriate for each of the four factors</li> </ul>
<p>Production and implementation of Personal Development Plans (PDPs)</p>	<ul style="list-style-type: none"> <li>◆ experience of creating and implementing a Personal Development Plan (PDP) over a minimum of three sessions for at least two factors</li> <li>◆ implementation of the approaches</li> <li>◆ use of relevant performance development principles</li> </ul>
<b>Recording, monitoring and evaluating performance development</b>	
<p>Purpose and value of recording, monitoring and evaluating performance development</p>	<ul style="list-style-type: none"> <li>◆ recording — keeping accurate records in a format which captures progress (or otherwise) being made throughout the implementation of the Personal Development Plan (PDP)</li> <li>◆ monitoring — checking records containing details of progress, leading to consideration</li> </ul>

	<p>of changes and adaptations during the performance development process</p> <ul style="list-style-type: none"> <li>◆ evaluating — making informed decisions based on evidence recorded from the monitoring process to judge the effectiveness of the performance development process</li> </ul>
Recording and monitoring methods, tests or tools	<ul style="list-style-type: none"> <li>◆ characteristics of these methods, tests or tools</li> <li>◆ application of the method, test or tool — set-up, protocols and timing</li> <li>◆ appropriateness of the method</li> <li>◆ reliability, validity and practicability of the selected method</li> <li>◆ interpreting results to draw conclusions and inform adaptations</li> </ul>
Adapting performance development plans	<ul style="list-style-type: none"> <li>◆ adapting development sessions</li> <li>◆ if approaches being used are not achieving performance goals</li> <li>◆ if performance goals have been achieved sooner than planned</li> <li>◆ resetting performance goals to allow for future progression</li> </ul>
Evaluation of the performance development process	<ul style="list-style-type: none"> <li>◆ progress identified from evidence of recording and monitoring methods, tests or tools</li> <li>◆ interpreting results to draw conclusions and inform future development needs</li> <li>◆ impact on performance development process</li> <li>◆ impact on overall performance</li> </ul>
Future performance development planning	<ul style="list-style-type: none"> <li>◆ extending or reprioritising the focus of the Personal Development Plan (PDP)</li> <li>◆ establishing next performance development goals</li> </ul>

## **Skills, knowledge and understanding for the performance**

Candidates must demonstrate:

- ◆ repertoire of skills — a broad and comprehensive performance repertoire (including complex movement and performance skills)
- ◆ control and fluency of complex movement and performance skills
- ◆ effective decision making and problem solving
- ◆ using and applying well established composition, tactics and roles
- ◆ extent to which rules and regulations are followed and etiquette is displayed (including working with others)
- ◆ extent to which emotions are controlled 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 can be found 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**

5.4 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 provided in this document.

The course assessment meets the key 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 question paper adds challenge and application to the course

## Course assessment structure: question paper

### Question paper

**50 marks**

The question paper assesses the candidates' ability to integrate and apply knowledge and understanding from across the course. It gives candidates an opportunity to demonstrate the following skills, knowledge and understanding:

- ◆ analysing factors that impact on performance
- ◆ explaining a range of approaches for developing performance
- ◆ analysing the recording, monitoring and evaluation of performance development

The question paper has a total mark allocation of 50 marks. This is 50% of the overall marks for the course assessment.

The question paper has three mandatory sections and samples from these five broad areas:

- ◆ factors impacting on performance
- ◆ methods of collecting information to analyse factors impacting on performance
- ◆ key planning information
- ◆ performance development process
- ◆ recording, monitoring and evaluating performance development

Section 1 focuses on the four factors impacting on performance and covers one or more of the five broad areas of skills, knowledge and understanding. This section is worth 32 marks in total.

Section 2 focuses on the candidates' experience of creating and implementing a Personal Development Plan (PDP) over a minimum of three sessions and covers at least two factors impacting on performance. Marks range from 6–10 marks.

Section 3 is based upon a scenario. The scenario may include text, images, graphs or other information. This section focuses on one or more of the five broad areas of skills, knowledge and understanding, and samples two of the factors impacting on performance. Candidates must respond using the two factors identified in the question. Marks range from 8–12 marks.

For further details of the course requirements, please see the ‘Skills, knowledge and understanding for the course assessment’ section.

### **Setting, conducting and marking the question paper**

The question paper is set and marked by SQA, and conducted in centres under conditions specified for external examinations by SQA.

Candidates have 2 hours and 30 minutes to complete the question paper.

All marking is quality assured by SQA.

Specimen question papers for Higher courses are published on SQA’s website. These illustrate the standard, structure and requirements of the question papers candidates sit. The specimen papers also include marking instructions.

## **Course assessment structure: performance**

### **Performance**

**60 marks**

The performance assesses candidates’ ability to perform in **two different** physical activities.

The context for each single performance event must set it apart from normal learning and teaching activities so that it is challenging, competitive and/or demanding. This gives candidates an opportunity to demonstrate the following skills, knowledge and understanding:

- ◆ repertoire of skills — a broad and comprehensive performance repertoire (including complex movement and performance skills)
- ◆ control and fluency of complex movement and performance skills
- ◆ effective decision making and problem solving
- ◆ using and applying well established composition, tactics and roles
- ◆ extent to which rules and regulations are followed and etiquette is displayed (including working with others)
- ◆ extent to which emotions are controlled on the day of the performance

The performance has 60 marks out of a total of 110 marks. This is scaled by SQA to represent 50% of the overall marks for the course assessment. Each single performance event is marked out of 30.

## **Setting, conducting and marking the performances**

Each single performance is:

- ◆ set by centres within SQA guidelines
- ◆ conducted under some supervision and control
- ◆ internally marked by centre staff in line with SQA marking instructions

All marking is quality assured by SQA.

## **Assessment conditions**

### **Time**

The performances 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 complete the assessment independently. However, they may receive assistance with the selection of appropriate physical activities prior to the assessment taking place.

## **Evidence to be gathered**

Teachers and lecturers should use observational checklists to record candidate achievement for each performance. These checklists can be found in the coursework assessment task document. Teachers and lecturers must ensure that comments about how assessment judgements have been made for each candidate are included on the checklists.

### **Volume**

Candidates must complete two single performances in different physical activities.

### **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 the activities they want to choose with their teacher or lecturer.

The two activities selected for single performance events must provide candidates with the opportunity to display a significantly different range of movement and performance skills. This allows candidates to demonstrate a breadth of performance skills within a variety of contexts.

Candidates should be given every opportunity to develop activities for which they have a natural aptitude and which are of interest to them. 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
- ◆ time management involved in assessing the activity
- ◆ suitability and reliability of the performance context, for example ensuring the context is challenging enough to provide the candidate with the opportunity to generate the evidence that will meet the course requirements
- ◆ collation, assessment and recording of appropriate assessment evidence
- ◆ practicality of assessing activities outwith the usual learning environment, where appropriate

Clarification on acceptable activities for assessment can be found on the [Physical Education subject page](#).

## 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 all 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.

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/assessmentarrangements](http://www.sqa.org.uk/assessmentarrangements).



# Further information

The following reference documents provide useful information and background.

- ◆ [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](#)

The SCQF framework, level descriptors and handbook are available on the SCQF website.

# Administrative information

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## History of changes

Version	Description of change	Date

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

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