

Advanced Higher Physical Education

Subject-specific guidance on gathering key evidence in session 2020–21



Please read this guidance alongside [National Courses: guidance on gathering evidence and producing estimates](#) and the SQA Academy resource, [Quality assurance of estimates for National Courses](#).

Gathering key evidence for Advanced Higher Physical Education

This document and *National Courses: guidance on gathering evidence and producing estimates* will give you additional support and guidance to support your decision making for session 2020–21. Evidence should be gathered later in the course, as a realistic reflection of a candidate's attainment. It is important to note that it is not the **quantity** of evidence, but the **quality** of evidence, in relation to its predictive value, that will support you during this process.

The following types of key evidence are likely to provide a good predictive value and may be helpful, although there may be other types of key evidence you would like to use.

Types of key evidence

You should focus on two key pieces of evidence when deciding a candidate's provisional results for Advanced Higher Physical Education:

- ◆ a project
- ◆ a performance

The relative weightings of marks that contribute to Advanced Higher Physical Education course assessment are given below and should be considered when reviewing candidates' evidence across the two components.

Component: project

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

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

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

Due to the nature of the skills and understanding assessed across the four stages, evidence with the highest predictive value would be a completed project.

As per the technical consultation for session 2020–21, the following guidance applies to the completion of the project:

Assessment item	Guidance
Stage 1 of the project: Collecting information to analyse factor(s) impacting on performance	Qualitative information from personal reflections can be used as a source for candidates to consider how the different factors can influence effective performance. Relevant results from recognised tests and analytical tools will also provide evidence of the impact of these factors upon a performance. Information from these could be qualitative and/or quantitative.
Stage 4 of the project: Analysing progress and evaluating the performance development process, including considering future development needs.	Personal reflections about the effectiveness of the PDP process can be supported by test results/focused data collection. This would enable candidates to make evaluative statements about the potential impact of improvements on whole performance and targets set

Component: performance

The performance component is worth 30 marks out of a total of 100 marks for the course assessment. Evidence with the highest predictive value would be a candidate being assessed in a single performance event.

The performance should be a single event in a challenging, competitive and/or demanding context. This gives candidates an opportunity to demonstrate the following skills, knowledge and understanding:

- ◆ a broad and comprehensive repertoire of complex 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 safely and effectively
- ◆ following rules and regulations and displaying etiquette (including working with others)
- ◆ controlling emotions on the day of the performance

It remains critical for the validity of the qualification that there is evidence of demonstrated attainment for session 2020–21. You must use performance assessment records and the marking instructions from the [course assessment task](#). We recommend centres should make recordings of performance activity assessments that can be used for quality assurance purposes within your centre, and at local authority and national level.

As per the technical consultation for session 2020–21, the following guidance applies to the performance:

Assessment item	Guidance
Extent to which rules and regulations are followed and etiquette is displayed (including working with others).	You can assess 'working with others' by observing the level of co-operation candidates demonstrate through the interactions with an opponent or partner, while they maintain physical distancing. You can assess appropriate etiquette by observing candidates adhering to rules or demonstrating suitable behaviour pre, during or post performance.

Understanding the national standard

You must base your provisional results on demonstrated attainment from the candidate evidence gathered for each component. You should ensure that candidate evidence is judged in line with the national standard and that you have taken the weighting for each component into consideration.

Please refer to examples of candidate evidence from previous years, which illustrate how marking instructions are applied. These examples and assessment commentaries are available on [SQA's Understanding Standards](#) secure web page for the performance assessment. Project examples are available on the open website and more will be added in due course.