



Advanced Higher  
Coursework  
Assessment Task



# Advanced Higher Physical Education Performance Assessment task

This document provides information for teachers and lecturers about the coursework component of this course in terms of the skills, knowledge and understanding that are assessed. It must be read in conjunction with the course specification.

**Valid from session 2024-25 and until further notice.**

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# Introduction

This document contains instructions for teachers and lecturers, marking instructions, recording documentation, and instructions for candidates for the Advanced Higher Physical Education performance. You must read it in conjunction with the course specification.

This performance is worth 30 marks. This is 30% of the overall marks for the course assessment.

This is one of two course assessment components. The other component is a project.

The performance assesses candidates' ability to carry out a single performance in one physical activity in a challenging, competitive and/or demanding context. This gives candidates an opportunity to demonstrate the following skills, knowledge and understanding:

- ◆ 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

# Instructions for teachers and lecturers

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.

The context for the single performance event must set it apart from normal learning and teaching so that it is challenging, competitive and/or demanding.

You must ensure that you can reliably assess each candidate in any context. You should consider the number of candidates to be assessed at any one time.

## 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 judgments 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, you can provide assistance with the selection of an appropriate activity prior to the assessment taking place.

Disabled candidates must have access to appropriate assistance to meet their individual needs.

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).

## **Evidence to be gathered**

You should use an observational checklist to record candidate achievement for the performance. A checklist is in the 'Recording documentation' section of this coursework assessment task. You must ensure that comments about how assessment judgements have been made for each candidate are included on the checklist.

## **Volume**

Candidates must complete a single performance in one activity.

## **Acceptable activities for assessment purposes**

### **Choosing activities**

There are no mandatory physical activities. 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 that they want to choose with their teacher or lecturer based on their individual assessment needs and abilities.

Centres must ensure that teachers or lecturers have sufficient expertise to manage the assessment process and to assess the candidates. Teachers and lecturers that do not have sufficient assessor expertise in a particular activity must not assess that activity.

Activities must:

- ◆ require physical fitness and draw on aspects of agility, balance, coordination, flexibility, reaction time, speed, strength and power
- ◆ require demand and/or competition in group or team activities or individual performance
- ◆ require performers to make decisions and adapt to challenging situations
- ◆ require practice and a range of skills
- ◆ use large muscle groups and anaerobic or aerobic energy systems
- ◆ require effort and exertion
- ◆ allow candidates to be assessed against the assessment criteria

Only candidates with physical disabilities and who would ordinarily use a wheelchair and/or powerchair to participate in sport and physical activity can choose wheelchair and/or powerchair activities. Para versions of each activity are also acceptable.

The following list contains a selection of acceptable activities. (Please note this list is not exhaustive.)

- ◆ athletics (including cross country running)
- ◆ badminton
- ◆ basketball
- ◆ boccia (only for candidates with profound physical disabilities)
- ◆ boxing
- ◆ canoeing
- ◆ cheerleading
- ◆ cricket
- ◆ curling
- ◆ cycling
- ◆ dance
- ◆ equestrian
- ◆ football
- ◆ goalball (only for candidates with a severe vision impairment)
- ◆ golf
- ◆ gymnastics (including trampolining)
- ◆ handball
- ◆ hockey
- ◆ kayaking
- ◆ kickboxing
- ◆ lacrosse
- ◆ martial arts
- ◆ netball
- ◆ orienteering
- ◆ rowing
- ◆ rugby
- ◆ shinty
- ◆ skiing (including snowboarding)
- ◆ squash
- ◆ swimming
- ◆ table tennis
- ◆ tennis
- ◆ volleyball

## Unacceptable activities

An activity is not acceptable if:

- ◆ it does not require a level of physical fitness which directly affects the quality and sustainability of performance
- ◆ it does not contain the interconnected holistic requirement of the four factors that impact on performance
- ◆ it does not comprise depth, breadth or complexity of skills or technique, tactics and strategy, or compositional creativity
- ◆ it does not offer demand and/or challenge in group or team or individual performance
- ◆ the effort, exertion or power is generated by a motor vehicle, for example karting, quad biking (this does not include motorised mobility equipment)
- ◆ parts of activities have been merged to create a modified game, for example heady handball, tchoukball, Swedish longball
- ◆ it is a means of developing and maintaining fitness rather than an activity that meets the requirements of skills, tactics and compositional creativity, for example circuits, interval training, weight training, CrossFit, yoga, pilates
- ◆ the aim is to hit a target and the level of physical fitness does not directly affect the quality and sustainability of performance, for example darts, snooker, pool, bowling, shooting, archery
- ◆ teachers or lecturers feel there is an ethical or medical reason why activities are not appropriate, for example if the candidate's body is not developed enough to cope with the exertion due to imbalance between bones' growth plates and muscles

## Video evidence

If video evidence is proposed, the teacher or lecturer must be satisfied that the context of the video evidence will be appropriately demanding and/or challenging.

The video must:

1. have teacher or lecturer approval before it is created/filmed
2. clearly identify the candidate
3. cover the agreed performance and context
4. be continuous – it should not be an edited combination of the best parts of the performance
5. show a single performance and not the best of a number of attempts
6. be of sufficient duration to allow marks to be awarded across all of the assessment criteria

If teachers or lecturers believe that these rules cannot be followed or have not been followed (either before the planned video is taken or after it is taken), then they should refuse to accept video evidence for assessment purposes – the final decision rests with the presenting centre.

# Marking instructions

## General marking principles

Always apply these general principles. Use them in conjunction with the detailed marking instructions, which identify the key features required in candidates' responses.

- a Always use positive marking. This means candidates accumulate marks for the demonstration of relevant skills, knowledge and understanding; marks are not deducted for errors or omissions.
- b Select the mark range that most closely describes the evidence demonstrated by the candidate:
  - ◆ Award the highest available mark from this range if the evidence almost matches the description of the mark range above.
  - ◆ Award the lowest mark from this range if the evidence just meets the description of this range.

## Detailed marking instructions

The first table shows how the marks must be allocated for the performance. The second table, in landscape format, may be useful as an overview of how to award marks when assessing candidates' performance.

Assessment item	Marking instructions	Max mark
Repertoire of complex skills, to meet the demands of the performance context	<p><b>7 marks:</b> throughout the performance applies a broad and comprehensive repertoire of skills with precision, selecting and combining complex skills effectively.</p> <p><b>5-6 mark range:</b> consistently applies a broad and comprehensive repertoire of skills with precision, selecting and combining complex skills effectively.</p> <p><b>3-4 mark range:</b> consistently applies a broad and comprehensive repertoire of skills, selecting and combining complex skills effectively.</p> <p><b>1-2 mark range:</b> frequently applies a broad and comprehensive repertoire of skills, selecting and combining some complex skills.</p> <p><b>0 marks:</b> demonstrates no evidence of applying a broad and comprehensive repertoire of complex skills.</p>	7



Assessment item	Marking instructions	Max mark
Control and fluency of complex movement and performance skills	<p><b>7 marks:</b> throughout the performance demonstrates effective control and fluency of complex movement and performance skills with some finesse.</p> <p><b>5-6 mark range:</b> consistently demonstrates effective control and fluency of complex movement and performance skills, with some finesse.</p> <p><b>3-4 mark range:</b> consistently demonstrates control and fluency of complex movement and performance skills.</p> <p><b>1-2 mark range:</b> frequently demonstrates control and fluency of complex movement and performance skills.</p> <p><b>0 marks:</b> demonstrates no evidence of control and fluency of complex movement and performance skills.</p>	7
Effective decision making and problem solving is evident, in response to a range of challenging performance demands	<p><b>7 marks:</b> throughout the performance demonstrates the ability to anticipate and make effective decisions quickly.</p> <p><b>5-6 mark range:</b> consistently demonstrates the ability to anticipate and make effective decisions quickly.</p> <p><b>3-4 mark range:</b> consistently demonstrates the ability to anticipate and to make effective decisions.</p> <p><b>1-2 mark range:</b> frequently demonstrates the ability to anticipate and to make some effective decisions.</p> <p><b>0 marks:</b> demonstrates no evidence of effective decision making or problem solving.</p>	7

Assessment item	Marking instructions	Max mark
Using and applying well established composition, tactics and roles safely and effectively, in response to the performance context	<p><b>7 marks:</b> throughout the performance applies and adapts well established composition, tactics or roles.</p> <p><b>5-6 mark range:</b> consistently demonstrates evidence of applying and adapting well established composition, tactics or roles.</p> <p><b>3-4 mark range:</b> consistently demonstrates evidence of applying well established composition, tactics or roles.</p> <p><b>1-2 mark range:</b> frequently demonstrates evidence of applying well established composition, tactics or roles.</p> <p><b>0 marks:</b> demonstrates no evidence of using and applying well established composition, tactics or roles.</p>	7
Extent to which rules and regulations are followed and etiquette is displayed (including working with others)	<p><b>1 mark:</b> follows rules and regulations and displays appropriate etiquette throughout the performance.</p> <p><b>0 marks:</b> demonstrates no evidence of following rules and regulations or displaying appropriate etiquette throughout the performance.</p>	1
Extent to which emotions are controlled on the day of the performance	<p><b>1 mark:</b> demonstrates control of emotions throughout the performance.</p> <p><b>0 marks:</b> demonstrates no evidence of controlling emotions throughout the performance.</p>	1

## Performance

Assessment item	0 marks	1-2 marks	3-4 marks	5-6 marks	7 marks
Repertoire of complex skills, to meet the demands of the performance context	Demonstrates no evidence of applying a broad and comprehensive repertoire of complex skills.	Frequently applies a broad and comprehensive repertoire of skills, selecting and combining some complex skills.	Consistently applies a broad and comprehensive repertoire of skills, selecting and combining complex skills effectively.	Consistently applies a broad and comprehensive repertoire of skills with precision, selecting and combining complex skills effectively.	Throughout the performance applies a broad and comprehensive repertoire of skills with precision, selecting and combining complex skills effectively.
Control and fluency of complex movement and performance skills	Demonstrates no evidence of control and fluency of complex movement and performance skills.	Frequently demonstrates control and fluency of complex movement and performance skills.	Consistently demonstrates control and fluency of complex movement and performance skills.	Consistently demonstrates effective control and fluency of complex movement and performance skills, with some finesse.	Throughout the performance, demonstrates effective control and fluency of complex movement and performance skills with some finesse.
Effective decision making and problem solving is evident, in response to a range of challenging performance demands	Demonstrates no evidence of effective decision making or problem solving.	Frequently demonstrates the ability to anticipate and to make some effective decisions.	Consistently demonstrates the ability to anticipate and to make effective decisions.	Consistently demonstrates the ability to anticipate and make effective decisions quickly.	Throughout the performance demonstrates the ability to anticipate and make effective decisions quickly.

<b>Assessment item</b>	<b>0 marks</b>	<b>1-2 marks</b>	<b>3-4 marks</b>	<b>5-6 marks</b>	<b>7 marks</b>
Using and applying well established composition, tactics and roles safely and effectively, in response to the performance context	Demonstrates no evidence of using and applying well established composition, tactics or roles.	Frequently demonstrates evidence of applying well established composition, tactics or roles.	Consistently demonstrates evidence of applying well established composition, tactics or roles.	Consistently demonstrates evidence of applying and adapting well established composition, tactics or roles.	Throughout the performance applies and adapts well-established composition, tactics or roles.
<b>Assessment item</b>	<b>0 marks</b>	<b>1 mark</b>			
Extent to which rules and regulations are followed and etiquette is displayed (including working with others)	Demonstrates no evidence of following rules and regulations or displaying appropriate etiquette throughout the performance.	Follows rules and regulations and displays appropriate etiquette throughout the performance.			
Extent to which emotions are controlled on the day of the performance	Demonstrates no evidence of controlling emotions throughout the performance.	Demonstrates control of emotions throughout the performance.			

# Recording documentation

You must use the following document to record the marks awarded to candidates. Use one checklist for each candidate.

# Advanced Higher Physical Education performance assessment record

In the case of assessment by observation, evidence must include comments and other relevant supporting evidence that shows clearly the basis on which assessment judgements have been made.

Candidate name: \_\_\_\_\_ Candidate number: \_\_\_\_\_

Class/group: \_\_\_\_\_ Centre: \_\_\_\_\_

Assessment item	Mark	Comments
Repertoire of complex skills, to meet the demands of the performance context  <b>7 marks</b>		
Control and fluency of complex movement and performance skills  <b>7 marks</b>		
Effective decision making and problem solving is evident, in response to a range of challenging performance demands  <b>7 marks</b>		
Using and applying well established composition, tactics and roles safely and effectively, in response to the performance context  <b>7 marks</b>		
Extent to which rules and regulations are followed and etiquette is displayed (including working with others)  <b>1 mark</b>		
Extent to which emotions are controlled on the day of the performance  <b>1 mark</b>		
<b>Total marks</b>		

# Instructions for candidates

This assessment applies to the performance for Advanced Higher Physical Education.

This performance is worth 30 marks. This is 30% of the overall marks for the course assessment.

It assesses the following skills, knowledge and understanding:

- ◆ 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

Your teacher or lecturer will record on an observational checklist how well you meet each of these.

Your teacher or lecturer will let you know if there are any specific conditions for doing this assessment.

In this assessment, you have to:

- ◆ carry out a single performance in one activity, the context of which must be challenging, competitive and/or demanding

Your teacher or lecturer can help you choose the physical activity.

# Administrative information

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## History of changes

Version	Description of change	Date
2.0	<p>Changes to the following sections to ensure that Advanced Higher Physical Education is promoted positively for all candidates and provides more opportunities for disabled candidates:</p> <ul style="list-style-type: none"><li>◆ ‘Instructions for teachers and lecturers’ section – ‘reasonable assistance’ subsection</li><li>◆ ‘Instructions for teachers and lecturers’ section – ‘Acceptable activities for assessment purposes’ subsection (about choosing acceptable activities) and selection of acceptable activities</li></ul> <p>Format changes to improve accessibility:</p> <ul style="list-style-type: none"><li>◆ Selection of acceptable activities changed from table to list form.</li></ul>	May 2024

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

## Security and confidentiality

This document can be used by SQA approved centres for the assessment of National Courses and not for any other purpose.

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