



Higher Physical Education

Course code:	C856 76
Course assessment code:	X856 76
SCQF:	level 6 (24 SCQF credit points)
Valid from:	session 2024–25

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.

The information in this publication may be reproduced in support of SQA qualifications only on a non-commercial basis. If it is reproduced, SQA must be clearly acknowledged as the source. If it is to be reproduced for any other purpose, written permission must be obtained from permissions@sqa.org.uk.

This edition: May 2024 (version 3.0)

© Scottish Qualifications Authority 2013, 2018, 2024

Contents

Course overview	1
Course rationale	2
Purpose and aims	2
Who is this course for?	3
Course content	4
Skills, knowledge and understanding	4
Skills for learning, skills for life and skills for work	9
Course assessment	10
Course assessment structure: question paper	10
Course assessment structure: performance	11
Grading	14
Equality and inclusion	15
Further information	16
Appendix 1: course support notes	17
Introduction	17
Developing skills, knowledge and understanding	17
Approaches to learning and teaching	18
Preparing for course assessment	35
Developing skills for learning, skills for life and skills for work	37
Appendix 2: performance development process	39
Appendix 3: glossary of terms	40
Appendix 4: resources for learning and teaching	41

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">◆ Advanced Higher Physical Education course◆ other qualifications in physical education or related areas◆ further study, employment and/or training

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:

Factors impacting on performance

Potential impacts of mental, emotional, social and physical factors on performance and performance development process:

- ◆ positive and negative impact of factors on:
 - individual performance and performance development process
 - team or group performance and performance development process
- ◆ potential impact of one factor upon other(s) in performance and performance development process
- ◆ subsequent impact (positive or negative) of all factors on performance at the completion of a Personal Development Plan (PDP)

Methods of collecting information to analyse factors impacting on performance

Use of model performances:

- ◆ use of model performance and model performer to exemplify required standards and characteristics across all four factors
- ◆ use of model performance and model performer as a:
 - motivational aid
 - comparison tool
 - basis of data collection criteria
 - means to provide feedback

Application of recognised tests or analytical tools for collecting information:

- ◆ using recognised tests across all four factors
- ◆ using analytical tools across all four factors

Appropriateness of methods for collecting information:

- ◆ required protocols and organisational considerations exist to ensure information collection methods are reliable, valid and practicable
- ◆ methods are suitable for the activity, factor and context where information is being collected
- ◆ methods enable useable information to be collected
- ◆ methods enable ease of interpretation
- ◆ qualitative (subjective) and/or quantitative (objective) information can be gathered

Feedback:

- ◆ receiving:
 - listening, respect
- ◆ accepting:
 - trust, interpreting the information, tool for motivation, implementation of recommended changes as a result of feedback
- ◆ giving:
 - appropriateness and types of feedback, quantity and depth
- ◆ timing of feedback:
 - immediate, delayed, continuous (before, during and after implementation of Personal Development Plan (PDP) or performance)

Key planning information

Purpose of specific performance development planning:

- ◆ address priorities that have been identified
- ◆ select appropriate approaches for performance development
- ◆ consideration of the time allocation for the Personal Development Plan (PDP)
- ◆ maintenance of strengths across all four factors
- ◆ specificity in relation to:
 - the overall aims of the Personal Development Plan (PDP)
 - the performer, ie strengths and development needs identified
 - the performer's role, responsibility, position in the activity
- ◆ nature, type of activity, environment and demands of the activity

Interpretation of qualitative and quantitative information to allow identification of strengths and prioritise areas for development:

- ◆ characteristics of each type of information
- ◆ appropriateness of each type of information
- ◆ using a combination of qualitative and/or quantitative information to identify immediate and future development needs when planning performance development
- ◆ interpreting the information to draw conclusions, identify and diagnose strengths or development needs and patterns or trends
- ◆ identify priorities for performance development across all four factors
- ◆ establish the starting point for development planning

Performance development goals:

- ◆ goals based on information collected when identifying and prioritising performance development needs
- ◆ short, medium and long-term goal setting
- ◆ impact of goals on performance development process
- ◆ use of goal setting as a means of monitoring and evaluating performance development process

Performance development process

Approaches to meet performance development goals:

- ◆ approaches that are appropriate for each of the four factors

Production and implementation of Personal Development Plans (PDPs):

- ◆ experience of creating and implementing a Personal Development Plan (PDP) over a minimum of three sessions for at least two factors
- ◆ implementation of the approaches
- ◆ use of relevant performance development principles

Recording, monitoring and evaluating performance development

Purpose and value of recording, monitoring and evaluating performance development:

- ◆ recording — keeping accurate records in a format which captures progress (or otherwise) being made throughout the implementation of the Personal Development Plan (PDP)
- ◆ monitoring — checking records containing details of progress, leading to consideration of changes and adaptations during the performance development process
- ◆ evaluating — making informed decisions based on evidence recorded from the monitoring process to judge the effectiveness of the performance development process

Recording and monitoring methods, tests or tools:

- ◆ characteristics of these methods, tests or tools
- ◆ application of the method, test or tool — set-up, protocols and timing
- ◆ appropriateness of the method
- ◆ reliability, validity and practicability of the selected method
- ◆ interpreting results to draw conclusions and inform adaptations

Adapting performance development plans:

- ◆ adapting development sessions
- ◆ if approaches being used are not achieving performance goals
- ◆ if performance goals have been achieved sooner than planned
- ◆ resetting performance goals to allow for future progression

Evaluation of the performance development process:

- ◆ progress identified from evidence of recording and monitoring methods, tests or tools
- ◆ interpreting results to draw conclusions and inform future development needs
- ◆ impact on performance development process
- ◆ impact on overall performance

Future performance development planning:

- ◆ extending or reprioritising the focus of the Personal Development Plan (PDP)
- ◆ establishing next performance development goals

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.

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

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, based on their individual assessment needs and abilities. 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 activities are also acceptable.

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.

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.

Appendix 1: course support notes

Introduction

These support notes are not mandatory. They provide advice and guidance to teachers and lecturers on approaches to delivering the course. You should read these in conjunction with this course specification and the specimen question paper and/or coursework.

Developing skills, knowledge and understanding

This section provides further advice and guidance about skills, knowledge and understanding that you could include in the course. You have considerable flexibility to select contexts that will stimulate and challenge candidates, offering both breadth and depth.

Factors impacting on performance

Developing candidates' understanding of factors that impact on performance in physical activities provides them with the knowledge to produce effective personal development plans which should lead to an improvement in performance. Candidates identify and prioritise development needs across the four factors impacting on performance (mental, emotional, social and physical).

Tasks could include:

- ◆ recording and reviewing performances
- ◆ attending performance workshops
- ◆ self-analysis
- ◆ peer reviewing
- ◆ evaluating static and dynamic fitness data
- ◆ identifying key aspects of model performances
- ◆ using recording methods such as general or focused observation schedules (GOS and FOS)
- ◆ identifying sub-routines using methods such as PAR analysis (preparation, action and recovery phases of skills or techniques)
- ◆ using a graphic organiser approach
- ◆ mind-mapping exercises
- ◆ personality inventories
- ◆ using sports competition anxiety tests (SCAT)
- ◆ keeping a record of actual performances in log books or diaries

Candidates could then apply knowledge and skills developed throughout the course to show understanding of the performance development process. They can review the development process by evaluating their decisions when developing their performance, and by identifying any changes in strengths and/or areas for improvement. You should encourage candidates to review their performance on an ongoing basis and take regular opportunities to monitor

progress. A table representing the key elements of a personal development plan (PDP) can be found in Appendix 2.

Performance

You should give candidates the opportunity to develop a broad and comprehensive range of complex movement and performance skills by participating in a range of physical activities. Candidates 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. The course offers opportunities for personalisation and choice through a selection of physical activities.

Candidates should be given every opportunity to develop skills within physical activities in which they have a natural aptitude, and which are of interest to them. It is up to individual centres to decide how much time they are going to allocate to each physical activity.

Approaches to learning and teaching

You can use a variety of approaches to learning and teaching. The integration of knowledge and understanding with practical activities reinforces and applies skills, knowledge and understanding in a meaningful context. The course develops thinking and practical skills through problem-solving activities.

Learning and teaching approaches should develop candidates' knowledge and understanding, and skills for learning, life and work. You should encourage candidates to take more responsibility for the way they select, order, manage, develop and apply skills, knowledge and understanding. Candidates can demonstrate independence by selecting and implementing performance development targets and they should reflect this in their personal development plan.

The course enables candidates to develop skills, positive attitudes and attributes in performance and physical activity contexts and to transfer these to other contexts.

Suggested learning and teaching approaches

This table provides suggested experiences and activities that you can build into your delivery. Learning and teaching approaches should be candidate-centred, participative and practical in nature. The underpinning knowledge should be combined with practical activities and placed in the context of those activities. The list of examples below is not exhaustive.

Factors impacting on performance	Advice and guidance about skills, knowledge and understanding	Suggested experiences and activities
<p>Potential impacts of mental, emotional, social and physical factors on performance and performance development</p>	<p>You should give candidates the opportunity to explore how all four factors impact on performance.</p>	<p>You should encourage candidates to reflect on their own performance. They could:</p> <ul style="list-style-type: none"> ◆ discuss the positive and negative impact of different factors on performance <ul style="list-style-type: none"> — discuss the impact on different types of performance — individual performance — team performance — competitive performance — creative performance ◆ identify the links between factors, for example, anxiety may impact on the performer's confidence (emotional factor) leading to a drop in concentration (mental factor) and possibly resulting in a slower reaction time (physical factor)

Factors impacting on performance	Advice and guidance about skills, knowledge and understanding	Suggested experiences and activities
<p>Methods of collecting information to analyse factors impacting on performance</p>	<p>You should give candidates opportunities to experience a range of ways in which they can gather information that will help them understand the ways in which mental, emotional, social and physical factors impact on performance, for example:</p> <ul style="list-style-type: none"> ◆ use of a model performance 	<ul style="list-style-type: none"> ◆ explore and investigate different methods to collect information ◆ discuss the advantages and disadvantages of the different methods ◆ investigate the characteristics of a model performer or performance including: <ul style="list-style-type: none"> — consistent execution of skill and efficiency of movement — the ability to cope with the physical demands of high level performance across a range of aspects of fitness — tactical or compositional considerations — roles and relationships, decision making in tactical context — the ability to manage and control emotions — the ability to adopt a range of approaches to manage the emotional impact of performance while under pressure — the ability to make effective decisions, concentrate and focus at key moments during performance

Factors impacting on performance	Advice and guidance about skills, knowledge and understanding	Suggested experiences and activities
	<ul style="list-style-type: none"> ◆ application of recognised tests or analytical tools 	<ul style="list-style-type: none"> ◆ use different recognised tests and analytical tools to gather information <p>Recognised tests:</p> <ul style="list-style-type: none"> ◆ SCAT ◆ POMS test ◆ Léger test ◆ Cooper 12-Minute Run ◆ French Low Serve ◆ Stork balance ◆ Sit and reach ◆ Harvard step test ◆ T-test ◆ online reaction time test ◆ Illinois agility test <p>Analytical tools:</p> <ul style="list-style-type: none"> ◆ observation schedules ◆ graphs ◆ tables ◆ mind maps ◆ apps ◆ diary entries ◆ questionnaires ◆ performance profiling wheel <p>These lists are not exhaustive.</p>

Factors impacting on performance	Advice and guidance about skills, knowledge and understanding	Suggested experiences and activities
	<ul style="list-style-type: none"> ◆ appropriateness of methods for collecting information 	<ul style="list-style-type: none"> ◆ discuss the implications of: <ul style="list-style-type: none"> — failing to gather information in the correct manner — misinterpreting information — using an inappropriate method Consider the following: ◆ reliability <ul style="list-style-type: none"> — conditions under which the information is collected must be replicated in all subsequent tests to ensure reliability: genuine, defensible and authentic comparisons ◆ validity <ul style="list-style-type: none"> — timing of collecting the information — why would candidates collect at the beginning, the middle and the end? — experience of the person conducting the test or collecting the information — are they skilled and knowledgeable? ◆ organisational issues <ul style="list-style-type: none"> — requirement for specialist equipment — pre-test conditions (for example doing the test at the same time of day each time, same weather conditions) — in the case of the social factor, issues such as sample size, depth and breadth of sample group — time to carry out questionnaires — advantages and disadvantages of qualitative and quantitative methods

Factors impacting on performance	Advice and guidance about skills, knowledge and understanding	Suggested experiences and activities
	<ul style="list-style-type: none"> ◆ feedback 	<ul style="list-style-type: none"> ◆ you could discuss the importance of feedback, including: <ul style="list-style-type: none"> — types of feedback — verbal, written, visual, internal, knowledge of results — when was the feedback received? — who gave the feedback? — how much feedback was given? — was the feedback useful? — was the feedback correct? — is the feedback ongoing?
Key planning information	<p>You should ensure candidates understand the importance of planning performance development.</p> <ul style="list-style-type: none"> ◆ the purpose of specific performance development planning ◆ interpretation of qualitative and quantitative information to allow identification of strengths and prioritise areas for development 	<ul style="list-style-type: none"> ◆ you could discuss the importance of considering the following when planning a PDP, for example is the PDP: <ul style="list-style-type: none"> — specific to my current performance? — useful in developing my performance? — relevant to my identified strengths and development needs? ◆ compare qualitative and quantitative information: <ul style="list-style-type: none"> — qualitative: subjective — based on opinions, feeling — quantitative: objective — based on statistical or factual information (for example Léger test)

Factors impacting on performance	Advice and guidance about skills, knowledge and understanding	Suggested experiences and activities
	<ul style="list-style-type: none"> ◆ performance development goals 	<ul style="list-style-type: none"> ◆ producing SMART(ER) development goals: <ul style="list-style-type: none"> — S — Specific — M — Measurable — A — Achievable — R — Recordable — T — Time-bound — E — Evaluate — R — Revise

Factors impacting on performance	Advice and guidance about skills, knowledge and understanding	Suggested experiences and activities
Performance development process	<ul style="list-style-type: none"> ◆ approaches to meet performance development goals 	<ul style="list-style-type: none"> ◆ investigate and compare a range of approaches to develop performance ◆ discuss the possible effectiveness of some of the following approaches ◆ mental: <ul style="list-style-type: none"> — develop mind–body readiness using mental rehearsal or imagery, use evocative music to get ‘in the zone’ — positive self-talk to develop levels of arousal to optimum levels — controlled breathing to develop focus of attention ◆ emotional: <ul style="list-style-type: none"> — imagery to develop confidence — aversion training to overcome fear and anxiety — 3 Rs (Recognise, Regroup, Refocus) ◆ social: <ul style="list-style-type: none"> — team building exercises to develop co-operation and teamwork — positive reinforcement techniques to develop team dynamics — conditioned games ◆ physical: <ul style="list-style-type: none"> — fartlek to develop cardio respiratory endurance — circuit training — conditioning — interval training to develop speed — repetition drills to develop skills — small-sided games — gradual build up <p>These lists are not exhaustive.</p>

Factors impacting on performance	Advice and guidance about skills, knowledge and understanding	Suggested experiences and activities
	<ul style="list-style-type: none"> ◆ production and implementation of Personal Development Plans (PDPs) 	<p>You could provide opportunities to compare and contrast key features of good Personal Development Plans (PDPs) such as:</p> <ul style="list-style-type: none"> ◆ gathering information/data on current performance levels and factors impacting on performance ◆ recognising what needs to be developed and benchmarking this in some way ◆ exploring approaches to address the need ◆ planning and implementing ◆ relevant principles of training ◆ adapting and modifying PDPs while developing performance ◆ monitoring and recording information ◆ analysing any results and feedback to check if any progress has been made
Recording, monitoring and evaluating performance development	You should ensure candidates understand that the effectiveness of a development plan is measured by using the information gained through the recording and monitoring process.	<ul style="list-style-type: none"> ◆ gather information from a variety of sources to monitor performance development

Factors impacting on performance	Advice and guidance about skills, knowledge and understanding	Suggested experiences and activities
	<ul style="list-style-type: none"> ◆ purpose and value of recording, monitoring and evaluating performance development ◆ recording: <ul style="list-style-type: none"> — is gathering and permanently committing information to any form of media — can be written, visual and audio — is a way to provide information that may facilitate the processes of monitoring and evaluating — can enhance the relevance, quality, quantity, validity, reliability and ease of the information-gathering process ◆ monitoring: <ul style="list-style-type: none"> — is an ongoing process of interpreting the information that has been recorded during the implementation of the personal development plan — is a way to drill down into individual sessions of work to review its effectiveness — allows informed decisions to be made as to whether the approach or plan needs to be maintained, adapted or changed completely 	<ul style="list-style-type: none"> ◆ discuss the effectiveness of a personal development plan using the information from the recording, monitoring and evaluating process and understand the nature of each stage

Factors impacting on performance	Advice and guidance about skills, knowledge and understanding	Suggested experiences and activities
	<ul style="list-style-type: none"> ◆ evaluating: <ul style="list-style-type: none"> — happens after the personal development plan is complete — is a way to appraise the overall effectiveness of the plan and how it was implemented — enables future development planning 	
	<ul style="list-style-type: none"> ◆ recording and monitoring methods, tests or tools <ul style="list-style-type: none"> — written — observation schedules, mapping sheets, disciplinary records, transcript of coaches' feedback, questionnaires, standardised fitness test scores — digital — video, phone, tablet, still photo, voice memo, digital audio recorder 	<ul style="list-style-type: none"> ◆ discuss the advantages and disadvantages of each method selected

Factors impacting on performance	Advice and guidance about skills, knowledge and understanding	Suggested experiences and activities
	<ul style="list-style-type: none"> ◆ adapting performance development plans 	<ul style="list-style-type: none"> ◆ encourage candidates to modify their plans during the implementation stage in response to information and feedback ◆ discuss increasing or decreasing the: <ul style="list-style-type: none"> — number of repetitions — length of time of the PDP — rest time in the PDP — intensity ◆ discuss changing the conditions where the approaches are being used
	<ul style="list-style-type: none"> ◆ evaluation of the performance development process 	<ul style="list-style-type: none"> ◆ analyse and interpret the results ◆ evaluate how effective the monitoring methods were ◆ reflect on future development based on comparisons ◆ explore how to identify future development needs ◆ justify decisions relating to the identified needs

Factors impacting on performance	Advice and guidance about skills, knowledge and understanding	Suggested experiences and activities
	<ul style="list-style-type: none"> ◆ future performance development planning 	<ul style="list-style-type: none"> ◆ investigate how to maintain progress, for example: <ul style="list-style-type: none"> — working on a different or the same factor — resetting development targets — setting interim goals — adapting/learning new tactics/composition — extending the programme — increasing practice sessions — continuing the same plan

Performance	Advice and guidance about skills, knowledge and understanding	Suggested experiences and activities
<p>Repertoire of skills — a broad and comprehensive performance repertoire (including complex movement and performance skills)</p>	<p>You should give candidates the opportunity to experience a range of activities during their course.</p> <p>Candidates are expected to perform more complex actions with consistency and effectiveness in challenging, competitive and/or more demanding contexts.</p>	<ul style="list-style-type: none"> ◆ develop and extend movement vocabulary and/or repertoire of skills during learning and teaching sessions ◆ observe examples of high level and other model performances to identify and understand what complex skills demonstrated with control and fluency look like ◆ perform skills of increasing difficulty, for example: <ul style="list-style-type: none"> — In table tennis, perform a forehand drive consistently, varying the length of the return. Use forehand topspin and backspin with greater effectiveness. — In hockey and powerchair football, strike a moving ball to a teammate who is moving into space. — In dance, use a spin or turn to move out of a stationary motif.

Performance	Advice and guidance about skills, knowledge and understanding	Suggested experiences and activities
Control and fluency of complex movement and performance skills	You should ensure candidates understand how the consistency in the control and fluency of complex movement and performance skills can lead to successful performance.	<ul style="list-style-type: none"> ◆ demonstrate control and fluency by: <ul style="list-style-type: none"> — preparing well in table tennis, anticipating the return, moving around the table to help play the next shot with control — timing the release from a tuck position in a vault to land effectively in gymnastics — consistently creating space in basketball by changing direction which could allow a pass through a channel — using twists in trampolining to add to the complexity of the somersault, adding challenge and allowing the sequence to be completed with more control and fluency — readjust positioning to improve court coverage in volleyball when the block is set

Performance	Advice and guidance about skills, knowledge and understanding	Suggested experiences and activities
Effective decision making and problem solving	<p>You should ensure candidates understand how to make effective decisions in a range of challenging contexts.</p> <p>Indicators of a performer's ability to problem-solve and make decisions include the ability to create opportunities, disguise intent, adjust positioning or timing, react more quickly using appropriate cue recognition and perception, develop motifs, interpret stimuli and use repetition, variation, contrast or space effectively.</p>	<ul style="list-style-type: none"> ◆ anticipate and make appropriate decisions quickly, by: <ul style="list-style-type: none"> — in badminton doubles, drop back to cover the rear of the court and allow partner to follow the shuttle into the net in case of a short low reply when it can be picked up early with a smash — choosing to perform a lower tariff vault in gymnastics because enough speed cannot be generated at take-off to complete a higher tariff vault successfully — shooting low to the bottom corners of the goal in handball to force the less agile goalkeeper to react — as setter, deciding to play a reverse set in volleyball as an attempt to avoid a tall opposing front court player blocking on the opposing team — intercepting a pass in football to attack quickly to catch the defence out or to try to score before the defence are organised properly
Using and applying well established tactics, composition and roles	<p>You should ensure candidates understand how to use well established skills or techniques and tactics to impact a game situation or specific performance in a more aesthetic activity.</p>	<ul style="list-style-type: none"> ◆ try out different approaches to deal with the same challenge, for example: <ul style="list-style-type: none"> — in table tennis, consistently try to move opponent around the table to create attacking options — in basketball, close marking opponents, denying the attackers space, could limit their opportunities to receive a pass, reducing options for successful attacks

Performance	Advice and guidance about skills, knowledge and understanding	Suggested experiences and activities
Extent to which rules and regulations are followed and etiquette is displayed (including working with others)	<p>You should ensure candidates understand how rules, concepts of fair play and etiquette demand a degree of communication and compliance.</p> <p>You should ensure candidates understand that there are activity-specific rules/regulations/etiquette.</p>	<ul style="list-style-type: none"> ◆ discuss how to work with teammates, group members, coaches and judges appropriately ◆ demonstrate serving from the correct side and giving the shuttle back to the opponent when it is their serve ◆ understand the repercussions of not following rules, regulations and etiquette, for example: <ul style="list-style-type: none"> — possession to the other team/opponent — free pass/kick — warning from officials — a personal foul in basketball results in possession being given to the opposition — picking up a stroke penalty when hitting a moving ball in golf
Extent to which emotions are controlled on the day of the performance	You should ensure candidates understand how to consistently maintain control within the challenges faced.	<ul style="list-style-type: none"> ◆ lead a group discussion on managing emotions, for example: <ul style="list-style-type: none"> — exploring the impact on performance — dealing with the outcome — different methods of controlling emotion during performance

Preparing for course assessment

You should give candidates opportunities to practise activities similar to those expected in the course assessment. You should also ensure that candidates have had the opportunity to develop the necessary performance, planning, evaluative, recording skills and understanding before any course assessment is attempted.

General guidance for the question paper

You should allow candidates to practise writing responses to questions in a supervised environment before sitting the question paper.

You should allow candidates to practise responding to restricted and extended response questions in group or classroom-based activities as well as under more formal exam-type conditions. Candidates can gain useful tips on attaining maximum marks by receiving focused feedback and commentary about their responses. By deconstructing questions and marking given answers, candidates can improve their own responses to questions.

In preparation for section 2 of the question paper, candidates could develop a checklist of features of good personal development planning. Some examples are:

- ◆ sets an aim(s) and goals/targets based up information about performance development needs
- ◆ details the content, duration, and the frequency of sessions
- ◆ describes relevant principles of training/practice methods/application of approaches
- ◆ contains checks to track progress
- ◆ shows any progression based upon feedback
- ◆ shows adaptations or remediation
- ◆ minimises the possibility of regression
- ◆ is specific to the performer and the demands of the physical activity

General guidance for the performance

Before agreeing to assess an activity you should refer to the 'Course assessment structure: performance' section of the course specification.

Candidates should be given every opportunity to develop activities for which they have a natural aptitude and which are of interest to them based on their individual assessment needs and abilities. Although within a teaching group some candidates might choose to perform the same activity, you should ensure the suitability and reliability of the performance context, for example by ensuring the context is challenging enough to provide candidates with the opportunity to generate the evidence that will meet the course requirements.

If candidates perform within a team situation, you must be able to clearly identify and reliably assess each candidate under any given conditions.

The following questions may help candidates reflect on their activity choice:

Will I perform at my best in this activity?

Who is the correct opponent to give me a challenge in this activity?

Will I use a broad and comprehensive range of skills during the activity?

Will I make effective decisions and problem-solve during my performance?

Will I adopt the correct tactics?

Will I be able to carry out my selected role?

Will I be able to follow the correct, rules and regulations?

Will I be able to control my emotions in this activity?

When preparing for the single performance events you should encourage candidates to consider the following points relating to each factor:

- ◆ mental:
 - maintaining or regaining concentration or motivation when responding to the context of the performance
 - overcoming the effects of previous experience/results
- ◆ emotional:
 - controlling aggression
 - overcoming fear
 - developing trust
- ◆ social:
 - dealing with the effect of the crowd
 - rising to the demands of their role in the team
 - dealing effectively with peers
 - maintaining ethics
 - demonstrating respect for others, including officials
- ◆ physical:
 - meeting fitness demands
 - developing skill-related fitness (mechanical principles — balance, centre of gravity, levers)
 - extending skill repertoire (fluency, control, timing)
 - developing skill level, progressing stage of learning
 - developing consistency in application of skill/technique
 - choosing, implementing and adapting specific tactics, formations and/or composition
 - choosing and implementing choreographic devices

Developing skills for learning, skills for life and skills for work

You should identify opportunities throughout the course for candidates to develop skills for learning, skills for life and skills for work.

Candidates should be aware of the skills they are developing and you can provide advice on opportunities to practise and improve them.

SQA does not formally assess skills for learning, skills for life and skills for work.

There may also be opportunities to develop additional skills depending on approaches being used to deliver the course in each centre. This is for individual teachers and lecturers to manage.

Candidates are expected to develop broad generic skills as an integral part of their learning experience. This course specification lists the skills for learning, skills for life and skills for work that candidates should develop through this course. These are based on SQA's *Skills Framework: Skills for Learning, Skills for Life and Skills for Work* and must be built into the course where there are appropriate opportunities. The level of these skills will be appropriate to the level of the course.

Some examples of potential opportunities to practise or improve these skills are provided in the following table.

Skills for learning, skills for life and skills for work	Suggested learning and teaching activities
<p>1 Literacy</p> <p>1.3 Listening and talking</p>	<p>Candidates could take part in group discussions or debates, or present information. Candidates could communicate with one another during physical activities, when providing support to teammates; discussing tactics; giving, receiving, and listening to feedback.</p>
<p>3 Health and wellbeing</p> <p>3.2 Emotional wellbeing</p> <p>3.3 Physical wellbeing</p>	<p>Candidates could be introduced to elements of emotional wellbeing linked to physical activity by working in teams, managing emotions and practising assertive behaviours.</p> <p>Candidates could be involved in collecting personal fitness data and organising and implementing a fitness session to improve performance, therefore contributing to physical wellbeing in a wider social context.</p>
<p>4 Employability, enterprise and citizenship</p> <p>4.3 Working with others</p>	<p>When engaging in team activities, candidates have many opportunities to develop skills while working with others. Candidates could be encouraged to learn how to negotiate and work co-operatively and effectively with others.</p>

Skills for learning, skills for life and skills for work	Suggested learning and teaching activities
<p>5 Thinking skills</p> <p>5.4 Analysing and evaluating</p>	<p>Candidates have opportunities to gather data and information and to analyse this information to form conclusions and make appropriate decisions about approaches, which could be used to develop performance.</p> <p>Candidates have the opportunity to develop evaluative skills by considering and prioritising aspects of performance and reflecting on areas for further personal development.</p>

Appendix 2: performance development process

Plan	Do	Review
<ul style="list-style-type: none"> ◆ Gather information/data — for example, visual, written, verbal, kinaesthetic. ◆ Identify immediate/future development needs. ◆ Choose approaches to improve performance development. ◆ Set appropriate targets, which show appreciation of the nature and demands of the activity/type of activity/roles/time available to practise/carry out methods. ◆ Produce a performance development plan (PDP). <p>This could include:</p> <ul style="list-style-type: none"> ◆ gathering qualitative, quantitative, objective and subjective information ◆ setting benchmarks ◆ using primary and secondary sources of information ◆ developing a ‘critical eye’ using observational skills during preparation/action and recovery phases ◆ use of analytical tools — mechanical analysis, match analysis, fitness data ◆ reviewing model performances ◆ converting information to statistics or vice versa ◆ ensuring the reliability and validity of information 	<ul style="list-style-type: none"> ◆ Implement approaches to develop performance. ◆ Record and monitor progress. ◆ Adapt plan as appropriate. <p>This could include:</p> <ul style="list-style-type: none"> ◆ carrying out plans/programmes of work to improve performance, for example fartlek, shadowing, visualisation, self-talk or rehearsing set pieces or composition ◆ organising practice sessions/carrying out methods ◆ recording and monitoring progress while carrying out the plan, including retesting ◆ receiving and giving appropriate feedback during the process of performance development ◆ modifying plan/targets based on new information/data 	<ul style="list-style-type: none"> ◆ Evaluate impact of the PDP. ◆ Evaluate methods used to monitor development. ◆ Choose appropriate future personal development needs. <p>This could include:</p> <ul style="list-style-type: none"> ◆ evaluating/reflecting on performance development, for example comparison of pre- and post-test results and observable improvement in whole performance ◆ considering whether other performance factors have been developed as a by-product of this development process ◆ identifying strengths and areas for future development ◆ adapting plans to develop performance further/in different ways in the future

Appendix 3: glossary of terms

Term	Description
CoA	Cycle of analysis.
Complex skills	Relevant to the competence of the candidate at a given level. Complex skills derive from a combination of: the difficulty of the task, the performance situation, external factors (competitive/non-competitive, environmental conditions, creative requirement to interpret stimulus), the interlinking of different skills into patterns and/or rhythms and the individual challenges these pose to a performer.
Context	The performance setting in which physical activity takes place.
Dynamic Fitness Tests	Measurement of more dynamic types of fitness, for example agility-based tests, T-test, Illinois agility test.
Generic skills	Skills which are common to a range of physical activities.
Graphic organiser	A 'thinking tool' that helps organise and clarify the thinking process.
Integrated approach	While training, developing different aspects of performance within the same development programme.
Log book/diary	Method of recording performance development over a period of time.
Mind mapping	An activity to create ideas about set criteria in a visual map of current thinking.
Nature and demand activities	The conditions of the activity, rules, playing area, competition, scoring.
Observation Schedules	<ul style="list-style-type: none"> Focused Observation Schedule General Observation Schedule Match/game Analysis Scattergram
Personal development plan (PDP)	A programme of work designed to be implemented to improve personal performance. May include goals/targets set as smaller training/methods/units of work.
Personalised learning	Where candidates have an element of choice or negotiation about what learning is to take place.
Personality inventory	Methods of identifying personality traits, for example determination, leadership, resilience, motivation.
POMS	Profile of Mood Status — methodology which can be set to determine emotional and/or mental status at times during training or pre- or post-performance.
POOCH	An example of a graphic organiser. Problems-Options-Outcomes-Choose option — how successful?
'Q' chart	Use of targeted questions to guide analytic process.
SCAT	Sport Competition Anxiety Test — approach to measuring anxiety before or after competition.
SMART(ER)	Setting development targets which are Specific, Measurable, Achievable, Recordable, Time-bound, Evaluate, Revise.
Static Fitness Tests	Measurement of fitness parameters, for example height, weight, sit and reach, blood pressure.

Appendix 4: resources for learning and teaching

Resources for studying physical education include professional journals, textbooks, specialist magazines, DVDs, online materials and websites. Some suggested resources are provided below.

General information about physical activities and sports

Resource	Description
BBC Schools	Website: contains sports-specific details relating to rules, nature, sporting activities, how to get into the sport.
British Olympic Association	Website: contains sports-specific information about Olympic sports.
British Paralympic Association	Website: contains sports-specific information about paralympic sports.
Teach PE	Website: free resources for physical education and sports coaching.
Women's Sports Foundation	Website: forum for women in sport to discuss participation in sports, careers in sports development and coaching.

Performance development of mental, emotional, social and physical factors

Resource	Description
British Association of Sport and Exercise Scientists (BASES)	Website: sports science information relating to approaches to develop performance, especially physiological and psychological factors.
BBC Schools — Bitesize	Website: information about factors impacting on performance; useful examples of gathering information using good digital footage of elite performers.
BrianMac Sports Coach	Website: information about how to develop performance for different sports; sport-specific demands; approaches/methods to develop performance; example of POMS.
<i>Cooperative Learning</i>	Book: explains how to help candidates 'learn'. Kagan, S and Kagan, M. Kagan Publishing, San Clemente CA (2009).
Online journals	Websites: journals which provide abstracts of current thinking about performance and performance development.

Resource	Description
<i>Performance Psychology — A Practitioner's Guide</i>	Book: a good resource to introduce the potential impact and management of psychological factors which affect performance. Collins, Abbott and Richards (eds) (March 2011) Churchill Livingstone.
<i>Read it. Understand it. Communicate it.</i>	Book: introductory-level resource about understanding the effects of mental and emotional factors on performance. Use of 'Q' chart method. McLellan, J. Jemco Publishing (2000).

Administrative information

Published: May 2024 (version 3.0)

History of changes

Version	Description of change	Date
2.0	Course support notes added as appendix.	September 2018
3.0	<p>Changes to the following sections to ensure that Higher Physical Education is promoted positively for all candidates and provides more opportunities for disabled candidates:</p> <ul style="list-style-type: none">◆ 'Course assessment structure: performance' section — 'Reasonable assistance' and 'Physical activities for assessment' subsections◆ 'Suggested learning and teaching approaches' table in course support notes — 'Suggested experiences and activities for candidates' column◆ 'Preparing for course assessment' section — 'General guidance for the performance' subsection◆ 'Appendix 4: resources for learning and teaching' — suggested resources table <p>Format changes to improve accessibility:</p> <ul style="list-style-type: none">◆ 'Skills, knowledge and understanding for the question paper' section changed from table to list form.◆ 'Appendix 2: performance development process' changed from a flowchart to table form.◆ 'Appendix 4: resources for learning and teaching' suggested resources table layout amended.	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.

© Scottish Qualifications Authority 2013, 2018, 2024