



## Higher Physical Education Timeline



Date	Factor	Lesson Content
06/06	Physical	<ul style="list-style-type: none"><li>- Lesson 1. Theory – Slides sent via email</li><li>- Lesson 2. Team Building – Hula Hoop Game/ Human Knot/ The Clock Game/ Rock, Paper, Scissors</li><li>- Lesson 3. Multi Stage Fitness Test/ Practical Softball</li></ul>
13/06	Physical	<ul style="list-style-type: none"><li>- Lesson 1. 30m Sprint/ Illinois Agility Test/ Standing Broad Jump/Wall Test/ 1 minute Test</li><li>- Lesson 2. Approaches – SAQ drills.</li><li>- Lesson 3. Approaches – Through Softball</li></ul>
20/06	Physical	<ul style="list-style-type: none"><li>- Lesson 1. Retest</li><li>- Lesson 2. Retest</li><li>- Lesson 3. Final Softball Game</li></ul>
27/06	Physical	<ul style="list-style-type: none"><li>- Practical</li><li>- Practical</li></ul>



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Date	Factor	Lesson Content	Outcomes
Week 1 15/8	Physical (Fitness)	<p><b>Practical:</b> FIP individual tasks- understand differences between each (CRE, Speed, Agility, Strength, Power etc)</p> <p>No Theory this week</p>	<p><b><u>Factors Impacting on Performance</u></b>  <b>Potential impacts of mental, emotional, social and physical factors on performance and performance development process</b>            -Team or group performance and performance development process            - Potential impact of one factor upon other(s) in performance and performance development process</p>
Week 2 22/8	Physical (Fitness)	<p><b>Practical:</b>            FIP individual tasks- understand differences between each            1) 35m Sprint Test            2) Illinois Agility Test</p> <p>Theory:            Give out resources            Factors Impacting Performance- Recap from online learning. Define, Describe and Explain impact these can have on performance- Positive and Negative            Factors Impacting other Factors</p> <p>Data Collection- Appropriateness of the methods for collecting data            Quantitative and Qualitative            Describe how we gathered data            Challenges you faced when gathering data</p>	<p><b><u>Factors Impacting on Performance</u></b>  <b>Potential impacts of mental, emotional, social and physical factors on performance and performance development process</b>            -Team or group performance and performance development process            - Potential impact of one factor upon other(s) in performance and performance development process</p> <p><b><u>Methods of collecting information to analyse factors impacting on performance?</u></b>  <b>Application of recognised tests or analytical tools for collecting information</b>            - using analytical tools across all four factors</p> <p><b>Appropriateness of methods for collecting information</b>            - Required protocols and organisational considerations exist to ensure information collection methods are reliable, valid, practical            - 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            - Quantitative information gathered</p> <p><b><u>Key Planning Information</u></b></p>



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			<p><b>Interpretation of qualitative and quantitative information to allow identification of strengths and prioritise areas for development</b></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>
Week 3 29/8	Physical (Fitness)	<p><b>Practical:</b></p> <ol style="list-style-type: none"> <li>1) Multi Stage Fitness Test</li> <li>2) Introduce Approaches</li> </ol> <p><b>Theory:</b> Data Collection- Appropriateness of the methods for collecting data Recap Describing Data Collection Benefits and Limitations of Approaches Analyse- What do you need to do to ensure this is completed correctly?</p>	<p><b><u>Methods of collecting information to analyse factors impacting on performance</u></b></p> <p><b>Application of recognised tests or analytical tools for collecting information</b></p> <ul style="list-style-type: none"> <li>- using analytical tools across all four factors</li> </ul> <p><b>Appropriateness of methods for collecting information</b></p> <ul style="list-style-type: none"> <li>- Required protocols and organisational considerations exist to ensure information collection methods are reliable, valid, practical</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>- Quantitative information gathered</li> </ul> <p><b><u>Key Planning Information</u></b></p> <p><b>Interpretation of qualitative and quantitative information to allow identification of strengths and prioritise areas for development</b></p> <ul style="list-style-type: none"> <li>- characteristics of each type of information</li> <li>- appropriateness of each type of information</li> </ul>



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			<ul style="list-style-type: none"> <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> </ul> <p>establish the starting point for development planning</p>
Week 4 5/9	Physical (Fitness)	<p><b>Practical:</b></p> <ol style="list-style-type: none"> <li>1) Introduce Approaches             <ul style="list-style-type: none"> <li>- Interval and Fartlek Session Examples</li> <li>- Discussion as to changes you could make</li> </ul> </li> <li>2) Session 1 of PDP + training diary</li> </ol> <p><b>Theory:</b> Introduction to the Principles of Training Examples from PDP Plan PDP after analysing strengths and weaknesses from gathering data Introduction to Training Dairy</p>	<p><b><u>Performance Development Process</u></b></p> <p><b>Approaches to meet performance development goals</b></p> <ul style="list-style-type: none"> <li>- Approaches that are appropriate for Physical Factor</li> </ul> <p><b>Production and implementation of Personal Development Plans (PDPs)</b></p> <ul style="list-style-type: none"> <li>- Use of relevant performance development principles (PoT)</li> <li>- Implementation of the Approaches</li> </ul> <p><b><u>Key Planning Information</u></b></p> <p><b>Purpose of specific performance development planning</b></p> <ul style="list-style-type: none"> <li>- Address priorities that have been identified</li> <li>- Select appropriate approaches for performance development</li> </ul> <p><b>Performance Development Goals</b></p> <ul style="list-style-type: none"> <li>- Goals based on information collected when identifying and prioritising performance development needs</li> </ul>
Week 5 12/9	Physical (Fitness)	<p><b>Practical:</b></p> <ol style="list-style-type: none"> <li>1) Session 2 of PDP + training diary</li> <li>2) Session 3 of PDP + training diary</li> </ol> <p><b>Theory:</b> Target Setting- Why do we set goals? Short, Medium, Long</p>	<p><b><u>Key Planning Information</u></b></p> <p><b>Performance Development Goals</b></p> <ul style="list-style-type: none"> <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>



## Higher Physical Education Timeline



		SMART Targets	
Week 6 19/9  September Weekend	Physical (Fitness)	Practical: 1) Session 4 of PDP + training diary 2) Retest  Theory: Monitoring and Evaluating  Why do we monitor/evaluate our training? Methods to do this? What do we need to do in order to ensure this is completed correctly (ANALYSE)	<u><b>Recording, Monitoring and Evaluating Performance Development Evaluation of the performance development process</b></u> <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> <u><b>Factors Impacting Performance</b></u> <b>Potential impacts of mental, emotional, social and physical factors on performance and performance development process</b> <ul style="list-style-type: none"> <li>- subsequent impact (positive or negative) of all factors on performance at the completion of PDP</li> </ul>
Week 7 (27/9)	Physical Factor Revision	Physical Factor Revision	Physical Factor Revision
Week 8 (3/10)	Unit Test	<b>Unit Test</b>  <b>Col A – Monday</b> <b>Col B – Monday</b>	



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<p>Week 9 10/10</p> <p>WB 17/10</p> <p><b>October Holiday</b></p> <p>WB 24/10</p>	<p>Lesson 1 - Factors Impacting Performan ce (Social) -How can they impact other factors?</p>	<p><b>SQA One-Off Performances - Football</b></p> <p><b>SQA One-Off Performances - Football</b></p> <p>Period 2- Impacting Performance (Social) on one factor and another</p>	<p><b><u>Factors Impacting on Performance</u></b></p> <p><b>Potential impacts of mental, emotional, social and physical factors on performance and performance development process</b></p> <ul style="list-style-type: none"><li>-Team or group performance and performance development process</li><li>- Potential impact of one factor upon other(s) in performance and performance development process.</li></ul>
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## Higher Physical Education Timeline



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### Higher Timeline 2021-2022

31/10	Social & Physical Skill	<p>Lesson 1 – Gathering Data PPW- Quantitative Social Questionnaire – Qualitative Physical Skill – Volleyball Observation Schedule</p>	<p>Data Collection Recap of Quantitative/Qualitative &amp; Why do we collect data Challenges we may face when gathering reliable data Working through the 4 command words DESCRIBE, EXPLAIN, ANALYSE, EVALUATE</p> <p>Teams can create their own teambuilding activity and can then challenge the class to carry it out</p>	<p><b>Key Planning Information</b> <b>Interpretation of qualitative and quantitative information to allow identification of strengths and prioritise areas for development</b></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>
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## Higher Physical Education Timeline



				<p><b><u>Performance Development Process</u></b></p> <p><b>Approaches to meet performance development goals</b></p> <p>- approaches that are appropriate for each of the four factors</p>
7/11	Social & Physical Skill	<p>Approaches to Develop Performance</p> <p>1) Teambuilding</p> <p>2) Conditioned Games</p> <p>3) Volleyball drills / conditioned games etc</p>	<p>Approaches to Develop Performance</p> <p>Working through the 4 command words DESCRIBE, EXPLAIN, ANALYSE, EVALUATE</p> <p>How would we monitor these?</p> <p>Scenario Question for HW</p>	<p><b><u>Performance Development Process</u></b></p> <p><b>Approaches to meet performance development goals</b> Approaches that are appropriate for Physical Factor</p> <p><b>Production and implementation of PDP's</b> Use of relevant performance development principles (PoT)</p> <p>Implementation of the Approaches</p> <p><b><u>Key Planning Information</u></b></p> <p><b>Purpose of specific performance development planning</b></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> </ul> </li> </ul>





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				<p>– the performer, ie strengths and development needs identified</p> <p>– the performer’s role, responsibility, position in the activity nature, type of activity, environment and demands of the activity</p>
14/11		<p>Theory: Monitoring and Evaluating</p> <p>Why do we monitor/evaluate our training? Methods to do this? What do we need to do in order to ensure this is completed correctly (ANALYSE)</p>		<p><b><u>Recording, Monitoring and Evaluating Performance Development</u></b></p> <p><b>Evaluation of the performance development process</b></p> <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> <p><b><u>Factors Impacting Performance</u></b></p> <p><b>Potential impacts of mental, emotional, social and physical factors on performance and performance development process</b></p> <ul style="list-style-type: none"> <li>- subsequent impact (positive or negative) Of all factors on performance at the completion of PDP</li> </ul>
21/11	Emotional & Physical Skill	<p>Lesson 1- Factors Impacting Performance</p> <p>Lesson 2- Gathering Data PPW – Quantitative Emotional Questionnaire- Qualitative</p>	<p>Factors Impacting Performance- Emotional</p> <p>How one factor impacts on another</p>	<p><b><u>Factors Impacting Performance</u></b></p> <p><b>Potential impacts of mental, emotional, social and physical factors on performance and performance development process</b></p> <ul style="list-style-type: none"> <li>- subsequent impact (positive or negative) of all factors on performance at the completion of PDP</li> </ul>



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				<p style="text-align: center;">-</p> <p><b>Factors Impacting Performance</b>  <b>Potential impacts of mental, emotional, social and physical factors on performance and performance development process</b>          positive and negative impact of factors on:          – team or group performance and performance development process</p> <ul style="list-style-type: none"> <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>
28/11	Emotional & Physical Skill	Lesson 1- Gathering Data Gathering Data PPW – Quantitative  Lesson 2- Approaches to Develop Performance 1)Deep Breathing 2)Mental Rehearsal	Gathering Data Recap of Quantitative/Qualitative & Why do we collect data Challenges we may face when gathering reliable data Working through the 4 command words DESCRIBE, EXPLAIN, ANALYSE, EVALUATE	<p><b>Key Planning Information</b>  <b>Interpretation of qualitative and quantitative information to allow identification of strengths and prioritise areas for development</b></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> </ul>



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				<ul style="list-style-type: none"> <li>- identify priorities for performance development across all four factors</li> <li>- establish the starting point for development planning</li> </ul> <p><b><u>Performance Development Process</u></b></p> <p><b>Approaches to meet performance development goals</b></p> <ul style="list-style-type: none"> <li>- approaches that are appropriate for each of the four factors</li> </ul>
5/12	Emotional & Physical Skill	Approaches to Develop Performance 1) Deep Breathing 2) Mental Rehearsal	Approaches to Develop Performance  Working through the 4 command words DESCRIBE, EXPLAIN, ANALYSE, EVALUATE How would we monitor these? How do we change/adapt?  Scenario Question for HW	<p><b><u>Performance Development Process</u></b></p> <p><b>Approaches to meet performance development goals</b></p> <ul style="list-style-type: none"> <li>- approaches that are appropriate for each of the four factors</li> </ul>
12/12	Emotional & Physical Skill	Theory: Monitoring and Evaluating  Why do we monitor/evaluate our training? Methods to do this? What do we need to do in order to ensure this is completed correctly (ANALYSE)		<p><b><u>Recording, Monitoring and Evaluating Performance Development</u></b></p> <p><b>Evaluation of the performance development process</b></p> <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> <p><b><u>Factors Impacting Performance</u></b></p>



## Higher Physical Education Timeline



				<p><b>Potential impacts of mental, emotional, social and physical factors on performance and performance development process</b></p> <ul style="list-style-type: none"> <li>- subsequent impact (positive or negative) of all factors on performance at the completion of PDP</li> </ul>
19/12	Social/ Emotional/ Physical	Practical	Scenario Questions	

Date	Factor	Practical Focus	Lesson Content	Outcomes	Notes
Week 18 9/1	Social/ Emotional/ Physical	<b>Classroom Revision</b>			
16/1	<b>Prelims</b>	<b>Prelims</b>			
23/1	<b>Prelims</b>	<b>Prelims</b>			



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30/1	<b>Prelims</b>	<b>Prelims</b>			
Week 18 6/2	Mental/ Physical skill	Skill Development / FIP	<p>Factors Impacting Performance</p> <ul style="list-style-type: none"> <li>- During Performance (team – discuss individual examples through theory)</li> </ul> <p>Factors impacting other factors</p>	<p><b><u>Factors Impacting Performance</u></b></p> <p><b>Potential impacts of mental and physical factors on performance and performance development process</b></p> <ul style="list-style-type: none"> <li>- positive and negative impact of factors on:               <ul style="list-style-type: none"> <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>	
Week 19 13/2	Mental/ Physical Skill	<b><u>Gather Data</u></b> Observation Schedule Booklet – Initial Tests & PPW	<p>Methods of Gathering Information</p> <p>Mental – PPW (Quant) Questionnaire (Qual and Quant)</p> <p>Physical – Video/Observation Schedule/<b>Feedback</b></p> <p>Theory – Feedback Interpretation of qualitative and quantitative information</p>	<p><b><u>Methods of collecting information to analyse factors impacting on performance</u></b></p> <p><b>Feedback:</b></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:</li> </ul>	



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			to allow identification of strengths and prioritise areas for development	<p>— immediate, delayed, continuous (before, during and after implementation of Personal Development Plan (PDP) or performance)</p> <p><b><u>Key Planning Information</u></b>  <b>Interpretation of qualitative and quantitative information to allow identification if strengths and prioritise areas for development</b></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>	
Week 20  20/2	Mental Physical Skill	<p><b><u>Approaches</u></b></p> <p>Skill:</p> <ul style="list-style-type: none"> <li>- Shadow</li> <li>- Repetition without movement</li> </ul>	<p>Approaches to Develop Performance</p> <p>Lesson 1 – Physical Tactics</p> <p>Lesson 2 – Mental</p> <ul style="list-style-type: none"> <li>- Theory – Plan PDP</li> </ul>	<p><b><u>Performance Development Process</u></b></p> <p><b>Approaches to meet performance development goals</b></p> <p>Approaches that are appropriate for Physical Factor</p> <p><b>Production and implementation of PDP's</b></p> <p>Use of relevant performance development principles (PoT)</p>	Full Reports Issued



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		<ul style="list-style-type: none"> <li>- Repetition with movement</li> <li>- Combination Rally</li> <li>- Pressure Drills</li> <li>- Conditioned Games</li> </ul> <p>Mental:</p> <ul style="list-style-type: none"> <li>- Visualisation</li> <li>- Deep Breathing</li> <li>- Positive Self Talk</li> </ul>		<p>Implementation of the Approaches</p> <p><b><u>Key Planning Information</u></b>  <b>Purpose of specific performance development planning</b></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> </ul> <p>☐ nature, type of activity, environment and demands of the activity</p> <p><b>Performance Development Goals</b></p> <ul style="list-style-type: none"> <li>- goals based on information collected when identifying and prioritising performance development needs</li> </ul>	
Week 21 27/2	Mental Physical Skill	<b>PDP</b>	PDP Session 1 PDP Session 2  Theory – Appropriateness of	<b><u>Performance Development Process</u></b> <b>Production and implementation of PDP's</b>	Homework Sampling



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			approaches etc/Scenarios	<p>minimum of three sessions for at least two factors</p> <ul style="list-style-type: none"> <li>- implementation of the approaches</li> <li>- use of relevant performance development principles</li> </ul> <p><b><u>Recording, Monitoring and Evaluating Performance Development</u></b></p> <p><b>Adapting performance development plans</b></p> <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>	
Week 22 6/3	Mental Physical Skill	<b>PDP / Re-Test</b>  <b>Observation Schedules &amp; PPW</b>	<p>PDP Session 3 Re-test</p> <p>Theory – Collate results, effectiveness of recording, monitoring and evaluating, future development needs</p>	<p><b><u>Recording, Monitoring and Evaluating Performance Development</u></b></p> <p><b>Evaluation of the performance development process</b></p> <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> <p><b>Future performance development planning</b></p> <ul style="list-style-type: none"> <li>- extending or reprioritising the focus of the Personal Development Plan (PDP)</li> </ul>	





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				<ul style="list-style-type: none"> <li>- establishing next performance development goals</li> </ul> <p><b><u>Factors Impacting Performance</u></b>  <b>Potential impacts of mental, emotional, social and physical factors on performance and performance development process</b></p> <ul style="list-style-type: none"> <li>- subsequent impact (positive or negative) of all factors on performance at the completion of PDP</li> </ul>	
Week 23 13/3			Catch-up/Revision	<p><u>Key revision areas from last block:</u>            Emotional, Social, Physical Skill and Mental Cycle of Analysis, Feedback (with video), Model Performers (PPW) Goal Setting.</p>	
20/3	Mental Factor Unit Test				
27/3	Mental Factor Unit Test				



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<b>Date</b>	<b>Factor</b>	<b>Lesson Content</b>
Week 24 06/3	Mental/ Physical skill	<ul style="list-style-type: none"><li>- Lesson 1. Practical (Softball)</li><li>- Lesson 2. Past Papers (2018 Specimen)</li><li>- Lesson 3. Study period in preparation of Mental Factor unit test</li></ul>
Week 25 13/3	Mental/ Physical Skill	<ul style="list-style-type: none"><li>- Lesson 1. Practical (Softball)</li><li>- Lesson 2. Past Papers (2018)</li></ul>
Week 26 20/3	4 Factor Revision	<ul style="list-style-type: none"><li>- Lesson 1. Practical (Softball)</li><li>- Lesson 2. Past Papers (2019)</li><li>- Lesson 3. Exam Style Language (including model performer &amp; feedback)</li></ul> <p>Mental Factor unit test</p>
Week 27 27/3	4 Factor Revision	<ul style="list-style-type: none"><li>- Lesson 1. Past Paper 2021</li><li>- Lesson 2. Past Paper 2021 + feedback issued</li><li>- Lesson 3. Scenario practice</li></ul>