Higher

PE

Course Content



**Course Overview**

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| **Component** | **Marks** | **Scaled Mark** | **Duration** |
| Component 1:Question Paper | 50 | N/A | 2 hours 30 minutes |
| Component 2: Performance | 60 | 50 | N/A |

\*Candidates are assessed on two activities (single performance). Activity choice is agreed by staff and pupil. Each performance is out of 30 marks.

**Course Content**

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.

**Knowledge and Understanding for the Course Assessment**

What You need to Know to pass your Higher PE Exam

The following provides details of the skills, knowledge and understanding sampled in the course assessment exam: There are five broad areas:

1. factors impacting on performance (mental, emotional, social and physical)
2. methods of collecting information to analyse factors impacting on performance
3. key planning information
4. performance development process
5. recording, monitoring and evaluating performance development

Under each of these 5 broad areas there is further information as detailed below and it is this that the examiners will sample from to make up the questions for the exam.

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| **1 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:   1. individual performance and performance development process   2. 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) |

You must be able to discuss the positive and negative impact of the 4 different factors (Mental Emotional Social Physical) on performance: - this includes: individual performance, team performance, competitive performance & creative performance. You must also understand how the factors impact upon the development process and training.

You must also be able to Identify and explain the links between factors and how each factor can directly influence

the other factors. For example, anxiety (mental factor) 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) or poorly performed skills (physical factor) due to muscle tension.

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| **2 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) |

You must know and be able to describe in detail **2** methods used to gather data on each of the Four MESP factors i.e. 2 Mental, 2 Emotional, 2 Social and 2 Physical

Know about gathering data within and out with the activity.

Know and understand the difference between Qualitative (subjective, opinions, thoughts, feelings etc) and Quantitative (objective, facts numbers, scores, times etc) methods and data.

Be able to explain evaluate or analyse the methods of collecting information: why are they appropriate methods, what are the strengths and weaknesses of the methods, be able to justify why you would select the methods, what makes the methods reliable and valid. What are the practicalities or considerations when actually using the methods?

Be able to compare and contrast the 2 methods what are the similarities what are differences is one better than the other or is there situations where one is more appropriate to use than the other. Why would you choose one as opposed to the other?

Know how to analyse and explain the information gathered what does it tell you about your performance be able to identify strengths and areas for development

# Use of model performances

Be able to describe explain and evaluate the uses of Model Performers/Model performance to analyse performance Be able to describe explain evaluate and analyse the characteristics of a model performer or performance including:

* 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

# Application of recognised tests or analytical tools

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| Recognised tests: | Analytical tools: |
| * SCAT * POMS test * Léger test (beep test) * Cooper 12-Minute Run * French Low Serve * Sit and reach * online reaction time test * Illinois agility test | * observation schedules * graphs * tables * mind maps * apps * diary entries * questionnaires * performance profiling wheel |

**\*This list is not exhaustive.**

**Appropriateness of methods for collecting** information

Be able to explain, evaluate and discuss the implications of:

* failing to gather information in the correct manner
* misinterpreting information
* using an inappropriate method

Consider the following and be able to explain evaluate and discuss in relation to the information gathering process:

* Reliability: conditions under which the information is collected must be replicated in all subsequent tests to ensure reliability: genuine, defensible and authentic comparisons. Following the exact test protocol every time its conducted.
* Validity: timing of collecting the information why would candidates collect at the beginning, the middle and the end? The experience of the person conducting the test or collecting the information are they skilled and knowledgeable? Honesty of responses, Understanding what the questions asking
* Organisational issues: requirement for specialist equipment, pre-test conditions (for example doing the test at the same time of day each time, same weather conditions), time to carry out questionnaires, advantages and disadvantages of qualitative and quantitative methods. In the case of the social factor, issues such as sample size, depth and breadth of sample group.

# Feedback

Be able to describe explain evaluate and analyse the process of giving/receiving feedback. You should be able to discuss the importance of feedback including:

* + Types of feedback: verbal, written, visual, internal, knowledge of results, qualitative and quantitative
  + when was the feedback received? Timing of the feedback straight after the performance or delayed.
  + who gave the feedback? Level of experience
  + how much feedback was given? 1 or 2 pieces at a time
  + was the feedback useful? Did it help improvement/change what the performer was doing was it easy to understand.
  + was the feedback correct?
  + is the feedback ongoing?

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| **3 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 |

# Purpose of specific performance development planning

Know and understand what information you need to plan performance development. Discuss the importance of considering the following when planning a PDP. Is the PDP:

* specific to my current performance?
* useful in developing my performance?
* relevant to my identified strengths and development needs?
* Relevant to the nature and demands of the activity

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

Compare qualitative and quantitative information

* qualitative: subjective — based on opinions, feelings
* quantitative: objective — based on statistical or factual information

Know which methods, tests or analytical tools generate qualitative or quantitate information/data eg. Coach’s opinion qualitative, Cooper run quantitative

Know how to analyse both types of information to draw conclusions and set priorities for development plans. Know and understand the validity and reliability of the different types of information.

# Performance development goals

Be able to describe long and short term goals that you could set for each of the 4 MESP factors in terms of:

* short, medium, long term goals, SMARTER: S — Specific — M — Measurable — A — Achievable — R — Recordable — T — Time-bound — E — Evaluate — R — Revise Be able to explain the impact of setting goals/targets

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| **4 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 |

# Approaches to meet performance development goals

Investigate and compare a range of approaches to develop performance.

Know and be able to describe in detail **2** approaches used to develop performance in each of the Four MESP factors

i.e. 2 Mental, 2 Emotional, 2 Social and 2 Physical For example

Mental: —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: — imagery to develop confidence — aversion training to overcome fear and anxiety — 3 Rs (Recognise, Regroup, Refocus) controlled breathing to manage anger

Social: — team building exercises to develop co-operation and teamwork — positive reinforcement techniques to develop team dynamics — conditioned games to develop roles responsibilities

Physical: — 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

\*The lists above for each factor are not exhaustive.

Be able to explain or analyse the approaches: why are they appropriate approaches, what are the strengths and weaknesses of the approaches, be able to justify why you would select the approaches, what makes the methods reliable and valid. What are the practicalities or considerations when actually using the methods?

# Production and implementation of Personal Development Plans (PDPs)

You should have direct experience of planning and implementing your own personal development plan so that you can write about this process in the exam. You should be able to write about a plan that incorporates 2 different MESP factors. As part of this overall process you should have direct experience of:

* + 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
  + setting goals
  + using Best Operative Practice (BOP) this may be for example SPORTFIT principles of training in a fitness programme or principles of effective practice
  + adapting and modifying PDPs while developing performance
  + monitoring and recording information
  + analysing any results and feedback to check if any progress has been made
  + evaluate the effectiveness of your development plan
  + Be able to explain the BOP principles of planning and implementing performance development especially making the performance development plan specific to you and your needs. For any of the four MESP factors
  + Know the difference between a development plan and a development session
  + Be able to write a performance development plans/sessions for each of the four MESP Factors

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| **5 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 Version 2.0 8 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 |

**5 Recording, monitoring and evaluating performance development**

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

Know and understand the purpose and value of recording, monitoring and evaluating performance development. Understand that the effectiveness of a development plan is measured by using the information gained through the recording and monitoring process

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.

You need to be able to explain and discuss why we monitor and evaluate

Know and understand the difference between recording monitoring and evaluating.

* recording: — 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: — 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
* evaluating: — 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

# Recording and monitoring methods, tests or tools

Recording methods:

* Written: pencil paper printout
* Digital: Visual- camera, phone, tablet- providing video or photo
* Digital: Audio- phone, tablet, audio recorder- providing voice memo or recording Monitoring methods:
* Training diary, video ,observation schedules, mapping sheets, disciplinary records, transcript of coaches’ feedback, questionnaires, standardised fitness test scores etc

You need to be able to describe methods of monitoring for all four MESP factors

You need to be able to explain and discuss the benefits/limitations of the different methods tools and tests

# Adapting performance development plans

Know and be able to describe how to modify/change/adapt/re-prioritise a development plan during the implementation stage in response to information and feedback. This might include changing:

* number of repetitions — length of time of the PDP — rest time in the PDP — intensity difficulty of the practice
* changing the conditions where the approaches are being used: —practice drill or game, —individual or group, —non-competitive/competitive, —within the activity/out with the activity

Be able to explain and discuss why we modify/change/adapt/re-prioritise a development plan

# Evaluation of the performance development process

* Be able to describe methods and tools used to evaluate the development plan
* Analyse and interpret the results of evaluating
* Be able to explain the impact of the performance development plan on overall performance
* Evaluate how effective the monitoring methods were
* Evaluate how effective the approaches/development plan was were
* Reflect on future development based on comparisons
* Explore how to identify future development needs
* Justify decisions relating to the identified needs

# Future performance development planning

Be able to describe future development needs for any of the 4 MESP factors

Be able to explain and discuss future performance development needs arising from monitoring and evaluating

Investigate how to maintain progress, for example:

* 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