



## CORE PE

In S4/5 students continue to focus on their wellbeing. PE provides students with opportunities to select their activities in order to enhance their physical, mental, social and emotional wellbeing.

In S4 students receive 2 periods of Core PE per week.

In S5 students receive 1 period of Core PE per week.

## NATIONAL 4/5 PE

This course will build upon knowledge gained from the S3 Elective course. Students will continue to focus on the influences of mental, social, emotional and physical factors on performance.

The course assessment will involve the following:

### Performance skills (60 marks)

Students must select two activities which will provide them with the opportunity to display significantly different range of movements and performance skills. They will be assessed on these activities during a competitive and challenging event.

### Portfolio (60 marks)

Students will submit a portfolio based on an investigation into their performance in a chosen sport, their training plan to improve their performance and a review of progress. Elements of this portfolio will be completed under exam conditions.

## HIGHER PE

This course is designed to develop skills and attributes that pupils will need in a wide variety of situations. Learners will develop and demonstrate initiative, decision making and problem solving through analysing performance and developing a detailed programme of improvement.

### Performance Skills Unit

Candidates will be continually assessed on their ability within two selected activities. This is on a pass/ fail internal basis.



### Factors Impacting on Performance Unit

Candidates will consider how Physical, Mental, Social and Emotional factors can have a positive or negative influence on their performance and produce a programme to improve performance through 'The Cycle of Analysis.' This is assessed internally on a pass/ fail basis.



### Performance Assessment

-60 % of overall grade  
-Single performance of chosen activity in challenging context  
- 8 marks for planning/preparation  
-40 marks for performance  
-12 marks for evaluation



### Exam

-40% of overall grade  
-90 minute exam  
-Questions relating to Physical, Mental, Emotional and Social factors



### Skills and Attributes

Pupils will have opportunities to develop skills for life, learning and work such as co-operation, communication, respect, tolerance and leadership.

### Career pathways

This course will support pupils interested in College/University courses, employment in sporting contexts and more broadly across the job market. Examples include:

- Exercise Science • Sport Psychology • Education (leadership) • Medicine (Cycle of Analysis)
- Technology (Problem Solving/ Decision Making) • Sports Coach
- Gym Instructing/Personal Trainer • Team leader (Co-operation with others)

## **ADVANCED HIGHER PE**

### Performance Skills Unit

Learners will be assessed on an ongoing basis on their ability in two selected activities. Their skill level in these two activities needs to be to a consistently high standard. This assessment takes place on a pass/fail basis.

### Factors Impacting on Performance Unit

Learners will investigate how factors (Mental, Social, Emotional and Social) can impact on personal performance in a variety of different ways.

Learners will then apply knowledge and understanding to evaluate personal performance. This will build on previous knowledge gained from Higher PE and require significant detail. This assessment also takes place on a pass/fail basis.

### Performance Assessment (30% of Final Grade)

The performance is worth 30 marks out of the total of 100 marks. This is 30% of the overall marks for the Course assessment. The Course will be graded A–D.

It assesses the following skills, knowledge and understanding:

- applying a range of movement and performance skills during a high-level single performance
- making informed decisions during a high-level single performance

### Research Project (70% of Final Grade)

The Project will build on concepts looked at in Higher PE such as approaches used to develop performance. Other skills such as creating a project proposal and applying research skills may be new to pupils and will be taught over the course of the year.

Learners should have achieved the following prior to entry to Advanced Higher PE:

- Higher PE: Grade A-B
- Higher English: Grade A-C

## NATIONAL 4/5 SPORT AND RECREATION

Through the 4 SQA units below pupils will benefit from a range of experiences that will help them develop their skills for life, learning and work. This will benefit them when seeking employment.

### Assist with a Component of Activity Sessions

Candidates will have the opportunity to plan, deliver and evaluate their own coaching of younger pupils.



### Employment Opportunities in the Sport and Recreation Industry

Candidates will learn about how to make themselves more employable through finding career pathways and developing their interview skills and C.V.



### Assist with Fitness Programming



Pupils will learn how to organise and develop a physical training plan for a client by adopting the role of a Fitness Instructor.

### Assist with Daily Centre Duties



Candidates will experience a real work environment through completing a work placement in school or in the community. This may be completed out-with school hours to allow a genuine experience.

### Assessment

To achieve the full course award at National 5 level pupils must pass all 4 units. Pupils can be assessed through observation, conversation or portfolio.

The transferable skills developed will benefit pupils when applying for College/University courses and will prepare them for employment in the Sport and Recreation industry and the employment market more broadly. Some examples include:

- Exercise Science
- Sport Psychology
- Education (leadership)
- Medicine (Cycle of Analysis)
- Technology (Problem Solving/ Decision Making)
- Sports Coach
- Gym Instructing/Personal Trainer
- Team leader (Co-operation with others)

## **NATIONAL 5 DANCE**

This course builds upon skills gained in the S3 Dance elective course. Students will continue to build upon their range of technical skills in both jazz, contemporary and commercial. The exam units involved are:

### **Performance solo (35 marks)**

Apply and combine technical and performance skills to perform a solo from one dance genre (this can be chosen by students)

### **Choreography and Choreography Review (65 marks)**

Create and present choreography for two dancers that will demonstrate an understanding of choreographic skills and communicate meaning and idea (35 marks).

Review work and identify areas of improvement (30 marks).

## **HIGHER DANCE**

This course involves two main units.

### **Technical Skills**

In this Unit, learners will be required to provide evidence which demonstrates knowledge and understanding of **two contrasting dance styles**, and application of a range of **technical skills**. Evidence of **safe dance practice** and **evaluation skills** will also be required.

### **Choreography**

In this Unit, learners will be required to provide evidence which demonstrates knowledge and understanding of a range of **choreographic principles** and **theatre arts** relevant to dance and application of these to **create group choreography**. Evidence of **evaluation skills** will also be required.

**Course Assessment** – Once all internal units are completed an external examiner will visit to mark the pupils on technical solo performances x2 and their choreography group piece with a written review. This will result in the pupils' final mark.

Learners would normally be expected to have attained

\*National 5 Dance Course or relevant component Units.

\*Equivalent study out with school.

Due to the nature of the written work within Higher Dance, a National 5 in English or equivalent qualifications would be advised.