

**Table 1: Characteristics of competence and performance models. Adapted from Bernstein (2000, p.45).**

	Competence models		Performance models	
1. Categories: Space Time Discourse	Weakly classified		Strongly classified	
2. Evaluation Orientation	Presences		Absences	
3. Control	Implicit	Control exists through interpersonal relations between the learner and the teacher, giving learners greater apparent control whilst subjecting them to 'invisible' pedagogic practice, regulated by implicit rules that are largely unknown to them.	Explicit	Control exists through the explicit structures and strong classification of time, space and discourse.
4. Pedagogic Text	Acquirer	The text is less the product of a learner as the product indicates something other than itself. It reveals the learner's competence development, and this is the focus with the teacher reading what the learner displays/offers to the teacher.	Performance	The pedagogic text is the text the learner produces e.g., the learners performance. This performance is objectified by grades.
5. Autonomy	High	Require a range of autonomy although teachers in schools are likely to have reduced autonomy over their pedagogic practice as this mode requires homogeneity of practice. However, all contexts are influenced by their learners and context so require a measure of autonomy.	Low/high	Autonomy is more difficult to discuss with respect to performance models as there are crucial difference in their modalities. Individual teaching practice may vary within the limits of the expected performances of learners. In the case of extroverted modalities there is less autonomy because of external regulation on performance futures.

6.Economy	High cost		Low cost	

England:	<ul style="list-style-type: none"> <li>Physical Education programmes of study: Key Stages 1-4, National curriculum in England (Department for Education (DfE), 2014)</li> </ul>
Wales:	<ul style="list-style-type: none"> <li>The New Curriculum for Wales Guidance (Welsh Government, 2020), Health and Well-Being Area of Learning and Experience (AoLE)</li> </ul>

Table 2: Key documents for analysis