

PHYSICAL EDUCATION
Access 1

Second edition – published December 2000

**NOTE OF CHANGES
SECOND EDITION - PUBLISHED DECEMBER 2000**

SUBJECT TITLE: Physical Education (Access 1)

Introductory Information:

Details: Minor text changes
Special Needs statement updated
Some rearrangement of text to match standard
format
Information inserted on certification

National Unit Specification:

All units Minor text changes

PHYSICAL EDUCATION (ACCESS 1)

The Physical Education provision at Access 1 comprises three units:

D3KX 07	<i>Physical Education: Integrated Performance – Participation (Acc 1)</i>	<i>1 credit (40 hours)</i>
D3KY 07	<i>Physical Education: Integrated Performance – Progress towards Targets (Acc 1)</i>	<i>1 credit (40 hours)</i>
D3L0 07	<i>Physical Education: Integrated Performance – Personal Organisation (Acc 1)</i>	<i>1 credit (40 hours)</i>

RECOMMENDED ENTRY

Entry is at the discretion of the centre.

Administrative Information

Publication date:	December 2000
Source:	Scottish Qualifications Authority
Version:	02

© Scottish Qualifications Authority 2000

This publication may be reproduced in whole or in part for educational purposes provided that no profit is derived from reproduction and that, if reproduced in part, the source is acknowledged.

Additional copies of this specification (including unit specifications) can be purchased from the Scottish Qualifications Authority for £7.50. **Note:** Unit specifications can be purchased individually for £2.50 (minimum order £5).

Introductory Information: Physical Education (Access 1)

RATIONALE

Performance is the prime focus of Physical Education at Access 1. Practical experiential learning provides the opportunity for personal fulfilment through the development of performance and the skills and techniques required to achieve this.

The subject can provide a wide range of activities. Centres are encouraged to adopt a flexible approach to allow candidates to develop their interests and talents in a variety of ways. The subject presents opportunities for candidates to be innovative and enterprising.

Social, emotional and moral challenges permeate learning in Physical Education and particular emphasis is placed on the development of personal and interpersonal skills. Positive attitudes and values are promoted during the interactions candidates have with teachers/lecturers and peers.

In the Access 2 Physical Education Cluster there are three units:

D575 08 Physical Education: Integrated Performance (Acc2)

D371 08 Physical Education: Performance (Acc 2)

D577 08 Physical Education: Appreciation of Performance (Acc 2)

Access 1 Physical Education provision consists of three units which are derived from the unit *D575 08 Physical Education: Integrated Performance (Acc 2)*. The Access 1 units not only provide progression to Access 2 but also offer opportunities for the candidate to extend his/her studies into the area of fitness and health.

AIMS

The aims of these units are to develop the candidate's co-ordination, self-organisation and ability to work with others.

CONTENT

The candidate is introduced to a limited number of activities.

The units are intended to allow candidates, who have little or no experience in the activities, to develop skills to perform at a basic level while undertaking two chosen activities. The unit *D3KY 07 Physical Education: Integrated Performance – Progress Towards Targets (Access 1)*, supports candidates in setting personal targets and in monitoring their progress with regard to these targets.

Personal organisation and co-operation are essential components of participation in Physical Education activities and candidates will have the opportunity to develop and assess their progress with regard to these aspects.

Introductory Information (cont): Physical Education (Access 1)

APPROACHES TO LEARNING AND TEACHING

An active learning approach should be adopted in the delivery of this programme of study. Choosing from a variety of activities, where facilities and resources permit, promotes continued interest and motivation for candidates working at this level. Planning should encourage candidates to contribute to lessons. A balance of class teaching, group, paired and individual work should be provided.

Candidates should be given sufficient time to practise in order to develop skills. The emphasis should be on the needs of the individual candidate and individual progress rather than on a set of fixed steps. Candidates should be provided with feedback on performance consistent with their own rate of progress.

ASSESSMENT

There is no external assessment at Access level.

Candidates should be aware of assessment criteria and instruments. It is anticipated that ongoing assessment will take place, informing and supporting candidates. Holistic approaches to assessment should be adopted. A variety of approaches to assessment may be appropriate. Details of assessment are provided in each unit specification. Candidates will prepare for the outcome of each unit, which will evolve through learning and teaching activities across the units.

The instruments of assessment which might be used in this way include:

- observation of practical exercises recorded using standard pro-forma
- assessment of candidate folio
- written and/or oral responses to short answer questions.

Further detail of assessment is given in the unit specifications.

GUIDANCE ON CERTIFICATION AND MODERATION

Each Access 1 unit will normally be certificated as an individual unit. However, as Access 1 units are derived from units at Access 2, it will also be possible to allow the evidence of achievement of Access 1 units to be used to count towards achievement of the relevant Access 2 unit. To allow this to happen for Access 2 Physical Education provision, candidates would require evidence of attainment of two out of the following three units:

D3KX 07 Physical Education: Integrated Performance – Participation (Access 1)

D3KY 07 Physical Education: Integrated Performance – Progress towards Targets (Access 1)

D3L0 07 Physical Education: Integrated Performance – Personal Organisation (Access 1)

Following achievement of two of these units, candidates should be entered for *D575 08 Physical Education: Integrated Performance (Access 2)* and **not** for the remaining Access 1 unit. They should then complete the remaining outcome of the Access 2 unit. Before submitting results for the Access 2 unit, centres should ensure that candidates' skills are still current.

Introductory Information (cont): Physical Education (Access 1)

Evidence of achievement for all units should be available for moderation. Part of this evidence may be in the form of a candidate's Scottish Qualifications Certificate showing achievement of the Access 1 units, or actual evidence from doing the units if this is still within the timescale for centres to retain evidence. (*See Putting Assessment Moderation Policy into Operation* April 1999.)

SPECIAL NEEDS

Special needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments or considering alternative outcomes for units. For information on these, please refer to the SQA document *Guidance on Special Assessment and Certification Arrangements for: Candidates with Special Needs/Candidates for whom English is an additional language* (SQA, 2000).

National Unit Specification: general information

UNIT Physical Education: Integrated Performance – Participation (Access 1)

NUMBER D3KX 07

SUMMARY

This unit provides opportunities to develop the candidate's co-ordination and ability to work with others in the context of Physical Education activities.

OUTCOME

Participate in chosen activities.

RECOMMENDED ENTRY

Entry is at the discretion of the centre. However, it would be beneficial if a candidate has already been involved in a Physical Education programme, for example, a programme using Access 1 curriculum descriptors.

CREDIT VALUE

1 credit at Access 1.

Administrative Information

Superclass: MA
Publication date: December 2000
Source: Scottish Qualifications Authority
Version: 02

© Scottish Qualifications Authority 2000

This publication may be reproduced in whole or in part for educational purposes provided that no profit is derived from reproduction and that, if reproduced in part, the source is acknowledged.

Additional copies of this unit specification can be purchased from the Scottish Qualifications Authority. The cost for each unit specification is £2.50 (minimum order £5).

National Unit Specification: statement of standards

UNIT Physical Education: Integrated Performance – Participation (Access 1)

Acceptable performance in this unit will be the satisfactory achievement of the standards set out in this part of the unit specification. All sections of the statement of standards are mandatory and cannot be altered without reference to the Scottish Qualifications Authority.

OUTCOME

Participate in chosen activities.

Performance criteria

- (a) Chosen activities are carried out in accordance with rules.
- (b) Work is done to the best of own ability in each activity.
- (c) Co-operation is effective while taking out and putting away equipment.

Note on range for the unit

Two activities should be chosen from the following categories:

- gymnastics
- dance
- water-based activities
- outdoor pursuits
- individual activities which are directly/indirectly competitive
- indoor/outdoor team games

Evidence requirements

Performance evidence in activities which satisfy the performance criteria.

Evidence should be generated for two activities.

National Unit Specification: support notes

UNIT Personal Education: Integrated Performance – Participation (Access 1)

This part of the unit specification is offered as guidance. The support notes are not mandatory.

While the time allocated to the unit is at the discretion of the centre, the notional design length is 40 hours.

GUIDANCE ON THE CONTENT AND CONTEXT FOR THIS UNIT

This is one of three units derived from the Physical Education unit *D575 08, Physical Education: Integrated Performance (Access 2)*. Candidates may find this an appropriate unit to undertake on its own or together with the other Access 1 units which are:

D3KY 07 Physical Education: Integrated Performance – Progress Towards Targets (Access 1)
D3L0 07 Physical Education: Integrated Performance – Personal Organisation (Access 1)

The aim of this unit is to develop the candidate's co-ordination and ability to work with others. This will be done by introducing the candidate to a limited number of activities, from which the candidate chooses two activities. The activities in the unit should take into account the interests and abilities of the candidates and the availability of facilities and resources, including staff resources.

The unit is intended to allow candidates who have little or no experience in the activities to develop skills to perform at a basic level. At this level co-operation is an essential component of participation in Physical Education and candidates will have the opportunity to develop and assess their co-operation when handling equipment.

GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT

This unit should be practical - experiential. Activities which hold interest for candidates should be used. The unit should not be delivered in isolation but should be integrated within the candidate's overall learning programme.

Candidates should have opportunities to work individually, with a partner and in groups while developing their performance. There should be sufficient time given to practise. The emphasis should be on individual needs and personal progress rather than on a set of fixed steps. Candidates should be provided with feedback consistent with their own rate of progress. At this level candidates will require considerable support from teachers/lecturers.

GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

Candidates should be made aware of assessment criteria and instruments. It is anticipated that ongoing assessment will take place, informing and supporting candidates. Holistic approaches to assessment should be adopted wherever possible. A variety of approaches to assessment may be appropriate.

National Unit Specification: support notes (cont)

UNIT Personal Education: Integrated Performance – Participation (Access 1)

Assessment for this unit should generate performance evidence supported by, for example:

- observation pro-forma with appropriate detail
- candidate folio (normally text/audio)
- photographs with related comments (these may be placed in the candidate's folio)
- video clips with related comments
- oral evidence using the candidate's normal mode of communication.

Where there is a need for reassessment, initial assessment should help teachers/lecturers plan further practice for candidates experiencing difficulty. When a candidate has met the performance criteria, this should be recorded and held as evidence of attainment.

Please refer to Guidance on Certification and Moderation given in the Introductory Information of these Arrangements for further details about certification and moderation when Access 1 units are being used to contribute to an Access 2 unit.

SPECIAL NEEDS

This unit specification is intended to ensure that there are no artificial barriers to learning or assessment. Special needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments or considering alternative outcomes for units. For further information on these, please refer to the document *Guidance on Special Assessment and Certification Arrangements for: Candidates with Special Needs/Candidates for whom English is an additional language* (SQA, 2000).

National Unit Specification: general information

UNIT Physical Education: Integrated Performance –
Personal Organisation (Access 1)

NUMBER D3L0 07

SUMMARY

This unit provides opportunities to develop the candidate's personal organisation skills, her or his sense of responsibility and the ability to work with others in the context of Physical Education activities.

OUTCOME

Demonstrate personal organisation.

RECOMMENDED ENTRY

Entry is at the discretion of the centre. However, it would be beneficial if a candidate has already been involved in a Physical Education programme, for example, a programme using Access 1 curriculum descriptors.

CREDIT VALUE

1 credit at Access 1.

Administrative Information

Superclass: MA
Publication date: December 2000
Source: Scottish Qualifications Authority
Version: 02

© Scottish Qualifications Authority 2000

This publication may be reproduced in whole or in part for educational purposes provided that no profit is derived from reproduction and that, if reproduced in part, the source is acknowledged.

Additional copies of this unit specification can be purchased from the Scottish Qualifications Authority. The cost for each unit specification is £2.50 (minimum order £5).

National Unit Specification: statement of standards

UNIT Physical Education: Integrated Performance – Personal Organisation (Access 1)

Acceptable performance in this unit will be the satisfactory achievement of the standards set out in this part of the unit specification. All sections of the statement of standards are mandatory and cannot be altered without reference to the Scottish Qualifications Authority.

OUTCOME

Demonstrate personal organisation.

Performance criteria

- (a) Knowledge of personal kit and equipment required for the activities is accurate.
- (b) Responsibility is taken for bringing own personal kit regularly.

Note on range for the unit

Two activities should be chosen from the following categories:

- gymnastics
- dance
- water-based activities
- outdoor pursuits
- individual activities which are directly/indirectly competitive
- indoor/outdoor team games

Evidence requirements

Evidence which satisfies the performance criteria. This may be performance evidence or oral, written, visual or graphic evidence. Evidence should be generated for two activities.

National Unit Specification: support notes

UNIT Physical Education: Integrated Performance – Personal Organisation (Access 1)

This part of the unit specification is offered as guidance. The support notes are not mandatory.

While the time allocated to the unit is at the discretion of the centre, the notional design length is 40 hours.

GUIDANCE ON THE CONTENT AND CONTEXT FOR THIS UNIT

This is one of three units derived from the Physical Education unit *D575 08, Physical Education: Integrated Performance (Access 2)*. Candidates may find this an appropriate unit to undertake on its own or together with the other Access 1 units which are

D3KX 07 Physical Education: Integrated Performance – Participation (Access 1)

D3KY 04 Physical Education: Integrated Performance – Progress Towards Targets (Access 1)

The aim of this unit is to develop the candidate's personal organisation skills and her or his sense of responsibility. This will be done by developing the candidate's knowledge of the personal kit and equipment necessary for participation in at least two activities, and by allowing the candidate to take responsibility for bringing her or his own kit on a regular basis. The activities in the unit should take into account the interests and abilities of the candidates and the availability of facilities and resources, including staff resources.

At this level personal organisation and co-operation are essential components of participation in Physical Education and candidates will have the opportunity to develop these aspects while participating in activities and bringing appropriate personal kit and equipment with them.

GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT

This unit should be practical - experiential. Activities which hold interest for candidates should be used. The unit should not be delivered in isolation but should be integrated within the candidate's overall learning programme.

The emphasis should be on individual needs and personal progress rather than on a set of fixed steps. Candidates should be provided with feedback consistent with their own rate of progress. At this level candidates will require considerable support from teachers/lecturers.

GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

Candidates should be made aware of assessment criteria and instruments.

It is anticipated that ongoing assessment will take place, informing and supporting candidates. Holistic approaches to assessment should be adopted wherever possible. A variety of approaches to assessment may be appropriate.

National Unit Specification: support notes (cont)

UNIT Personal Education: Integrated Performance – Personal Organisation (Access 1)

Assessment for this unit should generate performance evidence supported by, for example:

- observation pro-forma with appropriate detail
- candidate folio (normally text/audio)
- photographs with related comments (these may be placed in the candidate's folio)
- video clips with related comments
- oral evidence using the candidate's normal mode of communication.

Where there is a need for reassessment, initial assessment should help teachers/lecturers plan further practice for candidates experiencing difficulty. When a candidate has met the performance criteria, this should be recorded and held as evidence of attainment.

Please refer to Guidance on Certification and Moderation given in the Introductory Information of these Arrangements for further details about certification and moderation when Access 1 units are being used to contribute to an Access 2 unit.

SPECIAL NEEDS

This unit specification is intended to ensure that there are no artificial barriers to learning or assessment. Special needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments or considering alternative outcomes for units. For further information on these, please refer to the document *Guidance on Special Assessment and Certification Arrangements for: Candidates with Special Needs/Candidates for whom English is an additional language* (SQA, 2000).

National Unit Specification: general information

UNIT Physical Education: Integrated Performance –
Progress Towards Targets (Access 1)

NUMBER D3KY 07

SUMMARY

This unit provides opportunities to develop the candidate's co-ordination and ability to set and review targets for learning in the context of Physical Education activities.

OUTCOME

Progress towards identified learning targets, throughout Physical Education activities.

RECOMMENDED ENTRY

Entry is at the discretion of the centre. However, it would be beneficial if a candidate has already been involved in a Physical Education programme, for example, a programme using Access 1 curriculum descriptors.

CREDIT VALUE

1 credit at Access 1.

Administrative Information

Superclass: MA
Publication date: December 2000
Source: Scottish Qualifications Authority
Version: 02

© Scottish Qualifications Authority 2000

This publication may be reproduced in whole or in part for educational purposes provided that no profit is derived from reproduction and that, if reproduced in part, the source is acknowledged.

Additional copies of this unit specification can be purchased from the Scottish Qualifications Authority. The cost for each unit specification is £2.50 (minimum order £5).

National Unit Specification: statement of standards

UNIT Physical Education: Integrated Performance – Progress Towards Targets (Access 1)

Acceptable performance in this unit will be the satisfactory achievement of the standards set out in this part of the unit specification. All sections of the statement of standards are mandatory and cannot be altered without reference to the Scottish Qualifications Authority.

OUTCOME

Progress towards identified learning targets, throughout Physical Education activities.

Performance criteria

- (a) Personal learning targets are agreed for the activities undertaken.
- (b) Contribution to review of targets is effective.
- (c) Record of progress is maintained.

Note on range for the unit

Two activities should be chosen from the following categories:

- gymnastics
- dance
- water-based activities
- outdoor pursuits
- individual activities which are directly/indirectly competitive
- indoor/outdoor team games

Evidence requirements

Evidence which satisfies the performance criteria. This may be oral, written, visual or graphic evidence. Evidence should be generated for two activities. Two targets will be set for each activity undertaken. The targets may be identified with support.

National Unit Specification: support notes

UNIT Physical Education: Integrated Performance – Progress Towards Targets (Access 1)

This part of the unit specification is offered as guidance. The support notes are not mandatory.

While the time allocated to the unit is at the discretion of the centre, the notional design length is 40 hours.

GUIDANCE ON THE CONTENT AND CONTEXT FOR THIS UNIT

This is one of three units derived from the Physical Education unit *D575 08, Physical Education: Integrated Performance (Access 2)*. Candidates may find this an appropriate unit to undertake on its own or together with the other Access 1 units which are

D3KX 07 Physical Education: Integrated Performance – Participation (Access 1)

D3L0 07 Physical Education: Integrated Performance – Personal Organisation (Access 1).

The unit is intended to support candidates in setting personal targets and in monitoring their progress with regard to targets set, whilst developing basic skills in Physical Education. This will be done by introducing the candidate to a limited number of activities, from which the candidate chooses two activities. The activities in the unit should take into account the interests and abilities of the candidates and the availability of facilities and resources, including staff resources.

Each candidate will then set two personal learning targets for each activity chosen.

The Physical Education activities will involve co-operation with others and personal learning targets may relate to skills development, personal organisation or working with others.

GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT

This unit should be practical - experiential. Activities which hold interest for candidates should be used. The unit should not be delivered in isolation but should be integrated within the candidate's overall learning programme.

Candidates should have opportunities to work individually, with a partner and in groups while developing their performance. There should be sufficient time given to practise. The emphasis should be on individual needs and personal progress rather than on a set of fixed steps. Candidates should be provided with feedback consistent with their own rate of progress. At this level candidates will require considerable support from teachers/lecturers.

GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

Candidates should be made aware of assessment criteria and instruments.

Candidates should demonstrate progress towards targets in practical situations and should be assessed when they are ready. It is anticipated that ongoing assessment will take place, informing and supporting candidates. Holistic approaches to assessment should be adopted wherever possible. A variety of approaches to assessment may be appropriate.

National Unit Specification: support notes (cont)

UNIT Physical Education: Integrated Performance – Progress Towards Targets (Access 1)

Assessment for this unit should generate performance evidence supported by, for example:

- observation pro-forma with appropriate detail
- candidate folio (normally text/audio)
- photographs with related comments (these may be placed in the candidate's folio)
- video clips with related comments
- oral evidence using the candidate's normal mode of communication.

Where there is a need for reassessment, initial assessment should help teachers/lecturers plan further practice for candidates experiencing difficulty. When a candidate has met the performance criteria, this should be recorded and held as evidence of attainment.

Please refer to Guidance on Certification and Moderation given in the Introductory Information of these Arrangements for further details about certification and moderation when Access 1 units are being used to contribute to an Access 2 unit.

SPECIAL NEEDS

This unit specification is intended to ensure that there are no artificial barriers to learning or assessment. Special needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments or considering alternative outcomes for units. For further information on these, please refer to the document *Guidance on Special Assessment and Certification Arrangements for: Candidates with Special Needs/Candidates for whom English is an additional language* (SQA, 2000).