

**PHYSICAL EDUCATION**  
**Access 2**

**Second edition – published August 1999**

**NOTE OF CHANGES TO ACCESS 2 ARRANGEMENTS  
SECOND EDITION - PUBLISHED SUMMER 1999**

**CLUSTER TITLE:** Physical Education (Access 2)

**CLUSTER NUMBER:** C068 08

**National Cluster Specification**

Cluster Details            Core skills statements inserted

**National Unit Specification:**

***D575 08    Physical Education: Integrated Performance (Access 2)***

Outcomes                    Minor changes in wording of Outcomes 1 and 2

***D371 08    Physical Education: Performance (Access 2)***

Outcomes and PCs            Wording of Outcome and Note on range changed – two activities  
Minor textual changes

***D577 08    Physical Education: Appreciation of Performance (Access 2)***

Outcomes                    Minor changes to wording of Outcomes 2 and 3

***All units***                      Minor rewording to ensure consistency of evidence requirements  
Special Needs and Core Skills statement inserted

## National Cluster

### PHYSICAL EDUCATION (ACCESS 2)

**CLUSTER NUMBER** C068 08

#### STRUCTURE

The cluster comprises:

<i>D575 08</i>	<i>Physical Education: Integrated Performance (Acc 2)</i>	<i>1 credit (40 hours)</i>
<i>D371 08</i>	<i>Physical Education: Performance (Acc 2)</i>	<i>1 credit (40 hours)</i>
<i>D577 08</i>	<i>Physical Education: Appreciation of Performance (Acc 2)</i>	<i>1 credit (40 hours)</i>

Although the cluster can be taught successfully in the sequence indicated above, their relationship encourages integration across units. It is, however, recommended that candidates who are progressing from Access 1 start with the *Integrated Performance* unit. Planning should take account of the interests of the candidate together with the facilities and resources available.

In common with all courses, this programme of study includes a further 40 hours over and above the 120 hours of the component units. This is for induction, extending the range of learning and teaching approaches, support, consolidation and integration of learning. This time is an important element of the programme of study and advice on its use is included in the cluster details.

#### RECOMMENDED ENTRY

Entry is at the discretion of the centre.

#### CORE SKILLS

This cluster gives automatic certification of the following:

<b>Complete core skills for the cluster</b>	Problem Solving	Acc 2
<b>Additional core skills components for the cluster</b>	None	

For information about the automatic certification of core skills for any individual unit in this cluster, please refer to the general information section at the beginning of the unit.

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#### Administrative Information

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## National Cluster: details

### CLUSTER            Physical Education (Access 2)

#### RATIONALE

Performance is the prime focus of Physical Education (Access 2). 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.

At Access 2 a series of units is provided that will not only provide articulation to Access 3 but also provides sufficient lateral development to enable the candidate to extend his/her studies into the area of fitness and health.

#### CONTENT

At Access 2 the cluster comprises three units: *Integrated Performance*, *Performance*, and *Appreciation of Performance*. It is recommended that candidates complete the *Integrated Performance* unit first, particularly if they are progressing from Access 1. While attainment of discrete units indicates a certain level of basic competence, the cluster of units provides candidates with a holistic learning experience with opportunities to integrate knowledge and practical experiences.

##### ***Physical Education: Integrated Performance (Acc 2)***

The aim of this unit is to develop the candidate's co-ordination, self-organisation and ability to work with others. This will be done by introducing the candidate to a limited number of activities. 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 while undertaking two chosen activities. Its purpose is also to support 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.

##### ***Physical Education: Performance (Acc 2)***

This unit introduces the candidate to a range of practical activities which will develop knowledge and skills through active participation. The activities in the unit should arise from discussion between the teacher/lecturer and candidates which takes account of the interests and talents of the candidate and the effective management of available facilities, resources and staff expertise. Teachers/lecturers should take account how assessment will be managed, when agreeing on two activities for the candidate to undertake.

## **National Cluster: details (cont)**

### **CLUSTER            Physical Education (Access 2)**

#### ***Physical Education: Appreciation of Performance (Acc 2)***

In *Appreciation of Performance* candidates are encouraged to observe and think about their performance in order to suggest ways of improving it. The process of appreciating performance should arise naturally from the pursuit of improving standards of performance in the activities undertaken. The content addressed in this unit will be drawn from the four areas of analysis of performance as in Access 3 but at a more fundamental level.

The four areas of Analysis of Performance are:

- 1    Performance Appreciation.
- 2    Preparation of the Body.
- 3    Skills and Technique.
- 4    Structures, Strategies and Composition.

Area 1 requires candidates to adopt a broad perspective on their personal performance. It is recommended that all four areas should be addressed, at a very basic level as appropriate to the activities selected.

Further details regarding the four areas of Analysis of Performance are provided in Appendix 1.

The units in this cluster are inter-related and an integrated approach to them enables candidates to improve personal performance while developing knowledge, skills and understanding.

#### **ASSESSMENT**

Access differs from courses at other levels in that there is no external assessment. However a cluster of units provides opportunities for sustained and progressive learning and for more broadly-based integration of knowledge and skills than is possible in discrete units.

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 the unit specification. Candidates will prepare for the outcome(s) of each unit, which will evolve through learning and teaching activities across the units.

The instruments of assessment which can 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 specific assessment items is given in the unit specifications.

## National Cluster: details (cont)

### CLUSTER            Physical Education (Access 2)

#### 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 improve their performance. The emphasis should be on the needs of the individual candidate and their progress rather than on a set of fixed steps. Candidates should be provided with feedback on performance consistent with their own rate of progress. Analysis of performance should support performance development.

The additional 40 hours available to support learning and teaching across the cluster is an important feature of course design. It has a number of purposes:

- induction and team building
- target setting/personal organisation
- integration of learning
- personal performance improvement
- special events/visits
- consolidation of learning

#### SPECIAL NEEDS

This 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 information on these, please refer to the SQA document *Guidance on Special Assessment and Certification Arrangements for Candidates with Special Needs/Candidates whose First Language is not English* (SQA, 1998).

#### SUBJECT GUIDES

A Subject Guide to accompany the Arrangements documents has been produced by the Higher Still Development Unit (HSDU) in partnership with the Scottish Consultative Council on the Curriculum (SCCC) and Scottish Further Education Unit (SFEU). The Guide provides further advice and information about:

- support materials for each cluster
- learning and teaching approaches in addition to the information provided in the Arrangements document
- assessment
- ensuring appropriate access for candidates with special educational needs

The Subject Guide is intended to support the information contained in the Arrangements document. The SQA Arrangements documents contain the standards against which candidates are assessed.

## National Unit Specification: general information

<b>UNIT</b>	Physical Education: Integrated Performance (Access 2)
<b>NUMBER</b>	D575 08
<b>CLUSTER</b>	Physical Education (Access 2)

### SUMMARY

The aim of this unit is to develop the candidate's co-ordination, self organisation and ability to work with others.

### OUTCOMES

- 1 Participate in chosen activities.
- 2 Progress towards identified learning targets, throughout the activities.
- 3 Demonstrate personal organisation.

### RECOMMENDED ENTRY

Entry is at the discretion of the centre.

### CREDIT VALUE

1 credit at Access 2.

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### Administrative Information

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## **National Unit Specification: general information (cont)**

**UNIT**                      Physical Education: Integrated Performance (Access 2)

### **CORE SKILLS**

This unit gives automatic certification of the following:

<b>Complete core skills for the unit</b>	Problem Solving	Acc 2
<b>Additional core skills components for the unit</b>	None	

## **National Unit Specification: statement of standards**

### **UNIT**                      Physical Education: Integrated Performance (Access 2)

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 1**

Participate in chosen activities.

##### **Performance criteria**

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

##### **Note on range for the outcome**

Two activities to 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 satisfies the performance criteria.  
Evidence should be generated for two activities.

#### **OUTCOME 2**

Progress towards identified learning targets, throughout the 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.

##### **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: statement of standards (cont)**

**UNIT**                      Physical Education: Integrated Performance (Access 2)

### **OUTCOME 3**

Demonstrate personal organisation.

#### **Performance criteria**

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

#### **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 (Access 2)**

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

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

#### **GUIDANCE ON CONTENT AND CONTEXT FOR THIS UNIT**

The aim of this unit is to develop the candidate's co-ordination, self organisation 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, 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. Its purpose is also to support candidates in setting personal targets and in monitoring their progress with regard to targets set.

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

#### **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 outcomes 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.

## **National Unit Specification: support notes (cont)**

### **UNIT**                      Physical Education: Integrated Performance (Access 2)

#### **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 whenever possible. A variety of approaches to assessment may be appropriate.

Candidates should demonstrate their competence in practical situations and should be assessed when they are ready. 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.

Assessment for this unit should generate performance evidence supported by:

- 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 which could be recorded using an audio cassette

#### **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 information on these, please refer to the SQA document *Guidance on Special Assessment and Certification Arrangements for Candidates with Special Needs/Candidates whose First Language is not English* (SQA, 1998).

## **National Unit Specification: general information**

<b>UNIT</b>	Physical Education: Performance (Access 2)
<b>NUMBER</b>	D371 08
<b>CLUSTER</b>	Physical Education (Access 2)

### **SUMMARY**

This unit introduces the candidate to practical activities which will develop knowledge and skills through active participation.

### **OUTCOME**

Demonstrate effective performance in practical activities.

### **RECOMMENDED ENTRY**

Entry is at the discretion of the centre.

### **CREDIT VALUE**

1 credit at Access 2.

### **CORE SKILLS**

There is no automatic certification of core skills or core skills components in this unit.

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### **Administrative Information**

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## **National Unit Specification: statement of standards**

### **UNIT**                      Physical Education: Performance (Access 2)

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 effective performance in practical activities.

##### **Performance criteria**

- (a) Effective performance is demonstrated.
- (b) Correct decisions are made in performance contexts.
- (c) The pattern of the action is usually identifiable.

##### **Note on range for the outcome**

Practical Activities: two activities chosen from the following categories:

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

Performance contexts: contexts appropriate to the activities used; carefully controlled situations.

##### **Evidence requirements**

Performance evidence which satisfies the performance criteria. Evidence should be generated for two activities.

## **National Unit Specification: support notes**

### **UNIT                      Physical Education: Performance (Access 2)**

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

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

#### **GUIDANCE ON CONTENT AND CONTEXT FOR THIS UNIT**

This unit introduces the candidate to a range of practical activities from which two activities are chosen which will develop the candidate's knowledge and skills through active participation. The activities in the unit should arise from discussion between teachers/lecturers and candidates which takes account of the interests and talents of the candidate and the effective management of available facilities, resources and staff expertise. In agreeing activities with candidates, teachers/lecturers should take account of managing assessment.

Activities may be selected from a wide range within the following categories: gymnastics, dance, water-based activities, outdoor pursuits, individual activities which are directly/indirectly competitive, indoor/outdoor team games.

#### **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 outcomes 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.

Assessment of performance should be based on the skilled observations of the teacher/lecturer in relation to the performance criteria. Assessment should be recorded by the teacher/lecturer using, for example, an observation proforma or video clip.

## **National Unit Specification: support notes (cont)**

**UNIT**                      Physical Education: Performance (Access 2)

### **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 information on these, please refer to the SQA document *Guidance on Special Assessment and Certification Arrangements for Candidates with Special Needs/Candidates whose First Language is not English* (SQA, 1998).

## National Unit Specification: general information

<b>UNIT</b>	Physical Education: Appreciation of Performance (Access 2)
<b>NUMBER</b>	D577 08
<b>CLUSTER</b>	Physical Education (Access 2)

### SUMMARY

This unit encourages the candidate to look at his/her personal performance and suggest ways of improving the performance.

### OUTCOMES

- 1 Describe personal performance.
- 2 Use knowledge and understanding to analyse personal performance.
- 3 Suggest improvements to personal performance.

### RECOMMENDED ENTRY

Entry is at the discretion of the centre.

### CREDIT VALUE

1 credit at Access 2.

### CORE SKILLS

This unit gives automatic certification of the following:

<b>Complete core skills for the unit</b>	None	
<b>Core skills components for the unit</b>	Critical Thinking	Acc 2

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## **National Unit Specification: statement of standards**

### **UNIT**                      Physical Education: Appreciation of Performance (Access 2)

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 1**

Describe personal performance.

##### **Performance criteria**

- (a) Main features of performance are described accurately.
- (b) Information on performance is recorded.

##### **Evidence requirements**

Evidence which satisfies the performance criteria. This may be oral, written, visual or graphic evidence. Main features described should have already been identified as appropriate to the activity. Description should reflect strengths and weaknesses in performance.

#### **OUTCOME 2**

Use knowledge and understanding to analyse personal performance.

##### **Performance criteria**

- (a) Basic knowledge and understanding are used effectively.
- (b) Some obvious strengths are identified.
- (c) Areas requiring development and/or improvement are identified.

##### **Note on range for the outcome**

Basic knowledge and understanding: knowledge and understanding of main features of performance derived from personal experience.

##### **Evidence requirements**

Evidence which satisfies the performance criteria. This may be oral, written, visual or graphic evidence.

#### **OUTCOME 3**

Suggest improvements to personal performance.

##### **Performance criteria**

- (a) A main feature of performance requiring development is identified.
- (b) A way of improving this performance is suggested.
- (c) A personal target is set to improve performance.

##### **Evidence requirements**

Evidence which satisfies the performance criteria. This may be oral, written, visual or graphic evidence.

## **National Unit Specification: support notes**

### **UNIT**                      Physical Education: Appreciation of Performance (Access 2)

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

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

#### **GUIDANCE ON CONTENT AND CONTEXT FOR THIS UNIT**

This is a teacher/lecturer-led unit. Candidates working at this level will require support to understand the concepts presented in this unit.

In the unit candidates are encouraged to observe and think about their performance in order to suggest ways of improving it. The process of appreciating performance should arise naturally from the pursuit of improved performance in activities undertaken. The content addressed in this unit will be drawn from the four areas of Analysis of Performance as in Access 3 but at a more fundamental level.

The four areas of Analysis of Performance are:

- 1 Performance Appreciation.
- 2 Preparation of the Body.
- 3 Skills and Technique.
- 4 Structures, Strategies and Composition.

Area 1 requires candidates to adopt a broad perspective on their performance. It is recommended that all four areas should be addressed, at a very basic level as appropriate to the activities selected. Further information on the four areas is provided in Appendix I. (This Appendix is relevant to all levels and is also in the Physical Education Arrangements documents as Appendix II).

#### **GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT**

Candidates should have opportunities to work individually, with a partner and in groups, as appropriate to the activities while developing their performance. The emphasis should be on individual needs and personal progress rather than on a set of fixed steps. 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.

## **National Unit Specification: support notes (cont)**

**UNIT**                      Physical Education: Appreciation of Performance (Access 2)

### **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 information on these, please refer to the SQA document *Guidance on Special Assessment and Certification Arrangements for Candidates with Special Needs/Candidates whose First Language is not English* (SQA, 1998).

### ANALYSIS OF PERFORMANCE

Analysis of Performance in Physical Education courses at all levels comprises four areas. Area 1 requires candidates to adopt a broad perspective on their performance and to demonstrate their knowledge and understanding in the way they plan and manage their training to improve performance.

Areas 2, 3 and 4 require candidates to demonstrate knowledge and understanding of specific aspects of performance and how they relate to the overall improvement of performance. The key concepts of each area are outlined below.

#### **Performance Appreciation**

**(Area 1)**

Provides general parameters which may be used in each of the other areas.

- the overall nature and demands of quality performance
- personal performance qualities, such as imagination, flair and creativity – strengths and weaknesses, needs and challenges
- mental factors influencing performance, including motivation, preparation and mental state during performance
- appropriate models of performance to help establish training priorities and personal style
- planning and managing personal performance improvement, including long and short-term goals

#### **Preparation of the Body**

**(Area 2)**

The candidate's status and fitness requirements pertaining to performance goals.

- types of performance-related fitness and specific applications to selected activities
- physical, skill-related and mental aspects of fitness
- fitness assessment in relation to personal performance and the demands of selected activities
- principles and methods of training
- planning and implementing training in pursuit of personal goals, through phases of training, training cycles and the monitoring of progress

#### **Skills and Technique**

**(Area 3)**

The development of refined technique in pursuit of performance improvement.

- concepts of skills, technique and skilled performance as appropriate to the nature of activities
- technique improvement through mechanical analysis, movement analysis or consideration of quality
- ways of learning skills and developing technique:
  - stages of learning
  - methods of practice
  - principles of effective practice
  - importance of motivation, concentration and feedback

#### **Structures, Strategies and Composition**

**(Area 4)**

The influence of shape, form and design on the candidate's performance.

- the structures, strategies and/or compositional elements that are fundamental to selected activities
- identification of strengths and weaknesses in performance in terms of:
  - roles and relationships
  - formations
  - group and team principles
  - tactical or design elements
  - choreography and composition
- problem-solving and decision-making when working with structures, strategies or compositional elements to develop and improve performance