

PHYSICAL EDUCATION
Access 3

Second edition – published April 2000

**NOTE OF CHANGES TO ACCESS 3 ARRANGEMENTS
SECOND EDITION PUBLISHED APRIL 2000**

CLUSTER TITLE: Physical Education (Access 3)

CLUSTER NUMBER: C068 09

National Cluster Specification

Cluster Details: Core Skills identified

National Unit Specifications

No significant changes – minor modifications

National Cluster

PHYSICAL EDUCATION (ACCESS 3)

CLUSTER NUMBER C068 09

STRUCTURE

The programme of study has six mandatory units, as follows:

<i>D367 09</i>	<i>Performance A (Acc 3)</i>	<i>0.5 credit (20 hours)</i>
<i>D368 09</i>	<i>Performance B (Acc 3)</i>	<i>0.5 credit (20 hours)</i>
<i>D578 09</i>	<i>Performance C (Acc 3)</i>	<i>0.5 credit (20 hours)</i>
<i>D579 09</i>	<i>Performance D (Acc 3)</i>	<i>0.5 credit (20 hours)</i>
<i>D369 09</i>	<i>Analysis of Performance (Acc 3)</i>	<i>0.5 credit (20 hours)</i>
<i>D370 09</i>	<i>Investigation of Performance (Acc 3)</i>	<i>0.5 credit (20 hours)</i>

The Performance units may be delivered in series or concurrently. Planning should take account of the interests of the candidates, together with the facilities and resources available. The Analysis of Performance and Investigation of Performance units should be delivered in practical contexts. It is recommended that the activities undertaken for the Performance units are the practical contexts employed for this purpose.

In common with all courses, this cluster includes 40 hours over and above the 120 hours for the component units. This may be used for induction, extending the range of learning and teaching approaches, support, consolidation and integration of learning and assessment.

RECOMMENDED ENTRY

While entry is at the discretion of the centre these Access units are designed to enable upward progression from Access 2. They are also suitable for candidates who have not previously participated in physical education, but have an interest to begin at this level.

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National Cluster: general information (cont)

CLUSTER Physical Education (Access 3)

CORE SKILLS

This cluster gives automatic certification of the following:

Complete core skills for the cluster Problem Solving Acc 3

Core skills components for the cluster 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.

Additional information about core skills is published in *Automatic Certification of Core Skills in National Qualifications* (SQA, 1999).

National Cluster: details

CLUSTER Physical Education (Access 3)

RATIONALE

Performance is the prime focus for the cluster units at Access 3. Practical experiential learning provides the opportunity for personal fulfilment through the development of performance, and the skills and technique, knowledge and understanding required to achieve this.

A flexible approach provides opportunities for candidates to develop their interests and talents in a variety of ways. Physical Education provides opportunities for candidates to engage in activities which are, in themselves, competitive, creative, cooperative and individual. The subject presents opportunities for candidates to develop innovative practices and enterprising attitudes.

Emotional, social 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 staff and peers.

CONTENT

Performance A, B, C and D

At Access 3, candidates are engaged in a multi-activity approach to performance. Candidates undertaking the coherent group of units take four Performance units in four different activities which are selected as a result of negotiation between candidates and teacher/lecturer. It is recommended that as wide an experience of activities as possible should be offered taking account of candidates' interests, facilities, expertise and resources available.

Analysis and Investigation of Performance

In analysing performance at Access 3, candidates are required to observe and reflect upon performance, then apply simple analysis techniques in staff-led situations aimed at investigating performance in order to improve it.

Analysis of Performance is sub-divided into four areas, which 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, and to demonstrate their knowledge and understanding in the way they explore their training to improve performance.

Areas 2, 3 and 4 require candidates to look more closely at specific aspects of performance. Each of the four areas enables performance to be analysed in a different way. Further information on the areas is provided in Appendix III.

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

National Cluster: details (cont)

CLUSTER Physical Education (Access 3)

Undertaking the units as a cluster offers a number of benefits:

- together, the units provide a holistic physical education experience
- balance and breadth in learning is promoted
- both specific and core skills may be explored and developed
- skills and abilities are developed through integrated activity supporting learning as a whole
- a candidate's abilities to: sustain effort, concentrate, come to conclusions, make decisions, complete a process and evaluate work are developed

ASSESSMENT

The units which comprise this cluster will be assessed internally. Details of the internal assessment are provided in the unit specifications. Candidates should be made aware of assessment criteria and instruments of assessment.

While a variety of instruments of assessment is available, staff are encouraged to adopt an integrated approach. It is anticipated that continuous assessment will take place to inform and support candidates' progress.

APPROACHES TO LEARNING AND TEACHING

The units identified are intended to develop the skills required for entry to the units in the Intermediate 1 level course in Physical Education and are therefore designed to articulate with these units.

This enables candidates to work alongside others operating at Intermediate 1, and affords them opportunities to progress beyond those outcomes which can be achieved at Access 3.

An active-learning approach should be adopted in delivery of this cluster. Using a variety of activities, where facilities and resources permit, encourages continuation of interest and motivation for candidates at this level. Planning should encourage candidates to contribute to lessons and pool their talents and expertise in the activities of their choice. A variety of methods should be employed to achieve a balance of class teaching, individual, partner and group work. Candidates should be given sufficient time to practise, to develop skills and technique in order to improve performance. The emphasis should be on individual progress and performance rather than on a set of fixed steps. Candidates should be provided with accurate and appropriately timed feedback on performance consistent with their own rate of progress. Candidates will gain a broad base of understanding which can be studied in more depth in Physical Education courses at levels above Access 3. The programme of study followed should include the basic aspects of a minimum of three areas of analysis of performance in the practical contexts selected.

National Cluster: details (cont)

CLUSTER Physical Education (Access 3)

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

UNIT	Performance A, B, C and D* (Access 3)	
NUMBER	D367 09	Performance A
	D368 09	Performance B
	D578 09	Performance C
	D579 09	Performance D
CLUSTER	Physical Education (Access 3)	

SUMMARY

This unit offers candidates the opportunity to develop their performance in one activity. By the end of the unit the candidate should be able to select and combine a few skills to be reasonably effective in carefully controlled performance contexts offering a narrow range of options.

Performance units A, B, C and D are component units of the Access 3 Physical Education cluster.

OUTCOME

Demonstrate effective performance in challenging contexts.

RECOMMENDED ENTRY

Entry is at the discretion of the centre.

* **Note:** The titles Performance A, Performance B, Performance C and Performance D have been used to indicate that the specification can be applied to different activities. For the cluster of units at Access 3, four units each in **different** activities need to be achieved.

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National Unit Specification: general information (cont)

UNIT Performance A, B, C and D (Access 3)

CREDIT VALUE

0.5 credit at Access 3.

CORE SKILLS

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

Additional information about core skills is published in *Automatic Certification of Core Skills in National Qualifications* (SQA, 1999).

National Unit Specification: statement of standards

UNIT Performance A, B, C and D (Access 3)

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 challenging contexts.

Performance criteria

- (a) An appropriate performance repertoire is apparent.
- (b) Appropriate decisions are made in challenging performance contexts.
- (c) The pattern of the action is usually identifiable.

Note on range for the outcome

Repertoire: technical skills and general movement patterns as appropriate to the activity.

Challenging performance contexts: appropriate to the activities used, involves a narrow range of options, carefully controlled situations.

Evidence requirements

Practical demonstration, in one activity (for each unit), which satisfies the performance criteria. All four units must be achieved for the cluster award.

Staff should record written evidence of achievement for all units undertaken.

Written evidence may be supported with video clips.

National Unit Specification: support notes

UNIT Performance A, B, C and D (Access 3)

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

While the time allocated to this unit is at the discretion of the centre, the notional design length is 20 hours (80 hours in total for the four Performance units at this level).

GUIDANCE ON CONTENT AND CONTEXT FOR THIS UNIT

Candidates develop their performance in a single activity in each of these units. The activity agreed should be the result of negotiation between staff and candidates. The negotiation process should take account of candidate interests and motivation, expertise, facilities and available resources. Where candidates are taking this Performance unit as one of the cluster of units at Access 3, consideration should also be given to the range of performance experiences that it would be desirable to offer across the four Performance units available.

GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT

Candidates should learn in familiar situations which provide opportunities for individual, partner and group work. Candidates should be provided with opportunities to practise and refine skills and to develop movement patterns. Knowledge and understanding should be developed in practical contexts. The emphasis should be on individual progress and performance rather than on a set of fixed steps. Candidates should be provided with accurate and appropriately timed feedback consistent with their own rate of progress.

GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

Staff should plan further practice and reassessment for candidates experiencing difficulty. When a candidate has met the performance criteria this achievement should be recorded and held as evidence of attainment.

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

UNIT Analysis of Performance (Access 3)

NUMBER D369 09

CLUSTER Physical Education (Access 3)

SUMMARY

Describe and analyse performance in straightforward terms and suggest ways of improving performance.

This is a component unit of the Access 3 cluster in Physical Education.

OUTCOMES

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

RECOMMENDED ENTRY

Entry is at the discretion of the centre.

CREDIT VALUE

0.5 credit at Access 3.

Administrative Information

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National Unit Specification: general information (cont)

UNIT Analysis of Performance (Access 3)

CORE SKILLS

This unit gives automatic certification of the following:

Complete core skills for the unit	None	
Core skills components for the unit	Critical Thinking	Acc 3

Additional information about core skills is published in *Automatic Certification of Core Skills in National Qualifications* (SQA, 1999).

National Unit Specification: statement of standards

UNIT Analysis of Performance (Access 3)

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 performance.

Performance criteria

- (a) Methods to record information about performance are used correctly.
- (b) The main features of the performance are recognised.

Note on range for the outcome

Methods: suitable methods provided by staff.

Main features: identified by staff as appropriate to the activity.

Evidence requirements

Successful completion of two methods (provided by staff) to satisfy the criteria, for example:

- observation schedule/checklist with appropriate detail
- candidate notes (normally text/audio)
- photographs with related comments
- video clips with related comments
- oral explanation

National Unit Specification: statement of standards (cont)

UNIT Analysis of Performance (Access 3)

OUTCOME 2

Use knowledge and understanding to analyse performance.

Performance criteria

- (a) Use simple knowledge and understanding.
- (b) Identify some obvious strengths and weaknesses.

Note on range for the outcome

Simple knowledge and understanding: main features of performance derived from practical experience.

Evidence requirements

Two pieces of evidence which satisfy the performance criteria, for example:

- observation schedule/checklist with appropriate detail
- candidate notes (normally text/audio)
- sequence photographs with related comments
- video clips with related comments
- oral explanation

Evidence should be gathered using the following areas of analysis:

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

OUTCOME 3

Suggest improvements to performance.

Performance criteria

- (a) An obvious feature of performance needing improvement is identified.
- (b) A way of improving this performance is suggested.

Note on range for the outcome

Way of improving: general suggestion, eg, practise, improve fitness.

Evidence requirements

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

National Unit Specification: support notes

UNIT Analysis of Performance (Access 3)

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

While the time allocated to this unit is at the discretion of the centre, the notional design length is 20 hours.

GUIDANCE ON CONTENT AND CONTEXT FOR THIS UNIT

This unit should be delivered in a practical context. The central purpose of the unit is to examine performance with a view to improvement. Analysis of Performance should arise naturally in the pursuit of this improvement.

The content addressed in this unit should be drawn from the four areas of analysis:

- 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, and to demonstrate their knowledge and understanding in the way they plan and manage their training to improve performance.

Areas 2, 3 and 4 involve candidates in looking more closely at aspects of performance. Each of the four areas allows performance to be analysed in differing ways. Further definition of the areas is provided in Appendix III.

It is recommended that a minimum of three of the four areas of Analysis of Performance are addressed to develop breadth and to provide a basis for later progression to other levels.

At Access 3, the key concepts of Analysis of Performance are addressed and analysed at a basic level.

GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT

Staff should involve the candidates in a range of situations where aspects of analysis from the main areas may be readily identified. Candidates should carry out analysis of performance in practical situations set up by the teacher/lecturer who should highlight the purpose of this analysis in the process of improving performance. Candidates should also be involved in analysing observed performance using a range of methods, provided by the teacher/lecturer, for recording information about the performance. The observed performance could be that of self or another performer. Opportunities should be given for individual, partner and group work.

National Unit Specification: support notes (cont)

UNIT Analysis of Performance (Access 3)

GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

Candidates should demonstrate their competence in practical situations and should be assessed when they are ready. Evidence for assessment should arise naturally from the range of staff-led situations in which candidates are engaged, and should be recorded by staff as appropriate. To achieve the unit, sufficient evidence requires to be provided to indicate that all outcomes and performance criteria have been met within the ranges specified. While a variety of assessment instruments is available, staff are encouraged to adopt an integrated approach to assessment in the 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 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

UNIT	Investigation of Performance (Access 3)
NUMBER	D370 09
CLUSTER	Physical Education (Access 3)

SUMMARY

Carry out a plan of action to improve or influence personal performance.

This is a component unit of Access 3 Physical Education.

OUTCOMES

- 1 Agree a plan of action to investigate performance.
- 2 Carry out the agreed plan to investigate performance.
- 3 Make simple observations on the investigation.

RECOMMENDED ENTRY

Entry is at the discretion of the centre.

CREDIT VALUE

0.5 credit at Access 3.

Administrative Information

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National Unit Specification: general information (cont)

UNIT Investigation of Performance (Access 3)

CORE SKILLS

This unit gives automatic certification of the following:

Complete core skills for the unit	None	
Core skills components for the unit	Planning and Organising	Acc 3
	Reviewing and Organising	Acc 3

Additional information about core skills is published in *Automatic Certification of Core Skills in National Qualifications* (SQA, 1999).

National Unit Specification: statement of standards

UNIT Investigation of Performance (Access 3)

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

Agree a plan of action to investigate performance.

Performance criteria

- (a) Select, with staff support, an appropriate performance to investigate.
- (b) Agree, with staff, the steps to be undertaken.

Note on range for the outcome

Steps: a few simple steps.

Evidence requirements

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

OUTCOME 2

Carry out the agreed plan to investigate performance.

Performance criteria

- (a) Record information about performance.
- (b) Comment on the information recorded.
- (c) Undertake a simple programme of work.

Note on range for the outcome

Comment: reflects strengths and weaknesses.

Programme of work: to improve performance.

Evidence requirements

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

National Unit Specification: statement of standards (cont)

UNIT Investigation of Performance (Access 3)

OUTCOME 3

Make simple observations on the investigation.

Performance criterion

Comment on the effect on performance.

Note on range for the outcome

Effect: improvement or not.

Evidence requirements

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

National Unit Specification: support notes

UNIT Investigation of Performance (Access 3)

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

While the time allocated to this unit is at the discretion of the centre, the notional design length is 20 hours.

GUIDANCE ON CONTENT AND CONTEXT FOR THIS UNIT

This unit involves candidates in following the process of investigating performance using a range of basic analysis techniques. The areas of analysis of performance should be applied in simple forms, in situations set up by staff, to develop candidates' awareness and understanding of the process of investigating performance.

GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT

This is a process-led unit which should be delivered in practical situations. The process should be led and supported throughout by staff.

GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

Candidates should demonstrate their competence in practical situations and should be assessed when ready. Staff-led situations in which candidates are engaged should allow evidence for assessment to arise naturally and should be recorded by staff as appropriate.

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).