



Physical Education: Performance Skills (National 4)

SCQF: level 4 (9 SCQF credit points)

Unit code: H252 74

Unit outline

The general aim of this Unit is to provide learners with the opportunity to develop a range of movement and performance skills in physical activities, in straightforward contexts. Learners will develop some consistency in their control, fluency of movement and body and spatial awareness. They will also learn how to respond to and meet the physical demands of performance in a safe and effective way. The Unit offers opportunities for personalisation and choice in the selection of physical activities.

Learners who complete this Unit will be able to:

- 1 Demonstrate a range of movement and performance skills in physical activities

This Unit is a mandatory Unit of the National 4 Physical Education Course and is also available as a free-standing Unit. The Unit Specification should be read in conjunction with the *Unit Support Notes*, which provide advice and guidance on delivery, assessment approaches and development of skills for learning, skills for life and skills for work. Exemplification of the standards in this Unit is given in *Unit Assessment Support*.

The *Added Value Unit Specification* for the National 4 Physical Education Course gives further mandatory information on Course coverage for learners taking this Unit as part of the National 4 Physical Education Course.

Recommended entry

Entry to this Unit is at the discretion of the centre. However, learners would normally be expected to have attained the skills, knowledge and understanding required by one or more of the following or equivalent qualifications and/or experience:

- ◆ National 3 Physical Education Course or relevant component Units

In terms of prior learning and experience, relevant experiences and outcomes may also provide an appropriate basis for doing this Unit.

Equality and inclusion

This Unit Specification has been designed to ensure that there are no unnecessary barriers to learning or assessment. The individual needs of learners should be taken into account when planning learning experiences, selecting assessment methods or considering alternative evidence. For further information, please refer to the *Unit Support Notes*.

Standards

Outcomes and Assessment Standards

Outcome 1

The learner will:

- 1 Demonstrate a range of movement and performance skills in physical activities by:**
 - 1.1 Selecting and safely applying a range of movement and performance skills, with some control and fluency
 - 1.2 Demonstrating body and spatial awareness with some identifiable patterns and rhythms
 - 1.3 Working co-operatively with others
 - 1.4 Demonstrating techniques, composition or tactics safely
 - 1.5 Making appropriate decisions and adaptations in response to variables
 - 1.6 Demonstrating some consistency of movement and performance skills in straightforward contexts

Evidence Requirements for the Unit

Assessors should use their professional judgement, subject knowledge and experience, and understanding of their learners, to determine the most appropriate ways to generate evidence and the conditions and contexts in which they are used.

While the context for learning can be provided by a range of physical activities, learners must provide evidence for assessment from **two** physical activities.

Performance skills in this Unit can be assessed within any realistic experience, situation or conditioned activity. Evidence should be collected over a period of time that is sufficient to allow the learner to demonstrate the standards required.

Exemplification of assessment is provided in *Unit Assessment Support*. Advice and guidance on possible approaches to assessment is provided in the *Unit Support Notes*.

Development of skills for learning, skills for life and skills for work

It is expected that learners will develop broad, generic skills through this Unit. The skills that learners will be expected to improve on and develop through the Unit are based on SQA's *Skills Framework: Skills for Learning, Skills for Life and Skills for Work* and are drawn from the main skills areas listed below. These must be built into the Unit where there are appropriate opportunities.

1 Literacy

1.1 Listening and talking

3 Health and wellbeing

3.2 Emotional wellbeing

3.3 Physical wellbeing

4 Employability, enterprise and citizenship

4.3 Working with others

5 Thinking skills

5.3 Applying

Amplification of these is given in SQA's *Skills Framework: Skills for Learning, Skills for Life and Skills for Work*. The level of these skills should be at the same SCQF level as the Unit and be consistent with the SCQF level descriptor. Further information on building in skills for learning, skills for life and skills for work is given in the *Unit Support Notes*.

Administrative information

Published: April 2012 (version 1.0)

Superclass: MA

History of changes to National Unit Specification

Version	Description of change	Authorised by	Date

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