



Access 2 Physical Education

Draft National Course Specification



Valid from August 2013

This edition: October 2011, draft version 1.0

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Please refer to the note of changes at the end of this Course Specification for details of changes from previous version (where applicable).

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Course outline

Course title: Access 2 Physical Education

SCQF: level 2 (18 SCQF credit points)

Course code: to be advised

Mandatory Units

Physical Education: Taking Part in Physical Activities (Access 2)	6 SCQF credit points
Physical Education: Factors Affecting Performance (Access 2)	6 SCQF credit points
Physical Education: Improving Performance (Access 2)	6 SCQF credit points

Recommended entry

Entry to this Course is at the discretion of the centre.

In terms of prior learning and experience, relevant experiences and outcomes may also provide an appropriate basis for doing this Course. Further information on relevant experiences and outcomes will be given in the *Course Support Notes*.

Progression

This Course or its components may provide progression to

- ◆ other qualifications in Physical Education or related areas
- ◆ further study, employment and/or training

Further details are provided in the Rationale section.

Equality and inclusion

This Course 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 *Course Support Notes*.

Rationale

All new and revised National Courses reflect Curriculum for Excellence values, purposes and principles. They offer flexibility, provide more time for learning, more focus on skills and applying learning, and scope for personalisation and choice.

In this Course, and its component Units, there will be an emphasis on skills development and the application of those skills. Assessment approaches will be proportionate, fit for purpose and will promote best practice, enabling learners to achieve the highest standards they can.

This Course provides learners with opportunities to continue to acquire and develop the attributes and capabilities of the four capacities as well as skills for learning, skills for life and skills for work.

All Courses provide opportunities for learners to develop breadth, challenge and application, but the focus and balance of the assessment will be appropriate for the subject area.

Relationship between the Course and Curriculum for Excellence values, purposes and principles

The Access 2 Physical Education Course builds on the principles and practice and experiences and outcomes of the health and wellbeing curriculum area.

Within a physical activities context, the Course supports learners to develop the knowledge and understanding, skills, capabilities and attributes which contribute to mental, physical, social and emotional wellbeing. The Course encourages learners to experience for themselves the positive aspects of physical activity, and by so doing establish a pattern of physical health which will be beneficial to them in future life.

The Course also provides learners with the opportunity to develop skills for learning, skills for life and skills for work. For example, by providing opportunities to work both independently and collaboratively, learners develop personal, interpersonal and problem solving skills. Through personal achievement and a sense of wellbeing, learners develop confidence.

Purpose and aims of the Course

The main purpose of the Course is to provide learners with opportunities to take part in physical activities. The Course also encourages learners to improve their own personal performance and to develop their understanding of the links between physical activity, physical performance and physical health.

The aims of the Course are to support learners to:

- ◆ take part in physical activities in order to develop a healthy and fulfilling lifestyle
- ◆ improve practical performance through participation in physical activities
- ◆ develop knowledge and understanding of factors which impact on physical activity and physical health

The Course also enables learners to develop important skills and attributes that are generic and transferable to other contexts. For example, the Course encourages learners to:

- ◆ demonstrate initiative, decision making and problem solving skills through participation in practical activities
- ◆ develop collaborative working skills
- ◆ develop thinking skills, such as reflection and problem solving

Information about typical learners who might do the Course

The Course is suitable for learners who are interested in participating in physical activities, and by so doing improving their own performance skills and health.

The Course takes account of the needs of all learners by providing sufficient flexibility to enable learners to achieve in different ways and at different paces.

The Course may also be suitable for those wishing to work towards a qualification in Physical Education for the first time.

On completing the Course, learners will have developed practical performance skills through participation in physical activities. They will also have acquired knowledge and understanding of factors which impact on physical activity and physical health.

On completing the Course, learners will have had the opportunity to develop their confidence and their mental, physical, emotional and social wellbeing.

Course structure and conditions of award

Course structure

The Course consists of three mandatory Units. The Course is designed to provide learners with opportunities to take part in at least two physical activities and to enhance their own performance in these activities. The selection of physical activities will provide learners with opportunities for personalisation and choice.

This Course enables learners to develop practical performance skills by taking part in physical activities and developing knowledge and understanding of factors which impact on physical activity and physical health.

Units can be taught sequentially or in parallel to each other. However, learning and teaching approaches should provide opportunities to integrate skills where possible.

Units are statements of standards for assessment and not programmes of learning and teaching. They can be delivered in a variety of ways.

Physical Education: Taking Part in Physical Activities (Access 2)

The purpose of this Unit is to provide learners with opportunities to focus on enhancing their participation and performance in at least two physical activities. The emphasis will be on learners taking part in physical activities, and by so doing improving their own physical health and sense of wellbeing. The choice of physical activities will provide learners with personalisation and choice. Activities may include swimming, water aerobics, walking, cycling, keep-fit, horse-riding, indoor and outdoor team games, etc.

Physical Education: Factors Affecting Performance (Access 2)

The purpose of this Unit is for learners to develop knowledge of the body and how it works. Through a physical activity, learners will be provided with opportunities to improve their knowledge about exercise and its effects on the body. It is anticipated that this Unit will be delivered with the Unit *Physical Education: Taking Part in Physical Activities*.

Physical Education: Improving Performance (Access 2)

This Unit will focus on learners improving their own performance in one physical activity. Learners will be provided with opportunities to consider their own personal performance and to improve their own performance in one physical activity. This Unit may be used to further develop either skills associated with activities in the Unit *Physical Education: Taking Part in Physical Activities* or different skills linked to another activity.

Conditions of award

To achieve the Access 2 Physical Education Course, the learner must pass all of the required Units. The required Units are shown in the Course outline section.

Access 2 Courses are not graded.

Skills, knowledge and understanding

Full skills, knowledge and understanding for the Course will be given in the *Course Support Notes*. A broad overview of the subject skills, knowledge and understanding that will be covered in the Course is given in this section.

These include:

- ◆ preparing for and participating in physical activity
- ◆ demonstrating safe practices while participating in physical activity
- ◆ demonstrating basic performance skills
- ◆ identifying the parts of the body which are used when undertaking physical activity
- ◆ identifying the effects of exercise and its effects on the body
- ◆ improving performance

Skills, knowledge and understanding to be included in the Course will be appropriate to the SCQF level of the Course. The SCQF level descriptors give further information on characteristics and expected performance at each SCQF level (www.sqa.org.uk/scqf).

Assessment

Further information about assessment for the Course will be included in the *Course Support Notes*.

Unit assessment

All Units are internally assessed against the requirements shown in the Unit Specification.

They can be assessed on a Unit-by-Unit basis or by combined assessment.

They will be assessed on a pass/fail basis within centres. SQA will provide rigorous external quality assurance, including external verification, to ensure assessment judgments are consistent and meet national standards.

The assessment of the Units in this Course will be as follows:

Physical Education: Taking Part in Physical Activities (Access 2)

For this Unit, learners will be required to provide evidence of:

- ◆ basic performance skills
- ◆ organisational skills in preparing for and participating in physical activities
- ◆ demonstrating safe practices while participating in physical activities

Physical Education: Factors Affecting Performance (Access 2)

For this Unit, learners will be required to provide evidence of:

- ◆ basic knowledge of the parts of the body which are used when undertaking physical activity
- ◆ basic knowledge about exercise and its effects on these parts of the body

Physical Education: Improving Performance (Access 2)

For this Unit, learners will be required to provide evidence of:

- ◆ basic performance skills in one physical activity
- ◆ demonstrating an improvement in performance in one physical activity

Exemplification of possible assessment approaches for these Units will be provided in the *National Assessment Resource*.

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

(Note: The information given below reflects the initial thinking on significant opportunities for development of skills for learning, skills for life and skills for work. These may be subject to change as the development process progresses.)

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

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

- 5.2 Understanding
- 5.3 Applying

Amplification of these skills is given in SQA's *Skills Framework: Skills for Learning, Skills for Life and Skills for Work*. The level of these skills will be appropriate to the level of the Course. Further information on building in skills for learning, skills for life and skills for work for the Course is given in the *Course Support Notes*.

Administrative information

Published: October 2011 (version 1.0)

Superclass: to be advised

History of changes to National Course Specification

Course details	Version	Description of change	Authorised by	Date

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