

# Draft National Unit Specification



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**Unit title:** Physical Education: Performance Skills (Higher)

**SCQF:** level 6 (9 SCQF credit points)

**Unit code:** To be advised

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## Unit outline

The general aim of this Unit is to further develop learners' ability to engage and perform in a variety of challenging physical activities by developing and extending a broad and comprehensive range of complex performance skills. They will learn how to select, use, demonstrate, apply and adapt these skills; make informed decisions; and develop their knowledge and understanding of how the performance skills combine to produce effective actions. Learners will develop consistency, precision, control and fluency of movement. 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 through the selection of physical activities.

Learners who complete this Unit will be able to:

- 1 Demonstrate a broad and comprehensive range of complex performance skills in physical activities

This Unit is a mandatory Unit of the Higher 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 the *National Assessment Resource*.

The Course Assessment Specification for the Higher Physical Education Course gives further mandatory information on Course coverage for learners taking this Unit as part of the Higher 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:

- ◆ Physical Education (National 5) Course or relevant component Units

## **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*.

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# Standards

## Outcomes and assessment standards

### Outcome 1

The learner will:

- 1 **Demonstrate a broad and comprehensive range of complex performance skills in activities by:**
  - 1.1 Selecting and applying a broad and comprehensive range of complex performance skills
  - 1.2 Demonstrating precise body and spatial awareness with distinct patterns and rhythms
  - 1.3 Displaying a high level of control and fluency during the activities
  - 1.4 Using well-established techniques, composition or tactics
  - 1.5 Making appropriate decisions in challenging contexts
  - 1.6 Reacting appropriately and making effective adaptations in response to a wide range of challenging variables

### 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 a range of physical activities may provide the context for learning, learners will provide evidence from only **two** physical activities for assessment. Learners must provide a practical demonstration of a broad and comprehensive range of complex performance skills in both physical activities.

Evidence could include one or more of the following:

- ◆ video evidence/motion capture
- ◆ observation of skills
- ◆ electronic logs
- ◆ photographic evidence
- ◆ recorded oral/written responses.

Evidence may be presented for individual Outcomes or it may be gathered for the Unit as a whole by combining assessments. If the latter approach is used, it must be clear how the evidence covers each Outcome and additional evidence must be provided if one or more standards have not been assessed.

Exemplification of assessment will be provided in the *National Assessment Resource*. 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

*(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 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 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 of 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



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**Published:** November 2011 (draft version 1.0)

**Superclass:** to be advised

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### History of changes

Version	Description of change	Authorised by	Date

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Note: readers are advised to check SQA's website: [www.sqa.org.uk](http://www.sqa.org.uk) to ensure they are using the most up-to-date version of the Unit Specification.