

National Added Value Unit Specification



Unit title: Physical Education Performance (National 4)

SCQF: level 4 (6 SCQF credit points)

Unit code: to be advised

Unit outline

This is the Added Value Unit in the Physical Education (National 4) Course. The general aim of this Unit is to enable the learner to provide evidence of added value for the Physical Education (National 4) Course through the successful completion of a performance which will allow the learner to demonstrate challenge and application.

Learners who complete this Unit will be able to:

- 1 Prepare for and carry out a performance in one physical activity

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

Recommended entry

Entry to this Unit is at the discretion of the centre. It is recommended that the learner should be in the process of completing, or have completed, the following Units in the (National 4) Course:

- ◆ Physical Education: Performance (National 4)
- ◆ Physical Education: Factors Impacting on Performance (National 4)

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 *Course Support Notes*.

Standards

Outcomes and assessment standards

Outcome 1

The learner will:

1 Prepare for and carry out a performance in one physical activity by:

- 1.1 Preparing physically, emotionally and mentally for the performance
- 1.2 Selecting and applying appropriate basic knowledge and skills
- 1.3 Following rules or guidelines and accepting decisions
- 1.4 Using safe practice, showing basic etiquette and managing emotions appropriately
- 1.5 Carrying out roles and responsibilities appropriate to the performance

Evidence Requirements for the Unit

Evidence for this Unit will be generated through a performance in which the learner will apply knowledge and skills from across the Units. The context of assessment must allow learners to experience a more competitive or demanding performance environment, such as a tournament or competition, an athletics event, a swimming gala, or a gymnastic or dance display. This could be carried out within the centre or between delivering centres.

This Added Value Unit is assessed internally by the teacher/lecturer.

All learners should be provided with a clear outline of the assessment; when and how they will be assessed. The teacher/lecturer should negotiate an appropriate physical activity with the learner, giving due consideration to the learner's ability to generate sufficient evidence to meet the assessment standards and their own ability to competently assess the agreed physical activity.

The teacher/lecturer should ensure sufficient resources and expertise are available to enable the learner to more successfully meet the assessment standards.

The nature and the demands of performance will be agreed with the teacher/lecturer. The teacher/lecturer may also provide supplementary guidelines and details to support the learner during the assessment.

For the purposes of this Unit, the nature of performance includes whether the activity is individual, or team, competitive or non-competitive, directly or indirectly competitive, and whether it is indoor or outdoor. The demands of performance include physical and mental demands and roles and responsibilities associated with the activity.

For Assessment Standard 1.2, learners are required to show evidence of the following:

- ◆ Consideration of the nature and demands of performance in the chosen activity
- ◆ Selection and application of a variety of basic performance skills and techniques
- ◆ Basic body management
- ◆ Decision-making (such as selecting and moving with self-confidence and economy in relation to others and/or their environment; and responding appropriately to fixed or moving objects)
- ◆ Adaptation of basic skills and techniques in responding to unfamiliar performance situations

For Assessment Standard 1.3, learners are required to carry out the performance within the parameters of the rules, regulations and etiquette of the chosen activity.

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.

Evidence could be presented in the following ways, or in any other appropriate way:

- ◆ Video
- ◆ The use of teacher/lecturer observation schedules during performance
- ◆ Oral/written communication
- ◆ Presentation to other learners

Further information is provided in the exemplification of assessment in the *National Assessment Resource*. Advice and guidance on possible approaches to assessment is provided in the *Course Support Notes*.

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

Please refer to the Course Specification for information about skills for learning, skills for life and skills for work.

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Further mandatory information on Course coverage for the Physical Education: Performance (National 4) Course

When negotiating activities with learners, the assessor must consider assessor expertise and access to resources within the centre. It is the responsibility of the centre assessor to carry out, collate and record appropriate assessment evidence.

The following conditions must be addressed if the learner studies and develops an activity outwith the learning environment.

The assessor will be responsible for:

- ◆ seeking authorisation from SQA to validate activity for assessment and verification purposes, prior to beginning teaching and learning
- ◆ ensuring the performance context provides the learner with the opportunity to demonstrate a range of skills within a full performance and sufficient evidence to meet all assessment standards

The learner will be responsible for:

- ◆ discussing the context, nature and demand of performance in the physical activity proposed for assessment and ensuring full agreement and approval with the assessor
- ◆ providing and presenting appropriate assessment evidence in the format agreed with the assessor for any performance completed outwith the learning environment for all assessment standards

Provisional approved activities:

A	Alpine Skiing Archery American Football Athletics
B	Badminton Baseball Basketball Board Sailing Bowling Boxing
C	Canoeing Climbing Cricket Cross-country running Curling Cycling
D	Dance
F	Fencing Flag Football Football Fitness training
G	Gaelic Football Games making Goalball Golf Gymnastics
H	Handball Hill Walking Hockey
I	Ice Hockey Ice Skating Indoor Football Indoor Hockey Inland Kayaking
L	Lacrosse Life-saving

M	Martial Arts Mountain Biking
N	Netball Nordic Skiing
O	Orienteering
P	Personal Survival
R	Rock climbing Rounders Rowing Rugby
S	Sailing Sea Kayaking Shinty Short Tennis Skiing Snowboarding Softball Squash Swimming Synchronised Swimming
T	Table Tennis Tennis Trampolining
V	Volleyball
W	Water Polo Windsurfing

Administrative information



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Superclass: to be advised

History of changes

Version	Description of change	Authorised by	Date

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