
Unit title Physical Education: Performance Skills (National 4)

SCQF: level 4 (9 SCQF credit points)

Unit code: to be advised

Unit outline

The general aim of this Unit is to develop learners' ability to perform in physical activities by developing a range of basic performance skills. They will learn how to select, use, demonstrate and adapt some of these basic skills, make decisions and extend their knowledge of how skills in performance combine to produce effective outcomes. Learners will develop some consistency in their control and fluency. 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 basic performance skills in two physical activities

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 *Unit Support Notes*, which provides 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 Added Value Unit Specification for the Physical Education (National 4) Course gives further mandatory information on Course coverage for learners taking this Unit as part of the Physical Education (National 4) 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:

- ◆ Access 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. Further information on relevant experiences and outcomes will be given in the *Unit Support Notes*.

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 range of basic performance skills in two physical activities by:

- 1.1 Selecting and applying a range of basic performance skills
- 1.2 Demonstrating basic body and spatial awareness with some identifiable patterns and rhythms
- 1.3 Displaying some basic control and fluency
- 1.4 Demonstrating basic techniques and composition or tactics
- 1.5 Making appropriate decisions and basic adaptations in response to variables
- 1.6 Demonstrating some consistency of performance skills in routine situations

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.

In this Unit, Evidence Requirements are as follows:

- ◆ a practical demonstration of a range of basic performance skills in two physical activities

In this Unit, while a range of physical activities may provide the context for learning, learners will provide evidence from only two physical activities for assessment. Performance skills within this Unit will be assessed in any realistic experience, situation or conditioned activity, such as small-sided games, which creates challenges and demands similar to those required in a full performance environment. To assess consistency, evidence should be collected over an appropriate period of time related to the physical activities selected.

Evidence for this Unit could include one or more of the following: video evidence, observation of skills recorded, oral responses and photographic evidence.

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

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

5.2 Understanding

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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Superclass: to be advised

History of changes

Version	Description of change	Authorised by	Date

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