
Unit title: Physical Education: Performance Skills (National 5)

SCQF: level 5 (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 broad range of performance skills. They will learn how to select, use, demonstrate and adapt these skills, make decisions, and extend their understanding of how the skills in performance combine to produce effective outcomes. Learners will develop consistency in their control and fluency, and the skills and approaches required to 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 broad range of straightforward performance skills in two physical activities

This Unit is a mandatory Unit of the Physical Education (National 5) 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*.

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 4) 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 broad range of straightforward performance skills in two physical activities by:**
 - 1.1 Selecting and applying straightforward performance skills, with some complex actions
 - 1.2 Demonstrating body and spatial awareness with clear patterns and rhythms
 - 1.3 Displaying consistency in control and fluency
 - 1.4 Using and applying straightforward techniques and composition or tactics
 - 1.5 Making appropriate decisions and straightforward adaptations in response to a range of variables
 - 1.6 Demonstrating consistency of performance skills in a range of routine and non-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.

For this Unit, learners will be required to provide a practical demonstration of a broad range of straightforward 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 activities, such as small-sided games, which create 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

5.3 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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Superclass: to be advised

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 to ensure they are using the most up-to-date version of the Unit Specification.