National 5 Course Specification

SQA

National 5 Physical Education

Course code:	C856 75
Course assessment code:	X856 75
SCQF:	level 5 (24 SCQF credit points)
Valid from:	session 2017–18

The course specification provides detailed information about the course and course assessment to ensure consistent and transparent assessment year on year. It describes the structure of the course and the course assessment in terms of the skills, knowledge and understanding that are assessed.

This document is for teachers and lecturers and contains all the mandatory information you need to deliver the course.

This edition: August 2018, version 2.1

Contents

Course overview

The course consists of 24 SCQF credit points which includes time for preparation for course assessment. The notional length of time for a candidate to complete the course is 160 hours.

The course assessment has two components.

Component	Marks	Duration
Component 1: portfolio	60	See course assessment section
Component 2: performance	60	See course assessment section

Recommended entry	Progression
Entry to this course is at the discretion of the centre. Candidates should have achieved the fourth curriculum level or the National 4 Physical Education course or equivalent qualifications and/or experience prior to starting this course.	♦ other qualifications in physical education or related areas ♦ further study, employment and/or training

Conditions of award

The grade awarded is based on the total marks achieved across all course assessment components.

Course rationale

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.

Every course provides opportunities for candidates to develop breadth, challenge and application. The focus and balance of assessment is tailored to each subject area.

The National 5 Physical Education course enables candidates to develop the skills, knowledge and understanding required to perform effectively in a range of physical activities, and enhance their physical wellbeing. Candidates work both independently and co-operatively to develop thinking and interpersonal skills. This makes physical education an ideal platform for developing confidence, resilience, responsibility and the ability to work with others.

Experiential learning activities encourage candidates to develop an understanding of the benefits of participation in physical activities to their mental, emotional, social, and physical wellbeing.

Purpose and aims

The purpose of the course is to enable candidates to demonstrate and develop movement and performance skills in physical activities. By engaging in practical activities, candidates can demonstrate initiative, decision-making and problem-solving.

The course encourages candidates to develop a positive attitude towards a healthy lifestyle. It also supports the way that individual attitudes, values and behaviours are formed.

The skills, knowledge and understanding that candidates acquire by successfully completing this course are transferable to learning, to life and to the world of work.

The course aims to enable candidates to:

♦ develop the ability to safely perform a comprehensive range of movement and performance skills
♦ understand factors that impact on personal performance in physical activities
♦ build capacity to perform effectively
♦ develop approaches to enhance personal performance
♦ monitor, record and evaluate performance development

Who is this course for?

This course is suitable for all candidates who have an interest in developing their movement and performance skills in physical activities and who enjoy learning in practical contexts. It is also suitable for candidates who have achieved the National 4 Physical Education course.

Course content

The course comprises two areas of study:

Performance

This aims to develop candidates' ability to perform in physical activities by enabling them to acquire a comprehensive range of movement and performance skills. They learn how to select, use, demonstrate and adapt these skills. Candidates develop control and fluency during movement to enable them to meet the physical demands of performance in a safe and effective way. The course offers opportunities for personalisation and choice in the selection of physical activities.

Factors impacting on performance

This aims to develop candidates' knowledge and understanding of the factors that impact on performance in physical activities. Candidates consider the effects of mental, emotional, social and physical factors on performance, and acquire an understanding of how to plan, monitor, record and evaluate the process of performance development.

Skills, knowledge and understanding

Skills, knowledge and understanding for the course

The following provides a broad overview of the subject skills, knowledge and understanding developed in the course:

♦ demonstrating a comprehensive range of movement and performance skills safely
♦ understanding factors that impact on performance
♦ planning, developing and implementing approaches to enhance personal performance
♦ monitoring, recording and evaluating performance development
♦ decision-making and problem-solving

Skills, knowledge and understanding for the course assessment

The following provides details of skills, knowledge and understanding sampled in the course assessment.

Performance

This assesses the candidate's ability to demonstrate:

♦ a repertoire of skills — including complex skills
♦ control and fluency
♦ effective decision-making
♦ using and applying straightforward composition, tactics or roles safely and effectively
♦ conforming to rules, regulations and etiquette

- ◆ controlling emotions
- ◆ working co-operatively with others

Factors impacting on performance

- ◆ impact of mental, emotional, social and physical factors on performance
- ◆ process of carrying out methods to gather data
- ◆ reliability, validity, practicability, appropriateness of methods, organisational issues, recognised tests
- ◆ evaluating information
- ◆ developing performance:
  — approaches
  — identifying strengths and weaknesses
  — planning
  — setting appropriate targets
  — evaluating
  — decision-making
  — adapting/modifying
- ◆ implementing performance development
- ◆ monitoring:
  — reasons for evaluating development
  — the importance of feedback
  — recording methods
- ◆ evaluating the effectiveness of the plan/programme
- ◆ reviewing performance
- ◆ planning ahead: future development

Skills, knowledge and understanding included in the course are 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.scqf.org.uk).

Skills for learning, skills for life and skills for work

This course helps candidates to develop broad, generic skills. These skills are based on [SQA's Skills Framework: Skills for Learning, Skills for Life and Skills for Work](#) and draw from the following main skills areas:

1   Literacy

1.3   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
5.4   Analysing and evaluating

These skills must be built into the course where there are appropriate opportunities and the level should be appropriate to the level of the course.

Further information on building in skills for learning, skills for life and skills for work is given in the course support notes.

Course assessment

Course assessment is based on the information provided in this document.

The course assessment meets the key purposes and aims of the course by addressing:

♦ challenge — requiring greater depth or extension of knowledge and/or skills
♦ application — requiring application of knowledge and/or skills in practical or theoretical contexts as appropriate

This enables candidates to:

♦ apply a range of skills within two different physical activities
♦ integrate and apply knowledge and understanding of the performance development process
♦ select and explain evidence of their ability to make decisions and problem-solve in a performance development context
♦ identify future development needs for continued performance development

Course assessment structure: portfolio

Portfolio   60 marks

The purpose of the portfolio is to assess the candidate's knowledge and understanding of the performance development process. It assesses the candidate's ability to integrate skills and apply knowledge and understanding from across the course.

The portfolio gives candidates an opportunity to demonstrate the following skills, knowledge and understanding:

♦ understanding factors that impact on performance
♦ planning, developing and implementing approaches to enhance personal performance
♦ monitoring, recording and evaluating performance development
♦ decision-making and problem-solving

The portfolio has three sections:

Section 1   Understanding factors that impact on performance
Section 2   Planning, developing and implementing approaches to enhance personal performance
Section 3   Monitoring, recording and evaluating performance development

Section 1: Understanding factors that impact on performance

In this section, the candidate must explain the impact of mental, emotional, social and physical factors on performance.

Section 2: Planning, developing and implementing approaches to enhance personal performance

In this section, the candidate must select two of the factors from section 1 and one activity in which to demonstrate personal performance development. The candidate will gather data on their performance and identify areas for development. The candidate will be required to plan and complete a Personal Development Programme, justifying decisions they made and describing the approaches selected to develop their performance.

Section 3: Monitoring, recording and evaluating performance development

In this section, the candidate will show how they have used information from monitoring and recording to evaluate their performance development and make decisions on their future development needs.

Setting, conducting and marking the portfolio

The portfolio is designed to allow candidates to demonstrate their ability to work independently and is sufficiently open and flexible to allow personalisation and choice in the activities selected.

This portfolio is:

♦ set by SQA
♦ conducted under controlled conditions
♦ submitted to SQA for external marking

All marking is quality assured by SQA.

The portfolio has a total of 60 marks. This is 50% of the overall marks for the course assessment.

Assessment conditions

Time

This assessment will be carried out over a period of time. Candidates should start at an appropriate point in the course: this will normally be when they have sufficient knowledge and skills to undertake the portfolio.

Supervision, control and authentication

Teachers and lecturers must exercise their professional responsibility in ensuring that evidence submitted by a candidate is the candidate's own work.

Candidates must use the template provided to complete their portfolio.

Section 1 is conducted under a high degree of supervision and control. Candidates must be within direct sight of the supervisor throughout the session(s). Candidates must not interact with other candidates.

Sections 2 and 3 are conducted under some supervision and control. Candidates do not need to be directly supervised throughout the session(s).

All work submitted by candidates must be their own.

The teacher or lecturer must retain candidates' work between sessions.

Redrafting is not permitted in any section of the portfolio. Once candidates have submitted their evidence, this must not be changed by either the teacher or candidate.

Resources

In **section 1** candidates may not have access to any resources.

In **sections 2 and 3** there are no restrictions on the resources available to the candidate; however this does not include model answers or writing frames such as outlines or headings.

Reasonable assistance

Candidates must undertake the assessment independently. However, reasonable assistance may be provided prior to the formal assessment process taking place. The term 'reasonable assistance' is used to try to balance the need for support with the need to avoid giving too much assistance. If any candidates require more than what is deemed to be 'reasonable assistance', they may not be ready for assessment or it may be that they have been entered for the wrong level of qualification.

Candidates can seek clarification regarding the portfolio assessment task if they find it unclear. In this case, the clarification should normally be given to the whole class.

Evidence to be gathered

The following candidate evidence is required:

♦ a completed portfolio template including a maximum of four A4 sheets of data gathered

Candidates should not submit their Personal Development Programme (PDP) but they must transfer the relevant information into the PDP table in the portfolio template.

Volume

There is no word count.

Course assessment structure: performance

Performance   60 marks

The purpose of this component is to assess the candidate's ability to effectively perform in **two different** physical activities.

Each performance is a single event in a challenging, competitive and/or demanding context. This gives candidates an opportunity to demonstrate the following skills, knowledge and understanding:

♦ a repertoire of skills — including complex skills
♦ control and fluency
♦ effective decision-making
♦ using and applying straightforward composition, tactics or role safely and effectively
♦ conforming to rules, regulations and etiquette
♦ controlling emotions
♦ working co-operatively with others

The performance has a total of 60 marks. This is 50% of the overall marks for the course assessment. Each single performance event is marked out of 30.

Setting, conducting and marking the performances

Each single performance is:

♦ set by centres within SQA guidelines
♦ conducted under some supervision and control
♦ internally marked by centre staff in line with SQA marking instructions

All marking is quality assured by SQA.

Assessment conditions

Time
The performances should be of a sufficient duration to allow candidates to demonstrate the required skills, knowledge and understanding.

Supervision, control and authentication
The assessor must ensure candidates are provided with a suitable performance environment and appropriate conditions to undertake their assessments. Assessors should use their professional judgement as to whether the context is suitable.

Performances must be authenticated as being carried out under the required performance conditions and to the required standards.

Resources

There are no restrictions on the resources available to candidates.

Reasonable assistance

Candidates must undertake the assessment independently. However, they may receive assistance with the selection of appropriate physical activities prior to the assessment taking place.

Evidence to be gathered

Assessors should use observational checklists to record candidate achievement for each performance. These checklists can be found in the performance assessment task document. Assessors must ensure that comments about how assessment judgements have been made for each candidate are included on the checklists.

Volume

♦ Candidates must complete two single performances in different physical activities.

Physical activities for assessment

There are no mandatory physical activities prescribed in the National 5 Physical Education course. This promotes inclusion and enables personalisation and choice. Physical activities that are suitable for assessment will normally be chosen from those covered within the Physical Education course at the presenting centre. Candidates should discuss and agree the activities they want to choose with their teacher/lecturer.

The two activities selected for each candidate's single performance events **must** provide them with the opportunity to display a **significantly different** range of movement and performance skills. This allows the candidate to demonstrate a breadth of performance skills within a variety of contexts.

Although candidates should be given every opportunity to develop activities for which they have a natural aptitude and which are of interest to them, it is the centre's responsibility to ensure that sufficient assessor expertise exists to manage the assessment process and to assess candidate evidence. Before agreeing to assess an activity, the assessor should consider the following:

♦ health and safety and child protection issues
♦ that they can reliably assess each candidate under any given conditions
♦ the number of candidates to be assessed at any one time
♦ available resources
♦ time management involved in assessing the activity
♦ suitability and reliability of the performance context: ensuring the context is challenging enough to provide the candidate with the opportunity to generate the evidence that will meet the requirements of the course
♦ collation, assessment and recording of appropriate assessment evidence

♦ practicality of assessing activities outwith the usual learning environment, where appropriate

Clarification on acceptable activities for assessment can be found on the [Physical Education subject page](#).

Grading

A candidate's overall grade is determined by their performance across the course assessment. The course assessment is graded A–D on the basis of the total mark for all course assessment components.

Grade description for C

For the award of grade C, candidates will typically have demonstrated successful performance in relation to the skills, knowledge and understanding for the course.

Grade description for A

For the award of grade A, candidates will typically have demonstrated a consistently high level of performance in relation to the skills, knowledge and understanding for the course.

Equality and inclusion

This course is designed to be as fair and as accessible as possible with no unnecessary barriers to learning or assessment.

For guidance on assessment arrangements for disabled candidates and/or those with additional support needs, please follow the link to the assessment arrangements web page: www.sqa.org.uk/assessmentarrangements.

Further information

The following reference documents provide useful information and background.

- National 5 Physical Education subject page
- Assessment arrangements web page
- Building the Curriculum 3–5
- Design Principles for National Courses
- Guide to Assessment
- SCQF Framework and SCQF level descriptors
- SCQF Handbook
- SQA Skills Framework: Skills for Learning, Skills for Life and Skills for Work
- Coursework Authenticity: A Guide for Teachers and Lecturers
- Educational Research Reports
- SQA Guidelines on e-assessment for Schools
- SQA e-assessment web page

Appendix: course support notes

Introduction

These support notes are not mandatory. They provide advice and guidance to teachers and lecturers on approaches to delivering the course. They should be read in conjunction with this course specification and the specimen question paper and coursework.

Developing skills, knowledge and understanding

This section provides further advice and guidance about skills, knowledge and understanding that could be included in the course. Teachers and lecturers should refer to this course specification for the skills, knowledge and understanding for the course assessment. Course planners have considerable flexibility to select coherent contexts which will stimulate and challenge their candidates, offering both breadth and depth.

Performance

Developing candidates' performance skills involves them experiencing a range of physical activities. Teachers or lecturers should provide candidates with opportunities to experience a wide range of activities and, through a variety of structured practical tasks and activities, develop their knowledge and understanding of performance. Candidates can develop their performance skills on an ongoing basis throughout the course as they consolidate their understanding of performance and activities.

The subject matter of physical education provides an ideal platform for adopting a variety of delivery methods. The integration of knowledge and understanding with practical activities reinforces and applies knowledge, understanding and skills in meaningful contexts. Performance and factors impacting on performance can be taught in any order. They can be taught separately. They can also be integrated and taught holistically, therefore providing an opportunity to integrate learning and teaching approaches and assessment.

Factors impacting on performance

Developing candidates' knowledge of factors that impact on performance involves exploring and experiencing the factors which impact on performance. This could include:

♦ impact of mental, emotional, social and physical factors on performance
♦ recording and reviewing performances
♦ attending performance workshops
♦ self-analysis
♦ peer reviewing
♦ evaluating static and dynamic fitness data
♦ identifying key aspects of model performances
♦ using recording methods such as general or focused observation schedules (GOS and FOS)

- identifying sub-routines using methods such as PAR analysis (preparation, action and recovery phases of skills or techniques)
- mind-mapping exercises
- personality inventories
- using sports competition anxiety tests (SCAT)
- making a record of actual performances in log books or diaries

Candidates could then apply knowledge and skills developed throughout the course to show understanding of the performance development process. They review the development process by evaluating their decisions when developing their performance, and by identifying any changes in strengths and/or areas for improvement. Teachers and lecturers should encourage candidates to review their performance on an ongoing basis and make regular opportunities to monitor progress.

Approaches to learning and teaching

The main purpose of the course is to develop and demonstrate movement and performance skills in physical activities. The central theme of the course is to develop approaches to enhance performance through monitoring and evaluation.

The course will enable candidates to develop skills, positive attitudes and attributes in performance and physical activity contexts that they can transfer to other contexts.

Active learning is central to physical education and reflects the practical nature of the course. Through active learning opportunities in this course, candidates will be able to identify and prioritise development needs across the four factors impacting on performance (mental, emotional, social and physical). This will assist candidates to focus on the challenges they face and develop approaches to address these during the process of performance development.

The following tables provide suggested experiences and activities that teachers and lecturers could use to deliver the course.

Suggested learning and teaching approaches

Learning and teaching approaches should be candidate-centred, participative and practical in nature. The underpinning knowledge should be combined with practical activities and placed in the context of those activities. The list of examples below is not exhaustive.

Performance	Further advice and guidance about skills, knowledge and understanding	Suggested experiences and activities for candidates
Repertoire of skills	Candidates should be given an opportunity to experience and develop a range of skills in a variety of activities during the course. ♦ range of skills necessary for an activity, eg: — passing in team sports — dribbling in basketball — serving in badminton — rotation in gymnastics — shooting in football ♦ fundamental — a range of basic skills to be experienced within the activity: — short pass in netball — underarm serve in volleyball — forward roll in gymnastics ♦ complex skills — challenging skills appropriate to the activity: — jump smash in badminton — round off in gymnastics — overhead kick in football	Teachers and lecturers should encourage candidates to perform skills of increasing difficulty, eg: ♦ In gymnastics, the candidate could apply a range of skills, such as flight, rotation and inversion skills within a routine. Then when they are ready they could add some more complex skills, such as round off. ♦ In badminton, candidates could perform a number of shots within a combination rally — this may include high serve/high clear/drop shot/net shot. ♦ In team games such as basketball or hockey the candidate may develop their skills in a small-sided game such as 3V3 allowing them more possession of the ball. A conditioned game of at least three passes before a shot can be taken will allow the candidate to develop their passing skills and would encourage them to consider their options within future games.

Control and fluency	Candidates should understand how the quality of actions and the transitions between skills can lead to successful performance within an activity, for example: ♦ the quality of actions: — smooth — fluent — controlled — strong ♦ transitions between skills: — linking skills — ready position	♦ Candidates should be encouraged to demonstrate quality of action, for example: — in badminton a sustained overhead rally with a clear and fluent pattern ♦ Candidates should move from one skill into another smoothly, for example: — in tennis moving from the front to the back of the court in time to play the ball — in a gymnastics routine they should be able to include linking skills, for example a half-turn to subsequently allow more challenging skills to be performed
Effective decision-making	Candidates should be able to make effective decisions with ease in various performance contexts, for example: ♦ shot/skill selection ♦ play/leave a shot	Teachers and lecturers could encourage candidates to think about why they would choose a skill/play over another within a given performance context, eg: ♦ When/why would candidates decide to change the timing of an element within a dance performance? ♦ In basketball, if there is a space within the defence would candidates decide to drive into the key to perform a lay-up?

Composition, tactics and roles	Candidates should understand how to use and apply specific tactics within a game situation. Candidates should be able to apply specific compositional elements to the performance.	♦ Candidates should be encouraged to use deception or placement and demonstrate the requirement to move their opponents around the playing area to create a winning opportunity. ♦ Candidates should be encouraged to experience different roles within a range of activities, eg: — trying both forward and midfielder positions in football — being the centre and wing attack in netball ♦ Candidates should be encouraged to work with each other in both supporting and leading roles, eg: — spotter in trampolining — playmaker in basketball
Rules, regulation and etiquette	Candidates should understand how rules, concepts of fair play and etiquette demand a degree of communication and compliance. Candidates should understand that there are activity-specific rules/regulations/etiquette.	♦ Candidates should be encouraged to demonstrate knowledge of how to work with team mates, group members, coaches and judges as appropriate. ♦ Candidates should demonstrate serving from the correct side and give the shuttle back to their opponent when it is their serve. ♦ Teachers and lecturers should help candidates understand repercussions of not following rules, regulations and etiquette, eg: — possession to the other team/opponent — free pass/kick

		— warning from officials
		— a personal foul in basketball results in possession being given to the opposition
Controlling emotions	Candidates should understand how to manage their emotions during a performance.	Teachers and lecturers could lead a group discussion on managing emotions, eg: ♦ exploring the impact on performance ♦ dealing with the outcome ♦ different methods of controlling emotion during performance
Factors impacting on performance	**Further advice and guidance about skills, knowledge and understanding**	**Suggested experiences and activities for candidates**

Mental, emotional, social and physical	Candidates should be given the opportunity to explore how the following factors impact on performance:
	
	♦ Mental
	  — concentration
	  — motivation
	  — determination
	♦ Emotional
	  — trust
	  — anger
	  — fear
	♦ Social
	  — team dynamics
	  — communication
		Candidates could evaluate how different factors impact on their own performance. They could also observe the effect on high level performers such as Andy Murray, Laura Muir, Usain Bolt, Serena Williams, Ross Murdoch, Hannah Miley.

	♦ Physical — fitness — Cardiorespiratory Endurance (CRE), speed — skill — passing, shooting fluency — tactics — principles of play	
Gathering data	Candidates should be given the opportunity to experience a range of data gathering methods. They should have an understanding of the following: ♦ reliability ♦ validity ♦ practicality ♦ appropriateness of method ♦ organisational issues ♦ recognised tests	Data gathering methods for each factor: ♦ mental could involve specific questionnaires, eg decision-making questionnaire ♦ emotional methods may involve disciplinary records or coach feedback ♦ social factors may be measured by team/group feedback or questionnaire ♦ physical may involve general or focused observation schedules (GOS and FOS), standardised tests, video analysis
Developing performance	Candidates should be given the opportunity to experience a variety of approaches to develop performance. This allows candidates to make appropriate decisions when planning and carrying out their PDP. Candidates should understand how to select and apply the appropriate approach in order to develop performance, ie: ♦ identifying strengths and weaknesses ♦ planning ♦ setting appropriate targets	Approaches: ♦ mental and emotional may include visualisation and mental rehearsal ♦ social may include team building activities ♦ physical may include interval training, whole- part- whole, pressure drills Planning: ♦ length of the development programme ♦ frequency of training sessions ♦ work rate

	♦ evaluating progress ♦ decision-making ♦ adapting/modifying	♦ approaches that are appropriate Setting appropriate targets: ♦ short/long term targets ♦ realistic ♦ achievable Adapting/modifying: ♦ increase training sessions ♦ changing approaches
Implementing performance development	Candidates should be given the opportunity to experience a PDP.	By carrying out a PDP candidates will have a greater understanding of performance development. Candidates may carry out a fitness based and/or a skills programme over a period time.
Evaluating performance development	Candidates should be given the opportunity to reflect on their performance development: ♦ candidates should be encouraged to evaluate their progress throughout the development process ♦ candidates should be encouraged to evaluate how effective their PDP has been ♦ providing candidates with feedback will allow a greater understanding of the development process	Candidates should experience a range of methods used to evaluate progress: ♦ a diary may be used to record progress ♦ re-testing 　— compare results 　— regularly during the PDP ♦ feedback 　— regular feedback from others 　— immediate ♦ importance of feedback

Future development	Candidates should understand that performance development is ongoing.	♦ Continue to develop performance in the same identified area. ♦ Develop performance in another identified area.

Preparing for course assessment

Selection of the physical activity and associated challenges required for course assessment purposes may be started whenever it is suitable during the course. However, candidates should be given sufficient time to develop the necessary skills, knowledge and understanding of the factors impacting on performance before course assessment takes place.

Candidates should be given opportunities to practise activities similar to those expected in the course assessment. Teachers and lecturers should also ensure that candidates have had the opportunity to develop the necessary performance, planning, evaluative, recording skills and understanding before any course assessment is attempted.

General guidance for the portfolio

♦ The portfolio is an ongoing process. Candidates should have the freedom to select an activity of their choice which interests them and allows them to apply knowledge and skills developed throughout the course to show understanding of the development process.

♦ Teachers and lecturers should build in time for planning, developing and reviewing.

General guidance for the performance

♦ Candidates should have the opportunity to select activities of their choice.

♦ Although within a teaching group some candidates might choose to perform the same activity, teachers or lecturers should endeavour to provide the most appropriate challenge and context for each candidate.

♦ If candidates perform within a team situation, the assessor must be able to clearly identify and see the candidate being assessed.

The following questions may help candidates reflect on their activity choice:

♦ Will I perform at my best in this activity?

♦ Who is the correct opponent to give me a challenge in this activity?

♦ Will I use a range of skills during the activity?

♦ Will I make effective decisions during my performance?

♦ Will I adopt the correct tactics?

♦ Will I be able to carry out my selected role?

♦ Will I be able to follow the correct, rules and regulations?

♦ Will I be able to control my emotions in this activity?

When preparing for the single performance events teachers and lecturers should encourage candidates to consider the following points relating to each factor:

♦ **mental**
  — maintaining or regaining concentration or motivation when responding to the context of the performance
  — overcoming the effects of previous experience/results

- **emotional**
  - controlling aggression
  - overcoming fear
  - developing trust
- **social**
  - rising to the demands of their role in the team
  - dealing effectively with peers
  - maintaining ethics
  - demonstrating respect for others, including officials
- **physical**
  - meeting fitness demands
  - developing skill-related fitness
  - extending skill repertoire (fluency, control, timing)
  - developing skill level
  - developing consistency in application of skill/technique
  - choosing, implementing and adapting specific tactics, formations and/or composition
  - choosing and implementing choreographic devices

Developing skills for learning, skills for life and skills for work

Course planners should identify opportunities throughout the course for candidates to develop skills for learning, skills for life and skills for work.

Candidates should be aware of the skills they are developing and teachers and lecturers can provide advice on opportunities to practise and improve them.

SQA does not formally assess skills for learning, skills for life and skills for work.

There may also be opportunities to develop additional skills depending on approaches being used to deliver the course in each centre. This is for individual teachers and lecturers to manage.

Candidates are expected to develop broad generic skills as an integral part of their learning experience.

It is important for candidates not only to have the opportunity to develop and enhance the generic skills needed to be successful in their lives and work, but also to be aware of the skills they are developing.

Skills for learning, skills for life and skills for work	Suggested learning and teaching activities
1 Literacy 1.3 Listening and talking	Candidates could take part in group discussions or present information in pairs or groups. Candidates could be encouraged to communicate with one another during physical activities; provide support to team mates, and give and receive feedback.
3 Health and wellbeing 3.2 Emotional wellbeing 3.3 Physical wellbeing	A central theme of this course is to encourage candidates to participate in physical activities and develop an awareness of the link between physical activity and wellbeing. This could be achieved by making posters for health promotion events. Candidates could be introduced to elements of emotional wellbeing linked to physical activity by working in teams, managing emotions and practising assertive behaviours.
4 Employability, enterprise and citizenship 4.3 Working with others	When engaging in team activities, candidates will have many opportunities to develop skills in working with others. Candidates could be encouraged to learn how to negotiate and adapt and be able to work co-operatively and effectively with others.
5 Thinking skills 5.3 Applying 5.4 Analysing and evaluating	Candidates will develop a range of performance and movement skills and the ability to apply these skills appropriately in a range of physical activities. Candidates could be encouraged to be reflective about their application of skills in particular performance contexts. Candidates will have opportunities to gather data and analyse this data to form conclusions about approaches to performance development. This could include analysis of model performers. Candidates will have the opportunity to develop evaluative skills by considering aspects of performance and reflecting on areas where further development is required. Candidates will also evaluate the effectiveness of their approaches to performance development and suggest future development needs.

Administrative information

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History of changes to course specification

Version	Description of change	Date
2.0	Course support notes added as appendix.	September 2017
2.1	Page 8 'Evidence to be gathered' section amended.	August 2018