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## Physical Education: Performance Skills (Advanced Higher) Unit

**SCQF:** level 7 (8 SCQF credit points)

**Unit code:** H252 77

### Unit outline

In this Unit, learners will develop their movement and performance by selecting and consistently applying an appropriate repertoire of skills and techniques in chosen activities. They will learn how to problem solve and make effective decisions while adapting these skills and techniques in challenging performance contexts.

Learners will develop consistency in the precision, control and fluency of movement, and their body management, particularly spatial awareness, will be enhanced through the study of this Unit. They will also learn how to react to the mental, emotional, social and physical demands of their personal performance, as they apply compositional, technical and tactical awareness within challenging performance contexts. The Unit offers considerable opportunity for personalisation of physical activity.

Learners who complete this Unit will be able to:

- 1 Select, apply and adapt a repertoire of complex movement and performance skills in challenging contexts

This Unit is a mandatory Unit of the Advanced 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 *Unit Assessment Support*.

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

- ◆ Higher Physical Education 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*.

# Standards

## Outcomes and assessment standards

### Outcome 1

The learner will:

- 1 Select, apply and adapt a repertoire of complex movement and performance skills in challenging contexts by:**
  - 1.1 Selecting, and applying consistently, an appropriate repertoire of skills
  - 1.2 Demonstrating a consistently high level of precision in body and spatial awareness
  - 1.3 Demonstrating body management which is controlled, fluent and contains distinct patterns and rhythms
  - 1.4 Applying appropriate compositional, technical or tactical awareness in response to performance challenges
  - 1.5 Displaying high levels of problem solving and decision-making during performance

### 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 the context for learning can be provided by a range of physical activities, learners must provide evidence for assessment from only one physical activity.

Performance skills in this Unit can be assessed within any realistic experience, situation or conditioned activity. Evidence should be collected over a period of time that is sufficient to allow learners to demonstrate the standards required.

Exemplification of assessment is provided in *Unit Assessment Support*. 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

5.4 Analysing and evaluating

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 as 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:** April 2015 (version 1.1)

**Superclass:** MA

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## History of changes to National Unit Specification

Version	Description of change	Authorised by	Date
1.1	Minor changes to wording in the 'Unit outline' section and 'Evidence requirements' section, for clarification.	Qualifications Development Manager	April 2015

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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.

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