



National 5  
Course  
Specification



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# National 5 Physical Education Course Specification (C756 75)

**Valid from August 2013**

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Please refer to the note of changes at the end of this Course Specification for details of changes from previous version (where applicable).

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## Course outline

<b>Course title:</b>	National 5 Physical Education
<b>SCQF:</b>	level 5 (24 SCQF credit points)
<b>Course code:</b>	C756 75

### Mandatory Units

<b>H252 75</b>	<b>Physical Education: Performance Skills (National 5)</b>	<b>9 SCQF credit points</b>
<b>H254 75</b>	<b>Physical Education: Factors Impacting on Performance (National 5)</b>	<b>9 SCQF credit points</b>
<b>Course assessment</b>		<b>6 SCQF credit points</b>

This Course includes six SCQF credit points to allow additional time for preparation for Course assessment. The Course assessment covers the added value of the Course. Further information on the Course assessment is provided in the Assessment section.

### Recommended entry

Entry to this Course is at the discretion of the centre. However, learners would normally be expected to have attained the skills, knowledge and understanding required by the following or by equivalent qualifications and/or experience:

- ◆ National 4 Physical Education Course or relevant component Units

### Progression

This Course or its Units may provide progression to:

- ◆ Higher Physical Education Course
- ◆ other qualifications in Physical Education or related areas
- ◆ employment or training

Further details are provided in the Rationale section.

### Equality and inclusion

This Course 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*.

## **Rationale**

All new and revised 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.

In this Course, and its component Units, there will be an emphasis on skills development and the application of those skills. Assessment approaches will be proportionate, fit for purpose and will promote best practice, enabling learners to achieve the highest standards they can.

This Course provides learners with opportunities to continue to acquire and develop the attributes and capabilities of the four capacities as well as skills for learning, skills for life and skills for work.

All Courses provide opportunities for learners to develop breadth, challenge and application, but the focus and balance of the assessment will be appropriate for the subject area.

## **Relationship between the Course and Curriculum for Excellence values, purposes and principles**

The National 5 Physical Education Course draws on and progresses from the physical education, physical activity and sport principles and practice paper. Learners are provided with the opportunity to build physical competencies, improve aspects of fitness, and maximise activity in and enjoyment of physical activities.

The Course will enable learners to develop the skills, knowledge and understanding required to perform effectively in a range of physical activities, and will enhance their physical wellbeing. Learners will 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 working with others.

Experiential learning activities will encourage learners to develop the skills, knowledge and understanding of the benefits to mental, emotional, social, and physical wellbeing of participation in physical activities.

## **Purpose and aims of the Course**

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

The Course encourages learners to develop a positive attitude towards a healthy lifestyle, and the contribution that physical activity makes to this. The Course also provides an opportunity to support the way that individual attitudes, values and behaviours are formed.

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

The main aims of the Course are to enable the learner 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

### **Information about typical learners who might do the Course**

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

On successful completion of the Course, learners will be able to progress to the Higher Physical Education Course, further education courses or training and employment.

# Course structure and conditions of award

## Course structure

This Course sits within a hierarchical structure, beginning with the National 3 Physical Education Course, and progressing through National 4 and National 5 Physical Education to Higher Physical Education.

The main purpose of the Course is to develop, demonstrate and develop movement and performance skills. The central theme of the Course is to develop approaches to enhance performance through monitoring and evaluation.

Each Unit of the Course enables the learner to develop specific skills, knowledge and understanding, which will be integrated and applied in the Course Assessment.

Units are statements of standards for assessment and not programmes of learning and teaching. They can be delivered in a number of ways.

The Units are designed to stand alone or be taught in any sequence, although the theme of applying knowledge to enhance performance will provide an opportunity for integration of Units and assessment.

The Course has two mandatory Units:

### **Physical Education: Performance Skills (National 5)**

The general aim of this Unit is to develop learners' ability to perform in physical activities by enabling them to acquire a comprehensive range of movement and performance skills. They will learn how to select, use, demonstrate and adapt these skills. Learners will develop consistency in their control and fluency during movement to enable them 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.

### **Physical Education: Factors Impacting on Performance (National 5)**

The general aim of this Unit is to develop learners' knowledge and understanding of the factors that impact on performance in physical activities. Learners will consider the effects of mental, emotional, social and physical factors on performance, and will develop an understanding of how to plan for, monitor, record and evaluate the process of personal performance.

## Conditions of award

To gain the award of the Course, the learner must pass all of the Units as well as the Course assessment. The required Units are shown in the Course outline section. Course assessment will provide the basis for grading attainment in the Course award.

## Skills, knowledge and understanding

Further information on the assessment of the skills, knowledge and understanding for the course is given in the *Course Assessment Specification*. A broad overview of the mandatory subject skills, knowledge and understanding that will be assessed in the Course is given in this section. This covers:

- ◆ 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 in performance contexts
- ◆ organisational skills in preparing for, and during, physical activities

Skills, knowledge and understanding to be included in the Course will be 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.sqa.org.uk/scqf](http://www.sqa.org.uk/scqf)).

## Assessment

Information about assessment for the Course is included in the *Course Assessment Specification*, which provides full details including advice on how a learner's overall attainment for the Course will be determined.

### Unit assessment

All Units are internally assessed against the requirements shown in the *Unit Specification*.

They can be assessed on an individual Unit basis or by using other approaches which combine the assessment for more than one Unit.

They will be assessed on a pass/fail basis within centres. SQA will provide rigorous external quality assurance, including external verification, to ensure assessment judgments are consistent and meet national standards.

The assessment of the Units in this Course will be as follows:

#### **Physical Education: Performance Skills (National 5)**

In this Unit, the learner will be required to demonstrate their ability to perform in physical activities by developing a broad range of movement and performance skills. They will provide evidence of selecting, using, demonstrating and adapting these skills in a safe and effective way. The learner will demonstrate consistency in their control and fluency during movement.

#### **Physical Education: Factors Impacting on Performance (National 5)**

In this Unit, the learner will be required to demonstrate knowledge, understanding and application of a range of factors that impact positively and negatively on performance in physical activities. The learner will consider the effects of mental, emotional, social and physical factors on their own performance. This understanding will help to develop the learner's ability to plan for, record, monitor and evaluate performance development.

### Course assessment

Courses from National 4 to Advanced Higher include assessment of [added value](#)<sup>1</sup>. At National 5, Higher and Advanced Higher, the added value will be assessed in the Course assessment. The added value for the Course must address the key purposes and aims of the Course as defined in the Course Rationale. It will do this by addressing one or more of breadth, challenge or application.

In the National 5 Physical Education Course, added value will focus on:

- ◆ application
- ◆ challenge

The learner will extend and apply the skills they have learned during the Course. This will be assessed by a performance and [portfolio](#)<sup>2</sup>.

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<sup>1</sup> Jargon Buster can be found here: [www.sqa.org.uk/sqa/58409.html](http://www.sqa.org.uk/sqa/58409.html)

<sup>2</sup> See link above for definition.

The Course assessment must provide evidence of the learner's ability to plan, prepare for, effectively perform and evaluate personal performance in a physical activity. It will also assess the learner's ability to integrate and apply knowledge, understanding and skills from across the Units.

The choice of physical activities will be sufficiently open and flexible to allow for personalisation and choice.



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

It is expected that learners will develop broad, generic skills through this Course. The skills that learners will be expected to improve on and develop through the Course are based on SQA's *Skills Framework: Skills for Learning, Skills for Life and Skills for Work* and are drawn from the main skills areas listed below. These must be built into the Course where there are appropriate opportunities.

## **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

Amplification of these skills is given in SQA's *Skills Framework: Skills for Learning, Skills for Life and Skills for Work*. The level of these skills will be appropriate to the level of the Course. Further information on building in skills for learning, skills for life and skills for work for the Course is given in the *Course Support Notes*.

# Administrative information

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## History of changes to National Course Specification

Course details	Version	Description of change	Authorised by	Date

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