

## National Unit Specification: general information

<b>UNIT</b>	Physical Education: Performance A, B, C and D* (Access 3)	
<b>NUMBER</b>	D367 09	Performance A
	D368 09	Performance B
	D578 09	Performance C
	D579 09	Performance D
<b>CLUSTER</b>	Physical Education (Access 3)	

### SUMMARY

This unit offers candidates the opportunity to develop their performance in one activity. By the end of the unit the candidate should be able to select and combine a few skills to be reasonably effective in carefully controlled performance contexts offering a narrow range of options.

Performance units A, B, C and D are component units of the Access 3 Physical Education cluster.

### OUTCOME

Demonstrate effective performance in challenging contexts.

### RECOMMENDED ENTRY

Entry is at the discretion of the centre.

\* **Note:** The titles Performance A, Performance B, Performance C and Performance D have been used to indicate that the specification can be applied to different activities. For the cluster of units at Access 3, four units each in **different** activities need to be achieved.

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### Administrative Information

<b>Superclass:</b>	MA
<b>Publication date:</b>	November 1999
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<b>Version:</b>	02

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## **National Unit Specification: general information (cont)**

**UNIT**      Physical Education: Performance A, B, C and D (Access 3)

### **CREDIT VALUE**

0.5 credit at Access 3.

### **CORE SKILLS**

There is no automatic certification of core skills or core skills components in this unit.

Additional information about core skills is published in *Automatic Certification of Core Skills in National Qualifications* (SQA, 1999).

## **National Unit Specification: statement of standards**

### **UNIT**      Physical Education: Performance A, B, C and D (Access 3)

Acceptable performance in this unit will be the satisfactory achievement of the standards set out in this part of the unit specification. All sections of the statement of standards are mandatory and cannot be altered without reference to the Scottish Qualifications Authority.

#### **OUTCOME**

Demonstrate effective performance in challenging contexts.

##### **Performance criteria**

- (a) An appropriate performance repertoire is apparent.
- (b) Appropriate decisions are made in challenging performance contexts.
- (c) The pattern of the action is usually identifiable.

##### **Note on range for the outcome**

Repertoire: technical skills and general movement patterns as appropriate to the activity.

Challenging performance contexts: appropriate to the activities used, involves a narrow range of options, carefully controlled situations.

##### **Evidence requirements**

Practical demonstration, in one activity (for each unit), which satisfies the performance criteria. All four units must be achieved for the cluster award.

Staff should record written evidence of achievement for all units undertaken.

Written evidence may be supported with video clips.

## **National Unit Specification: support notes**

### **UNIT          Physical Education: Performance A, B, C and D (Access 3)**

This part of the unit specification is offered as guidance. The support notes are not mandatory.

While the time allocated to this unit is at the discretion of the centre, the notional design length is 20 hours (80 hours in total for the four Performance units at this level).

#### **GUIDANCE ON CONTENT AND CONTEXT FOR THIS UNIT**

Candidates develop their performance in a single activity in each of these units. The activity agreed should be the result of negotiation between staff and candidates. The negotiation process should take account of candidate interests and motivation, expertise, facilities and available resources. Where candidates are taking this Performance unit as one of the cluster of units at Access 3, consideration should also be given to the range of performance experiences that it would be desirable to offer across the four Performance units available.

#### **GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT**

Candidates should learn in familiar situations which provide opportunities for individual, partner and group work. Candidates should be provided with opportunities to practise and refine skills and to develop movement patterns. Knowledge and understanding should be developed in practical contexts. The emphasis should be on individual progress and performance rather than on a set of fixed steps. Candidates should be provided with accurate and appropriately timed feedback consistent with their own rate of progress.

#### **GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT**

Staff should plan further practice and reassessment for candidates experiencing difficulty. When a candidate has met the performance criteria this achievement should be recorded and held as evidence of attainment.

#### **SPECIAL NEEDS**

This unit specification is intended to ensure that there are no artificial barriers to learning or assessment. Special needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments or considering alternative outcomes for units. For information on these, please refer to the SQA document *Guidance on Special Assessment and Certification Arrangements for Candidates with Special Needs/Candidates whose First Language is not English* (SQA, 1998).