

## National Unit Specification: general information

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

*Performance A (Access 3) 0.5 credit (20 hours)*

*Performance B (Access 3) 0.5 credit (20 hours)*

*Performance C (Access 3) 0.5 credit (20 hours)*

*Performance D (Access 3) 0.5 credit (20 hours)*

**CODES** DM45 09  
DM46 09  
DM47 09  
DM48 09

**CLUSTER** Physical Education (Access 3)

### SUMMARY

The *Physical Education: Performance* Units at Access 3 offer candidates the opportunity to develop their performance in a number of activities. By the end of the Units candidates 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 A, B, C and D* are mandatory Units of the Access 3 Physical Education Cluster and are a useful introduction for candidates who wish to progress to Units or the Course in Physical Education at Intermediate 1.

\* **Note:** Performance A, B, C and D must be different activities.

### 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

**Superclass:** MA

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

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### **CREDIT VALUE**

0.5 credit(s) at Access 3 (3 SCQF credit points at SCQF level 3\*)

*\*SCQF credit points are used to allocate credit to qualifications in the Scottish Credit and Qualifications Framework (SCQF). Each qualification in the Framework is allocated a number of SCQF credit points at an SCQF level. There are 12 SCQF levels, ranging from Access 1 to Doctorates.*

### **CORE SKILLS**

There is no automatic certification of Core Skills or Core Skills Components for this Unit.

## National Unit Specification: statement of standards

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

Acceptable performance for these Units 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.

#### EVIDENCE REQUIREMENTS FOR THIS UNIT

Performance evidence should be generated which shows that the candidate has achieved the Performance Criteria in a minimum of **one** activity in each Performance Unit. At this level, the context for performance should include a limited range of options. Performances must be sustained for a sufficient time to allow the assessor to make clear decisions against the Performance Criteria. This will vary depending on the activity selected. Performance may be in a solo or group activity. Where the selected activity is a group activity, assessors should make judgements only on the performance of the candidate being assessed.

Assessors should complete and retain a **written record** of each candidate's performance. This may be supplemented by video-taped evidence. The National Assessment Bank item for the Unit provides a record sheet and further guidance on Unit assessment. If a centre wishes to design its own assessment records, these must reflect the standard for a Unit pass at Access 3 as exemplified in the National Assessment Bank item for *Physical Education: Performance A, B, C and D* at Access 3.

## **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 exact time allocated to this Unit is at the discretion of the centre, the notional design length is 20 hours and 80 hours in total for the four Performance Units at this level.

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

The activities agreed should be the result of negotiation between teachers/lecturers and candidates. The negotiation process should take account of candidates' interests and motivation, expertise and the facilities and available resources. Where candidates are taking these Performance Units as part 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 Performance Units available. Examples of these experiences could be from individual/team activities, indoor or outdoor; gymnastics, dance, water-based or outdoor pursuits.

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

Candidates should learn in familiar situations which provide opportunities for individual, partner and group work. Performance should be challenging and, as often as possible, exciting and enjoyable. 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**

To achieve this Unit, candidates should present Performance evidence for a minimum of one activity which demonstrates that they have met the Performance Criteria for the Unit. Acceptable activities are listed in the Catalogue of National Qualifications and a full definition of 'activity' is given in Appendix 1.

It is likely that the evidence will be presented in an assessment event towards the end of the Unit when candidates have had time to develop their performance to the required standard. Assessors should make sure that sufficient time is left for remediation and re-assessment if necessary.

Assessors should maintain written records with details of each candidate's attainment in the selected activity or activities presented for assessment evidence. Video-taped evidence to supplement this would also be useful for internal and external moderation purposes.

The National Assessment Bank (NAB) item for this Unit provides an assessor's record sheet and further guidance on Unit assessment. Assessors are advised to refer to the NAB when assessing this Unit. However, if a centre wishes to design its own assessment records, these must reflect the standard for a Unit pass at Access 3 as exemplified in the National Assessment Bank item for *Physical Education: Performance A, B, C and D* at Access 3.

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

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### **CANDIDATES WITH ADDITIONAL SUPPORT NEEDS**

This Unit Specification is intended to ensure that there are no artificial barriers to learning or assessment. The additional support 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 Assessment Arrangements for Candidates with Disabilities and/or Additional Support Needs* (SQA, September, 2004).