

**PHYSICAL EDUCATION**  
**Access 3 Level**

**First edition – published 2005**

# National Cluster Specification

## Physical Education (Access 3)

**CLUSTER CODE** C205 09

### CLUSTER STRUCTURE

This Cluster has 5 mandatory Units, as follows:

<b>DM45 09</b>	<b><i>Physical Education: Performance A (Access 3)</i></b>	<b><i>0.5 credit (20 hours)</i></b>
<b>DM46 09</b>	<b><i>Physical Education: Performance B (Access 3)</i></b>	<b><i>0.5 credit (20 hours)</i></b>
<b>DM47 09</b>	<b><i>Physical Education: Performance C (Access 3)</i></b>	<b><i>0.5 credit (20 hours)</i></b>
<b>DM48 09</b>	<b><i>Physical Education: Performance D (Access 3)</i></b>	<b><i>0.5 credit (20 hours)</i></b>
<b>DF2R 09</b>	<b><i>Physical Education: Analysis and Development of Performance (Access 3)</i></b>	<b><i>1 credit (40 hours)</i></b>

All Clusters include 40 hours over and above the 120 hours for the Units. This may be used for induction, extending the range of learning and teaching approaches, support, consolidation, integration of learning and teaching and preparation for assessment.

The physical activities in a Cluster should arise from a process of negotiation between teachers/lecturers and candidates which takes account of the interests and talents of the candidates and the effective management of available facilities and resources. In agreeing activities with candidates, teachers/lecturers must take account of managing assessment. To integrate work within the Cluster it is recommended that the Units in *Physical Education: Performance* and *Physical Education: Analysis and Development of Performance* are delivered concurrently.

### RECOMMENDED ENTRY

While entry is at the discretion of the centre these Access units are designed to enable upward progression from Access 2. They are also suitable for candidates who have not previously participated in Physical Education, but have an interest to begin at this level.

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### Administrative Information

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## **National Cluster Specification: (cont)**

### **CLUSTER Physical Education (Access 3)**

#### **PROGRESSION**

This Cluster or its Units may provide progression to:

- ◆ Intermediate 1 Physical Education or its Units
- ◆ training or employment.

#### **CREDIT VALUE**

The Access 3 Cluster in Physical Education is allocated 18 SCQF credit points at SCQF level 3.

SCQF 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**

Core Skills Component for this Cluster:

Critical Thinking at Access 3

## **National Cluster Specification: Cluster details (cont)**

### **CLUSTER Physical Education (Access 3)**

#### **RATIONALE**

Performance is the prime focus for the Cluster Units at Access 3. Practical experiential learning provides the opportunity for personal fulfilment through the development of performance, along with the knowledge and understanding required to achieve this.

Candidates should be able to integrate relevant knowledge into practice and training in order to establish an understanding of the full nature of performance.

It is anticipated that, for many candidates, the Physical Education Cluster at Access 3 will serve as an important progression route towards the Course at Intermediate 1. The interface between the Cluster and the Course is a very important one, and much of the work at Access 3 relates very closely to the Intermediate 1 Course but at a less challenging level. For all practical purposes, it is entirely feasible to consider teaching these two levels within one class group.

The Cluster provides opportunities for candidates to develop their individual interests and talents in a variety of ways. Candidates should have the opportunity to engage in activities which are competitive, creative, co-operative and individual. The subject presents opportunities for candidates to develop innovative practices and enterprising attitudes. Emotional, social and moral challenges permeate learning in Physical Education, and particular emphasis is placed on the development of personal and interpersonal skills. Positive attitudes and values are promoted during the interactions candidates have with teachers/lecturers and peers.

The Cluster makes an important contribution to a balanced general education and may assist candidates wishing to progress to Intermediate 1 Physical Education or to employment.

#### **AIMS**

The Cluster has three broad and inter-related aims:

- ◆ to develop performance through participation in selected physical activities
- ◆ to develop knowledge and understanding of performance through its analysis and development
- ◆ to contribute to each individual's personal and social development.

## National Cluster Specification: Cluster details (cont)

### CLUSTER                      Physical Education (Access 3)

#### CLUSTER CONTENT

The Access 3 Physical Education Cluster design enables the Units, *Physical Education: Performance A*, *Physical Education: Performance B*, *Physical Education: Performance C*, *Physical Education: Performance D* and *Physical Education: Analysis and Development of Performance*, to be integrated in a flexible way.

The Catalogue of National Qualifications issued annually by SQA lists a range of activities which could be acceptable. However, centres who are uncertain about the validity of an activity should seek authorisation from SQA.

#### Physical Education: Performance A, B, C and D

Each candidate is required to develop his/her performance within a number of negotiated activities. Four performance passes in **different** activities are required to achieve an overall Cluster award. For those candidates not undertaking the Cluster a minimum of four activities is recommended to provide candidates with a range of performance experiences. An activity is one which is part of the learning and teaching of a centre's overall Cluster plan. (See Appendix 2)

It is recommended that as wide an experience of activities as possible should be offered taking account of candidates' interests, and the facilities, expertise and resources available.

Additional information on what is acceptable as a Cluster activity is given in Appendix 1 — Definition of an Activity in the Context of a Cluster and a Unit. The balance of time spent on Cluster activities is an important planning consideration for individual centres to decide.

#### Physical Education: Analysis and Development of Performance

In *Analysis and Development of Performance* at Access 3, candidates are required to observe and reflect upon performance, then apply simple analysis techniques, using a key concept (listed in Appendix 3), in teacher-led situations aimed at developing performance in order to improve it.

In addition to the negotiated activities in *Physical Education: Performance* Units, centres have the opportunity to insert additional practical activities into the Cluster to provide added illustration of facts, principles and points for comparison and contrast.

The analysis processes of observing and recording data, identifying needs, planning training, developing performance and reviewing the work undertaken, should arise naturally from the pursuit of improved standards of performance in the specific activities agreed for the Cluster.

*Physical Education: Analysis and Development of Performance* is sub-divided into four areas which are:

1. Performance Appreciation
2. Preparation of the Body
3. Skills and Techniques
4. Structures, Strategies and Composition

Where *Physical Education: Analysis and Development of Performance* is taken as a Unit, candidates are required to demonstrate knowledge and understanding in a minimum of one area of analysis, from those listed above.

## **National Cluster Specification: Cluster details (cont)**

### **CLUSTER                      Physical Education (Access 3)**

Area 1 requires candidates to adopt a broad perspective on their performance and to demonstrate their knowledge and understanding in the way they plan and manage their training to improve performance.

Areas 2, 3 and 4 require candidates to look more closely at specific aspects of performance. Each of the four areas enables performance to be analysed in a different way. Further information on the areas is provided in Appendix 3.

The Units in this Cluster are inter-related and an integrated approach enables candidates to improve personal performance while developing knowledge, understanding and investigating skills.

## National Cluster Specification: Cluster details (cont)

### CLUSTER Physical Education (Access 3)

Undertaking the Units as a Cluster offers a number of benefits:

- ◆ together, the Units provide a holistic physical education experience
- ◆ balance and breadth in learning is promoted
- ◆ both specific and core skills may be explored and developed
- ◆ skills and abilities are developed through integrated activity supporting learning as a whole
- ◆ a candidate's abilities to: sustain effort, concentrate, come to conclusions, make decisions, complete a process and evaluate work are developed.

### ASSESSMENT

To gain a Cluster Award candidates must pass the *Physical Education: Performance A, B, C and D* Units (4 x 0.5 credits each in different activities) **and** the *Physical Education: Analysis and Development of Performance* Unit. (See Appendix 2)

#### Unit assessment

In Physical Education, the Units are *Physical Education: Performance A, B, C and D* and *Physical Education: Analysis and Development of Performance*.

Further details about Unit assessment for this Cluster can be found in the Unit Assessment Specifications and in the National Assessment Bank materials.

#### *Physical Education: Performance*

This is a practical assessment carried out through observation or by video and is based on a candidate's performance in one activity for each of Performance A, B, C, and D. **Each performance assessment (0.5 credit) must be in a different activity.** The assessment could be conducted on an occasion near the end of the Cluster or as an ongoing assessment. It is assessed on a pass/fail basis.

#### *Physical Education: Analysis and Development of Performance*

The Unit assessment:

- ◆ consists of structured questions on a minimum of one activity
- ◆ provides opportunity to assess process knowledge and concept knowledge in a minimum of one area of analysis
- ◆ is an open book assessment, taken under supervision.

The Units which comprise this Cluster will be assessed internally. Candidates should be made aware of assessment criteria and instruments of assessment.

## **National Cluster Specification: Cluster details (cont)**

### **CLUSTER Physical Education (Access 3)**

#### **QUALITY ASSURANCE**

The Units of all Clusters are subject to internal moderation and may also be chosen for external moderation. This is to ensure that national standards are being applied across all subjects.

To assist centres, Senior Moderator reports are published annually.

#### **APPROACHES TO LEARNING AND TEACHING**

The Units identified are intended to develop the skills required for entry to the Units in the Intermediate 1 Course in Physical Education and are therefore designed to articulate with these Units. This enables candidates to work alongside others operating at Intermediate 1, and affords them opportunities to progress beyond those Outcomes which can be achieved at Access 3. An active-learning approach should be adopted in delivery of this Cluster. Using a variety of activities, where facilities and resources permit, encourages continuation of interest and motivation for candidates at this level. Planning should encourage candidates to contribute to lessons and pool their talents and expertise in the activities of their choice. A variety of methods should be employed to achieve a balance of class teaching, individual, partner and group work. Candidates should be given sufficient time to practice, and to develop skills and techniques in order to improve performance. 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 on performance consistent with their own rate of progress. Candidates will gain a broad base of understanding which can be studied in more depth in Physical Education courses at levels above Access 3. The programme of study followed should include the basic aspects of a minimum of three areas of analysis of performance in the practical contexts selected.

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

This Cluster 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).

## **National Cluster Specification: Cluster details (cont)**

### **CLUSTER Physical Education (Access 3)**

#### **PHYSICAL EDUCATION IN A BROADER CONTEXT**

A number of national initiatives and programmes have been designed to promote themes that are important to contemporary society such as citizenship and enterprise. These themes contribute to individual subjects and Clusters by making connections beyond the subject boundaries and enrich the learning experience. Similarly, the specialist knowledge and skills developed through study of a particular subject contributes to the understanding of these themes.

Physical Education has three broad inter-related aims which focus on performance; knowledge and understanding of key concepts which inform performance development; and personal and social development. These focused areas allow candidates to acquire key skills which contribute to development for lifelong learning.

Physical Education has performance as the central activity and, through the analysis of performance, provides the context for developing knowledge and understanding of the key underlying concepts and principles. Developing performance through a range of activities promotes active living and will contribute to the lifelong health and well-being of the individual. Opportunities are provided for personal fulfilment and the promotion of positive attitudes: confidence, self-esteem, motivation and the determination to succeed are enhanced. Learning experiences which allow candidates to work with others helps the development of personal and interpersonal skills.

Activities which are competitive, creative, co-operative and individual provide opportunities to pursue individual interests, while the competitive challenges in Physical Education encourage a sense of responsibility, which is valuable in preparing candidates for life and work. The development of key core skills, such as critical thinking is given importance throughout this Physical Education Cluster.

Physical Education makes an important contribution to a balanced general education and help to develop a range of skills and attitudes which promote lifelong learning and well-being.

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

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

### **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**

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

### **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).

## National Unit Specification: general information

**UNIT** Physical Education: Analysis and Development of Performance (Access 3)

**CODE** DF2R 09

**CLUSTER** Physical Education (Access 3)

### SUMMARY

The Unit is designed to enable candidates to gain an understanding of:

- ◆ the process involved in observing and recording information on performance
- ◆ the ability to give a simple analysis using appropriate knowledge to complete a programme of work and review performance.

This Unit is a mandatory Unit of the Access 3 Cluster in Physical Education, but may also be taken as a free-standing Unit. This Unit is a suitable introduction for candidates wishing to progress to Intermediate 1 Units or the Intermediate 1 Course in Physical Education.

### OUTCOMES

1. Observe and record performance
2. Use knowledge and understanding to analyse performance
3. Complete a programme of work to develop performance
4. Review performance.

### RECOMMENDED ENTRY

Entry is at the discretion of the centre.

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

**UNIT**                      Physical Education: Analysis and Development of Performance (Access 3)

### **CREDIT VALUE**

1 credit at Access 3 (6 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**

Core Skills Component for this Unit:

Critical Thinking at Access 3

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

### **UNIT**                      Physical Education: Analysis and Development of Performance (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 1**

Observe and record performance.

##### **Performance Criteria**

- a) Methods for observing and recording data are used correctly.
- b) Data gathered are appropriate.
- c) Obvious performance strengths and weaknesses are recognised.
- d) An obvious development need is recognised.

#### **OUTCOME 2**

Use knowledge and understanding to analyse performance.

##### **Performance Criteria**

- a) A selected key concept and key feature are used to help analyse performance.
- b) An appropriate programme of work is planned.

#### **OUTCOME 3**

Complete a programme of work to develop performance.

##### **Performance Criteria**

- a) A relevant programme of work is followed.
- b) Performance development is recorded.

#### **OUTCOME 4**

Review performance.

##### **Performance Criteria**

- a) Comment is made on the effect of development work on performance.
- b) A future development need is recognised.

## **National Unit Specification: statement of standards (cont)**

**UNIT**                      Physical Education: Analysis and Development of Performance (Access 3)

### **EVIDENCE REQUIREMENTS FOR THIS UNIT**

Written and/or oral evidence is required to demonstrate that candidates have achieved all the Outcomes and Performance Criteria in relation to a minimum of ONE activity in a Physical Education context. Where a candidate chooses to analyse an aspect of a group activity, the aspect selected must relate to the candidate's own direct performance experience and influence within the group.

This Unit should be assessed by an assignment based on structured questions on investigating, analysing, developing and evaluating performance in one activity which is part of the teaching and learning. Candidates will have access to their notes, records, plans and data gathered throughout the course of the Unit work when undertaking the assessment.

Evidence for the Unit must be in relation to a minimum of one of the four areas of analysis; there must be evidence that the candidate has understood a key concept and key feature in the analysis and description of performance.

(See Access 3 Physical Education Cluster Specification, Appendix 3: Areas of Analysis and Key Concepts; Appendix 4: Key Features).

The National Assessment Bank item for this Unit provides an assignment of this type which allows the generation of sufficient evidence of the required standard to pass the Unit. If a centre wishes to design its own assessment for this Unit, it should be of a comparable standard.

Further advice on the type of notes and records which candidates may use to help them when generating assessment evidence is given in 'Guidance on Approaches to Assessment for this Unit'.

## **National Unit Specification: support notes (cont)**

### **UNIT**                      Physical Education: Analysis and Development of Performance (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 40 hours.

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

The content of this Unit has been designed for teaching and learning in practical contexts. As such, an integrated approach which combines the development of performance in selected activities with the consideration of selected areas and forms of analysis is strongly recommended.

The process of analysing and developing performance can be regarded as having a number of stages. Initially candidates must learn to use their powers of observation as they investigate performance and attempt to observe and record what is happening during performance. The actual analysis process follows on from this stage as the information gathered is considered and some descriptions about what has been observed are drawn. Candidates should be engaged in using a range of analysis techniques, led by teachers/lecturers, to try to improve performance.

In order to know how to proceed from this point, candidates must acquire a broad base of knowledge associated with the analysis and development of performance. For this purpose candidates require to consider the areas of analysis and their related key concepts and key features. Once understood, this subject knowledge then can be applied to outline relevant practice and training programmes which have the potential to lead to a development of their performance.

The final stage of the process requires that candidates review the development work undertaken. Central to this review is to recognise the effect of analysis and development on performance and to consider a future development need.

The content addressed in this Unit should be drawn from the four areas of analysis:

1. Performance Appreciation
2. Preparation of the Body
3. Skills and Techniques
4. Structures, Strategies and Composition.

Area 1 requires candidates to adopt a broad perspective on their performance, and to demonstrate their knowledge and understanding in the way they plan and manage their training to improve performance.

Areas 2, 3 and 4 involve candidates in looking more closely at aspects of performance. Each of the four areas allows performance to be analysed in differing ways. Further definition of the areas is provided in Appendix 3.

It is recommended that a minimum of three of the four areas of analysis are addressed to develop breadth and to provide a basis for later progression to other levels.

At Access 3, the key concepts of analysis are addressed and analysed at a basic level.

## **National Unit Specification: support notes (cont)**

### **UNIT**                      Physical Education: Analysis and Development of Performance (Access 3)

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

Teachers/lecturers should involve candidates in a range of situations where it is easy to identify suitable forms of analysis. Candidates should carry out analysis of performance in practical situations set up by teachers/lecturers who should stress the role of this analysis in the process of working to improve performance.

Candidates can become familiar and practised in the processes of analysis and development of performance and so gradually take more responsibility for selecting and applying the appropriate methods to analyse performance under the supervision of teachers/lecturers.

Practical workshops are suggested as the best means of introducing and working with key concept knowledge which can explain performance and inform the development of performance. Workshops should have a practical, problem-solving orientation and should give candidates opportunities to work both alone and with others in order to meet particular challenges. Communication, cooperation and discovery are thus central features of a workshop environment as tasks are explored, and ideas and findings shared.

The importance of data collection and analysis in sport has become more widely recognised in recent years. This has led to the development and availability of a variety of new technologies and recording methods. Teachers/lecturers delivering this Unit should be aware of the potential of these new systems for use with their own candidates.

Teachers/lecturers and candidates should work to agreed checkpoints and candidates should receive feedback as each of the stages of the work is completed. Allowance should be made for the differing pace of learning and working within the group. The work of many candidates at this level will require close supervision and extended support.

## National Unit Specification: support notes (cont)

### UNIT Physical Education: Analysis and Development of Performance (Access 3)

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

Evidence for the assessment of the *Physical Education: Analysis and Development of Performance* Unit should be sufficient to demonstrate that candidates have met all the Performance Criteria for each Outcome. Evidence should be based on a minimum of one selected performance activity and show that candidates have addressed one area of analysis and applied a key concept and a key feature.

The assessment will be in the form of a holistic assignment based on a series of structured questions on the analysis and development process. The National Assessment Bank item for this Unit provides an assignment assessment of this type, which allows the generation of sufficient evidence of the required standard to pass the Unit. Evidence should be gathered on a number of occasions as suits the centre and the candidates. If a centre wishes to design its own assessment for this Unit, it should be of a comparable standard and capable of being completed in a similar time. Preparation for assessment will take place throughout the work of the Unit and under close supervision by teachers/lecturers. Candidates at this level will need more structured guidance, support and assistance to get their formative work underway.

Teachers/lecturers should support candidates in planning their time effectively to manage all preparatory tasks. Timing of the assessment may vary according to the progress of individual candidates.

For Outcome 1, preparatory tasks will include completing a formal record of both the data gathered on performance and of the information about performance that can be derived from the analysis of the data. The information gathered should allow candidates to recognise performance strengths, weaknesses and development needs.

The information will be used by candidates to answer questions in the final assessment.

The data could be gathered in any one of the following forms:

- ◆ observation schedule/checklist (where appropriate), with related explanation
- ◆ training diary containing data, with related explanation
- ◆ sequence photographs, with related explanation
- ◆ video clips, with related explanation
- ◆ candidate notes (written/audio) with supporting explanation of performance derived from notes
- ◆ computer data, with related explanation
- ◆ other graphic, written or oral records judged to be appropriate by the teacher/lecturer

For Outcomes 2, 3 and 4, preparatory tasks will include the planning and designing of a programme of work to meet identified development needs. This can be done individually, with partners or in groups with teacher/lecturer input. A programme of work should be followed and performance development recorded as part of the on-going work of the Unit. The programme planned and followed should be sustained for a sufficient time to allow the candidate to make comment about how performance has been affected.

These records, notes, plans and programmes which arise out of the teaching/learning and assigned tasks for the Unit will be used by candidates to complete a holistic supervised assessment which demonstrates that all Outcomes and Performance Criteria have been met.

## **National Unit Specification: support notes (cont)**

**UNIT**                      Physical Education: Analysis and Development of  
Performance (Access 3)

### **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).

**DEFINITION OF AN ACTIVITY IN THE CONTEXT OF A CLUSTER AND A UNIT*****Definition of activity in the context of a Cluster award***

- 1 An activity is one which forms part of the teaching and learning of a centre's overall Course for Access 3 Physical Education. As such, an integrated approach which combines selected activities with selected areas and forms of analysis and development of performance is required.
- 2 The balance of time allocated to selected activities which feature in the Cluster design will be a matter for individual centres to decide.
- 3 When teachers/lecturers are negotiating with candidates the activities for the Cluster, account must be taken of the assessment requirements in relation to each activity and whether these can be accommodated in the Cluster. An activity in which a candidate has a particular interest or expertise may only be brought into the Cluster provided satisfactory negotiation has taken place to ensure acceptable management of the activity and valid assessment arrangements.
- 4 An activity exclusively undertaken in extra-curricular time cannot contribute to the candidate's assessment in Performance.
- 5 It is the responsibility of the teacher/lecturer in charge of the Cluster to collate appropriate assessment evidence. Evidence should be recorded in relation to the criteria associated with the performance scale. Evidence on which assessment is based should be generated during the Cluster.
- 6 Centres will be required to submit to SQA the names of the activities which have been used to compile each candidate's Performance mark. It will be part of the Visiting Moderator's duties to advise the SQA of circumstances where activities appear to have been assessed in situations not in keeping with the requirements described above.

***Definition of an activity in the context of a Unit only***

- 1 When teachers/lecturers are negotiating with candidates the activities for the Unit, account must be taken of the assessment requirements in relation to each activity and whether these can be accommodated in the Unit. An activity in which a candidate has a particular interest or expertise may only be brought into the Unit provided satisfactory negotiation has taken place to ensure acceptable management of the activity and valid assessment arrangements.
- 2 An activity exclusively undertaken in extra-curricular time cannot contribute to the Unit assessment in Performance.

***Definition of an activity in the context of a Unit only (cont)***

- 3 It is the sole responsibility of the teacher/lecturer in charge of the Unit to collate appropriate assessment evidence. Evidence should be recorded in relation to the criteria associated with the performance scale. Evidence on which assessment is based should be generated during the Unit.
  
- 4 Centres will be required to submit to SQA the names of the activities which have contributed towards each candidate's unit assessment. It will be part of the Visiting Moderator's duties to advise the SQA of circumstances where activities appear to have been assessed in situations not in keeping with the requirements described above.

**Performance Units**

Each Performance Unit can be taken as a free standing Unit. Candidates can gain credit (0.5) for passing a Performance Unit. Candidates can gain up to four Performance Units (4 x 0.5 credits) but no two Units can be in the same activity. The assessment of Units is on a pass/fail basis. There is no need to record marks at Access 3 level. To achieve each Performance Unit at Access 3, candidates must meet all Performance Criteria for the Outcome.

In order to complete a Cluster award at Access 3, candidates must pass all four performance units.

If a candidate achieves the Performance Unit at Intermediate 1 the candidate would still require to achieve the other Performance Units (B, C and D) at Access 3 to be able to gain the Cluster award at Access 3.

**AREAS OF ANALYSIS OF PERFORMANCE**

Analysis of Performance in Physical Education Courses at all levels comprises four areas. Area 1 requires candidates to adopt a broad perspective on their performance and to demonstrate their knowledge and understanding in the way they plan and manage their training to improve performance.

Areas 2, 3 and 4 require candidates to demonstrate knowledge and understanding of specific aspects of performance and how they relate to overall improvement of performance.

For each area of analysis, key concepts are listed below.

**Performance Appreciation (Area 1)**

Provides general parameters which may be used in each of the other areas.

***Key Concepts***

- ◆ The overall nature and demands of quality performance.
- ◆ Technical, physical, personal and special qualities of performance.
- ◆ Mental factors influencing performance.
- ◆ The use of appropriate models of performance.
- ◆ Planning and managing personal performance improvement.

**Preparation of the Body (Area 2)**

The candidate's status and fitness requirements pertaining to performance goals.

***Key Concepts***

- ◆ Fitness assessment in relation to personal performance and the demands of activities.
- ◆ Application of different types of fitness in the development of activity specific performance.
- ◆ Physical, skill-related and mental types of fitness.
- ◆ Principles and methods of training.
- ◆ Planning, implementing and monitoring training.

**Skills and Techniques (Area 3)**

The development of refined technique in pursuit of performance improvement.

***Key Concepts***

- ◆ The concept of skill and skilled performance.
- ◆ Skill/technique improvement through mechanical analysis or movement analysis or consideration of quality.
- ◆ The development of skill and the refinement of technique, in terms of:
  - Stages of learning
  - Methods of practice
  - Principles of effective practice
  - Motivation, concentration and feedback.

## **Structures, Strategies and Composition**

**(Area 4)**

The influence of shape, form and design on the candidate's performance.

### ***Key Concepts***

- ◆ The structures, strategies and/or compositional elements that are fundamental to activities.
- ◆ Identification of strengths and weaknesses in performance in terms of:
  - roles and relationships
  - formations
  - tactical or design elements
  - choreography and composition
- ◆ Information processing, problem-solving and decision-making when working to develop and improve performance.

## Physical Education Access 3

## ACCESS 3 KEY FEATURES

## AREA 1

AREA	PERFORMANCE APPRECIATION
Key Concept 1	The overall nature and demands of quality performance

At Access 3 candidates should show knowledge and understanding of the key concept in simple terms.

**Key feature**

The importance of performance in relation to its **nature**, for example:

- ◆ public nature
- ◆ individual, team or group activities.

**Key feature**

The importance of performance in relation to its **demands**, for example:

**Classification of:**

- ◆ competitive or non competitive
- ◆ rules, codes, conduct
- ◆ scoring systems
- ◆ different roles within activities.

**Key feature**

The importance of recognising that **quality performance** depends on, for example:

- ◆ accuracy
- ◆ control.

## Appendix 4 (cont)

AREA	PERFORMANCE APPRECIATION
Key Concept 2	Technical, physical, personal and special qualities of performance

At Access 3 candidates should show knowledge and understanding of the key concept in simple terms.

### Key feature

The **qualities** required by observing and describing strengths and weaknesses of individual or group performance in relation to **quality** performance:

- ◆ technical (refinement, timing, consistency)
- ◆ physical (strong, light)
- ◆ personal (determination, motivation)
- ◆ special (imagination, flair).

### Key feature

The performance of individual/group performances to best maximise strengths and minimise weaknesses.

## Appendix 4 (cont)

AREA	PERFORMANCE APPRECIATION
Key Concept 3	Mental factors influencing performance

At Access 3 candidates should show knowledge and understanding of the key concept in simple terms.

### Key feature

The importance of managing emotions – mental state – **during** performance, for example:

- ◆ control of aggression
- ◆ codes of conduct (rules/etiquette)
- ◆ maintaining motivation, confidence and concentration throughout performance.

### Key feature

The importance of examining different methods available to improve managing emotions and mental state, for example:

- ◆ deep breathing
- ◆ relaxation techniques.

## Appendix 4 (cont)

AREA	PERFORMANCE APPRECIATION
Key Concept 4	The use of appropriate models of performance

At Access 3 candidates should show knowledge and understanding of the key concept in simple terms.

### Key feature

Consider the relevance of comparing the effectiveness of different models of performance to determine personal strengths and weaknesses with regard to performance development.

### Key feature

Examine the importance of using relevant types of feedback to compare performance with model performer, for example:

- ◆ knowledge of previous results
- ◆ knowledge of previous performance
- ◆ use of video.

AREA	PERFORMANCE APPRECIATION
Key Concept 5	Planning and managing personal performance improvement

At Access 3 candidates should show knowledge and understanding of the key concept in simple terms.

#### Key feature

The importance of planning for improvement of the ‘**whole performance**’ by setting short, medium and long term goals to develop **one or more** of the following:

- ◆ physical aspects (preparation of the body)
- ◆ technical aspects (skills and techniques)
- ◆ strategic/compositional planning (structures, strategies and composition).

#### Key feature

The importance of personal monitoring, reviewing and evaluating progress to inform development needs, for example goals should:

- ◆ be specific
- ◆ be realistically challenging
- ◆ have a specific date for completion to ensure improvement.

AREA 2

AREA	PREPARATION OF THE BODY
Key Concept 1	Fitness assessment in relation to personal performance and the demands of activities

At Access 3 candidates should show knowledge and understanding of the key concept in simple terms.

**Key feature**

How fitness assessment can contribute to performance and training through **either** of the following:

- ◆ the accurate collection and recording of data in standard tests or in full performance context.

For example:

**Physical** – 12 min Cooper, Leger, Sit and Reach

**Skill-related** – Ruler drop, Alternate hand throw

- ◆ Identifying strengths and weaknesses in relation to physical, mental or skill-related fitness.

**Key feature**

The use of test results to help planning and monitoring of training programmes for performance improvement.

## Appendix 4 (cont)

AREA	PREPARATION OF THE BODY
Key Concept 2	Application of different types of fitness in the development of activity specific performance

At Access 3 candidates should show knowledge and understanding of the key concept in simple terms.

### Key feature

The differences between general and activity specific fitness for selected activities.

- ◆ selected activities
- ◆ role within the activity.

### Key feature

The benefits of activity specific training programmes.

## Appendix 4 (cont)

AREA	PREPARATION OF THE BODY
Key Concept 3	Physical, skill-related and mental types of fitness

At Access 3 candidates should show knowledge and understanding of the key concept in simple terms.

### Key feature

Relevant **physical aspects** of fitness:

- ◆ stamina
- ◆ strength
- ◆ speed
- ◆ power
- ◆ flexibility

Relevant **skill-related** aspects of fitness:

- ◆ reaction time
- ◆ co-ordination
- ◆ balance

Relevant **mental aspects** of fitness:

- ◆ rehearsal
- ◆ managing emotion

### Key feature

Recognise that performance can be improved through activity specific programmes of work.

## Appendix 4 (cont)

AREA	PREPARATION OF THE BODY
Key Concept 4	Principles and methods of training

At Access 3 candidates should show knowledge and understanding of the key concept in simple terms.

### Key feature

Relevant principles of training:

- ◆ specificity:
  - ◆ activity
  - ◆ person
- ◆ progressive overload
  - ◆ frequency
  - ◆ intensity
  - ◆ duration

### Key feature

Selection of appropriate training methods to improve physical, skill-related and mental fitness, for example:

- ◆ circuit training
- ◆ weight training
- ◆ relaxation.

## Appendix 4 (cont)

<b>AREA</b>	<b>PREPARATION OF THE BODY</b>
<b>Key Concept 5</b>	<b>Planning, implementing and monitoring training</b>

**At Access 3 candidates should show knowledge and understanding of the key concept in simple terms.**

### **Key feature**

The importance of planning and monitoring progress in pursuit of personal goals using **one or more** of the methods listed below:

- ◆ video
- ◆ observation schedules
- ◆ training diary/logbook
- ◆ personal evaluation
- ◆ game analysis.

**AREA 3**

<b>AREA</b>	<b>SKILLS AND TECHNIQUES</b>
<b>Key Concept 1</b>	<b>The concept of skill and skilled performance</b>

**At Access 3 candidates should show knowledge and understanding of the key concept in simple terms.**

**Key feature**

An understanding of how basic skills and techniques are learned before more complex skills and techniques, for example:

- ◆ a forward roll is a basic technique; however, a handstand forward roll is a complex technique because it is more difficult to learn and requires specific practice.

**Key feature**

An understanding of how a skilled performance can be used to develop performance, for example:

- ◆ ability to select the correct options to cope with various performance demands.

## Appendix 4 (cont)

AREA	SKILLS AND TECHNIQUES
Key Concept 2	Skill/technique improvement through mechanical analysis or movement analysis or consideration of quality

At Access 3 candidates should show knowledge and understanding of the key concept in simple terms.

### Key feature

In relation to performance, the purposes of collecting relevant and detailed information through using **one or more** of the following approaches:

**Mechanical analysis:** information relating to the mechanics of performance in **one or more** of the following:

- ◆ centre of gravity
- ◆ transfer of weight.

**Movement analysis:** information relating to movement within performance in **one or both** of the following:

- ◆ preparation, action and recovery when applying skill(s) and technique(s)
- ◆ specific movement patterns.

**Consideration of quality:** information relating to consideration of qualities in **one or more** of the following:

- ◆ technical, physical, personal and special qualities.

### Key feature

In relation to technique improvement, carry out a plan related to information gathered from the specific approach used in mechanical analysis, movement analysis or consideration of quality.

### Key feature

The importance of monitoring improvements through relevant training programmes using mechanical analysis, movement analysis or consideration of quality.

## Appendix 4 (cont)

AREA	SKILLS AND TECHNIQUES
Key Concept 3	The development of skill and the refinement of technique in terms of: Stages of Learning, Methods of practice, Principles of effective practice and motivation, concentration and feedback

At Access 3 candidates should show knowledge and understanding of the key concept in simple terms.

### Key feature

How skills and/or techniques are learned in different stages. This should include understanding about the following **stages**:

- ◆ preparation
- ◆ practice
- ◆ automatic

or other terminology used to describe these stages.

At each stage of learning, when developing skills or techniques, select the most relevant **methods of practice** from the following:

- ◆ solo/shadow/partner/group
- ◆ opposed/unopposed
- ◆ gradual build up/whole part whole
- ◆ drills/repetition practices
- ◆ conditioned games/small sided games.

The method of practice selected should show an understanding of the following **principles of effective practice**:

- ◆ setting clear objectives and/or awareness of model performer
- ◆ consideration of strengths and weaknesses
- ◆ intensity of practice and/or work to rest ratio.

An understanding of the **influential factors** that affect performance:

- ◆ motivation
- ◆ concentration
- ◆ feedback.

### Key feature

An understanding of how skill(s) and technique(s) are refined through practice.

AREA 4

<b>AREA</b>	<b>STRUCTURES, STRATEGIES AND COMPOSITION</b>
<b>Key Concept 1</b>	<b>The structures, strategies and/or compositional elements that are fundamental to activities</b>

At Access 3 candidates should show knowledge and understanding of the key concept in simple terms.

**Key feature**

From the **structure and strategy fundamentals** listed, select **one or both** of the following:

The importance of:

- ◆ pressurising opponents in attacking and defensive situations
- ◆ principles of individual and team play (width/depth).

**AND/OR**

From the **structures and compositional considerations fundamentals** listed select **one or more** of the following:

The importance of:

- ◆ developing motifs in performance
- ◆ using space in performance
- ◆ using creativity in performance.

## Appendix 4 (cont)

<b>AREA</b>	<b>STRUCTURES, STRATEGIES AND COMPOSITION</b>
<b>Key Concept 2</b>	<b>Identification of strengths and weaknesses in performance in terms of: roles and relationships; formations; tactical or design elements; choreography and composition</b>

At Access 3 candidates should show knowledge and understanding of the key concept in simple terms.

### Key feature

In terms of **roles and relationships** select **one or both** of the following:

- ◆ recognising individual strengths and weaknesses in a structure/strategy/composition
- ◆ recognising the demands of individual roles during performance.

### OR

In terms of **formations** select **one or more** of the following:

- ◆ the structure of relevant systems of play in selected activities
- ◆ the benefits of various systems of play in allowing teams/individuals, for example to create space, put opposition under pressure, attack areas of weakness in opposition
- ◆ the need to co-operate and support others in team or group situations.

### OR

In terms of **tactical or design elements** select **one or more** of the following:

- ◆ some set plays and their application in some different situations
- ◆ recognising the need to maximise strengths within chosen structure/strategy/composition
- ◆ how to develop movement motifs.

### OR

In terms of **choreography and composition** select **one or more** of the following:

The importance of:

- ◆ using space
- ◆ expression within performance.

## Appendix 4 (cont)

<b>AREA</b>	<b>STRUCTURES, STRATEGIES AND COMPOSITION</b>
<b>Key Concept 3</b>	<b>Information processing, problem-solving and decision making when working to develop and improve performance</b>

**At Access 3 candidates should show knowledge and understanding of the key concept in simple terms.**

### **Key feature**

Using information on team/individual performance to make appropriate decisions when developing and monitoring performance.

### **Key feature**

The importance during performance of continually:

- ◆ making good judgements.

### **Key feature**

The importance of adapting/changing structures, strategies and composition in response to performance demands.