



Physical Education: Performance Skills (Higher) Unit

SCQF: level 6 (9 SCQF credit points)

Unit code: H252 76

Unit outline

The general aim of this Unit is to enable learners to develop a broad and comprehensive range of complex movement and performance skills through a range of physical activities. They will select, demonstrate, apply and adapt these skills, and will use them to make informed decisions. They will also develop their knowledge and understanding of how these skills combine to produce effective outcomes. Learners will develop consistency, precision, control and fluency of movement. They will also learn how to respond to and meet the demands of performance in a safe and effective way. The Unit offers opportunities for personalisation and choice through the selection of physical activities used for learning and teaching.

Learners who complete this Unit will be able to:

- 1 Demonstrate a broad and comprehensive range of complex movement and performance skills in physical activities

This Unit is a mandatory Unit of the 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 Higher Physical Education Course gives further mandatory information on Course coverage for learners taking this Unit as part of the 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:

- ◆ National 5 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 Demonstrate a broad and comprehensive range of complex movement and performance skills in physical activities by:**
 - 1.1 Selecting and applying a broad and comprehensive range of complex movement and performance skills, displaying a high level of control and fluency
 - 1.2 Demonstrating precise body and spatial awareness with distinct patterns and/or rhythms
 - 1.3 Working co-operatively with others
 - 1.4 Using well-established techniques, composition or tactics
 - 1.5 Making appropriate decisions in challenging contexts
 - 1.6 Reacting appropriately and making effective, safe adaptations in response to a wide range of challenging variables

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 **two** physical activities. Learners must provide a practical demonstration of a broad and comprehensive range of complex performance skills in both physical activities.

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, and that ensures consistency.

Evidence can either be presented for individual Outcomes or gathered for the Unit as a whole by combining assessments. If the latter approach is used, it must be clear how the evidence relates to each Outcome.

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 are 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

5.4 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

Published: April 2014 (version 2.0)

Superclass: MA

History of changes to National Unit Specification

Version	Description of change	Authorised by	Date
2.0	Page 3 — Assessment Standard 1.2: 'and rhythms' changed to 'and/or rhythms'.	Qualifications Development Manager	April 2014

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Note: readers are advised to check SQA's website: www.sqa.org.uk to ensure they are using the most up-to-date version of the Unit Specification.