

National Unit Specification: general information

UNIT	Physical Education: Performance (Higher)
CODE	DF2T 12
COURSE	Physical Education (Higher)

SUMMARY

This Unit is designed for candidates following the Higher Physical Education Course, but can also be taken as a free-standing Unit. Candidates who have a strong interest in performance will be able to develop their performance in selected activities.

The Unit offers candidates the opportunity to build on previous performance experiences. On completion of the Unit the candidate should be able to demonstrate performance in contexts which challenge the individual.

This is a mandatory Unit of the Physical Education Course at Higher.

OUTCOME

Demonstrate effective performance in challenging contexts.

RECOMMENDED ENTRY

While entry is at the discretion of the centre, candidates would normally be expected to have attained one of the following or equivalent:

- ◆ Standard Grade Physical Education at Credit Level
- ◆ Intermediate 2 Physical Education
- ◆ the *Physical Education: Performance* Unit at Intermediate 2

Administrative Information

Superclass:	MA
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National Unit Specification: general information (cont)

UNIT Physical Education: Performance (Higher)

CREDIT VALUE

1.5 credits at Higher (9 SCQF credit points at SCF level 6*)

**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 components in this Unit.

National Unit Specification: statement of standards

UNIT Physical Education: Performance (Higher)

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 SQA.

OUTCOME

Demonstrate effective performance in challenging contexts.

Performance Criteria

- a) A broad performance repertoire is apparent.
- b) Appropriate decisions are made in challenging performance contexts.
- c) Control and fluency are demonstrated in performance.

Evidence Requirements

Performance evidence should be generated which shows that the candidate has achieved the Performance Criteria in a minimum of **one** activity. Candidates may also achieve the Performance Criteria by demonstrating performance to the acceptable standard across more than one activity. At this level, the context for performance should include a variety 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, the Performance Marking Scale for Physical Education 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 Higher as exemplified in the National Assessment Bank item for *Physical Education: Performance Intermediate 1 – Advanced Higher*.

National Unit Specification: support notes

UNIT Physical Education: Performance (Higher)

This part of the Unit Specification is offered as guidance. These 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 60 hours.

GUIDANCE ON THE CONTENT AND CONTEXT FOR THIS UNIT

This Unit is designed to provide opportunities for candidates to develop their individual abilities, expertise and interests in a variety of ways. The activities selected should emerge from a process of negotiation between teachers/lecturers and candidates. The negotiation process will need to take account of the interests and talents of candidates, staff expertise, available facilities and resources. Physical activities beyond the minimum requirement may feature prominently or may be used as Unit inserts to increase candidates' understanding of performance.

GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT

Performance should be challenging and, as often as possible, exciting and enjoyable. The Unit should have a focus on training, standards and the pursuit of disciplined techniques. Regular practice should allow for the development of performance standards in the selected activities. Appropriate models of performance should be used as reference points to help develop candidates' understanding of the features of quality performance. Teachers/lecturers may prepare candidates for an end of Unit performance at its best.

GUIDANCE ON LEARNING AND TEACHING APPROACHES 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. Guidance on acceptable activities is given in the NQ Sporting Activities Catalogue and a full definition of 'activity' is given in Appendix 1 of the Higher Physical Education Course Specification.

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, the Performance Marking Scale for Physical Education 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 Higher as exemplified in the National Assessment Bank item for *Physical Education: Performance (Intermediate 1 – Advanced Higher)*.

Where the Unit is being taught and assessed as part of the Higher Physical Education Course, a minimum of two activities have to be assessed and recorded, using the Performance Marking Scale in the National Assessment Bank item for *Physical Education: Performance (Intermediate 1 – Advanced Higher)*. The Performance Marking Scale is also included as Appendix 2a of the Higher Physical Education Course Specification.

National Unit Specification: support notes (cont)

UNIT Physical Education: Performance (Higher)

Assessment decisions should be based on the Performance Criteria for the Unit. Assessors will find it helpful to refer to the description and illustration of the national standard at Higher level given in the videos and support material produced by Learning and Teaching Scotland: *Assessing Performance at Higher Level* and *Case Studies in Performance at Higher Level*.

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 special alternative Outcomes for Units. For information on these, please refer to the SQA document *Guidance on Special Assessment Arrangements* (SQA, September, 2003).