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## Physical Education: Performance Skills

**SCQF:** level 5 (9 SCQF credit points)

**Unit code:** J26D 75

### Unit outline

The general aim of this Unit is to develop learners' ability to perform in physical activities by enabling them to acquire a comprehensive range of movement and performance skills. They will learn how to select, use, demonstrate and adapt these skills. Learners will develop consistency in their control and fluency during movement to enable them to meet the physical demands of performance in a safe and effective way. The Unit offers opportunities for personalisation and choice in the selection of physical activities.

Learners who complete this Unit will be able to:

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

This Unit is 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*.

## **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 4 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 comprehensive range of movement and performance skills in physical activities by:**
  - 1.1 Selecting and applying straightforward movement and performance skills, with some complex actions, displaying consistency in control and fluency
  - 1.2 Demonstrating body and spatial awareness with clear patterns and rhythms
  - 1.3 Working co-operatively with others
  - 1.4 Using and applying straightforward techniques and composition or tactics safely and effectively
  - 1.5 Making appropriate decisions and straightforward adaptations in response to a range of variables
  - 1.6 Demonstrating consistency of movement and performance skills in a range of performance contexts.

### 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.

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 the learner to demonstrate the standards required.

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**

5.3 Applying

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*.

# Appendix: Unit support notes

## Introduction

These support notes are not mandatory. They provide advice and guidance on approaches to delivering and assessing this Unit. They are intended for teachers and lecturers who are delivering this Unit. They should be read in conjunction with:

- ◆ the *Unit Specification*
- ◆ the *Unit Assessment Support packs*

## Developing skills, knowledge and understanding

Teachers and lecturers are free to select the skills, knowledge, understanding and contexts which are most appropriate for delivery in their centres.

## Approaches to learning and teaching

At this level, learning and teaching should be developed in a practical context, which is as challenging, exciting and enjoyable as possible. Teachers should take into account the individual needs of the learners when managing the Unit.

Learners should be given every opportunity to develop activities in which they have a natural aptitude, and which are of interest to them. It is up to individual centres to decide how much time they are going to allocate to selected activities.

**Outcome 1 — in two different physical activities**

### **Demonstrate a comprehensive range of movement and performance skills in physical activities.**

At this level, learners should be able to demonstrate a comprehensive range of movement and performance skills. For example, in gymnastics learners should be able to apply technical skills such as flight, rotation and inversion skills within a gymnastic routine. Some of the skills selected will involve complex actions, such as round-offs.

Skills can be performed in a small-sided game or as a conditioned performance, with specific conditions applied to performances to allow for suitably challenging contexts — for example, a mixed doubles badminton competition.

At this level, learners should be able to demonstrate an awareness of how to use their own body space to their advantage — for example, creating space in a games context to maximise attacking options. Consistency and control will develop with practice.

Learners should have opportunities to work with each other in both supporting and leading roles and so demonstrate knowledge of how to work with team mates, group members, coaches or judges as appropriate. Rules, concepts of fair play and etiquette will also demand a degree of communication and compliance.

At this level, learners should understand how to use and apply specific tactics within a game situation or specific compositional elements in a performance. Learners should be encouraged to use deception or placement and demonstrate that they understand the requirement to move their opponents around the playing area to create a winning opportunity.

Learners should be able to make appropriate decisions with ease in various performance contexts. For example, a learner might decide to adjust the timing of an element in a dance performance.

At this level, learners should be able to show some consistency when performing. For example in badminton, learners should be able to sustain an overhead clear rally with a fluent, clear pattern.

A range of teaching methodologies and performance contexts can be used to support learning and improve performance in various activities.

These are examples of learning and teaching activities that may be used when delivering the Course. This would be classified as naturally occurring evidence which could be used to demonstrate that the learner has met the Assessment Standards within the Unit Specification.

# Approaches to assessment and gathering evidence

All of the Outcomes and Assessment Standards in a Unit must be covered in the assessment of a Unit.

Evidence can be gathered in a variety of forms to suit the needs of the learner and individual centres. Evidence for this Unit could include one or more of the following: recorded responses; digital images; observational checklists.

Evidence can be generated and held in a variety of formats to suit the needs of the learner and centre. Assessors must choose an assessment format that takes the needs of all learners into account, and must implement the assessment at an appropriate stage in the Unit. Assessment can be by observation using a checklist, with notes describing how the relevant Assessment Standard was achieved. Learners can also be filmed, where resources and logistics permit, and marked against an assessment checklist. Where this is the case, learners can be filmed in groups, providing that each can be clearly identified and their performance/demonstration reliably observed.

## Authenticity

There are a number of techniques and strategies for ensuring that learners present work which is their own. For more guidance, please refer to SQA's *Guide to Assessment*.

## Demonstrate a comprehensive range of movement and performance skills in physical activities

For this Unit, learners must demonstrate a comprehensive range of movement and performance skills in **each of two** physical activities. Assessment can be gathered over a number of performance sessions. Such an approach will allow for the recognition of naturally-occurring evidence.

Teachers/lecturers should ensure that sufficient time is allocated to assessment to enable the learner to produce the necessary evidence. Opportunities for learners to receive regular feedback on their performance will help them to perform to their best during assessment tasks.

Digital capture of performance is a good way to gather assessment evidence. Digital images of performance can be held on record and submitted as evidence, with corroboration of authenticity. Teachers/lecturers should maintain records of learner attainment. Observation checklists can also be used to gather assessment evidence.

## Physical activity choices

There are no mandatory physical activities prescribed in the Physical Education Unit. This promotes inclusion and enables personalisation and choice. Physical activities that are suitable for assessment will normally be chosen from those covered within the presenting centre. Learners should discuss and agree with the teacher/lecturer the activities they want to undertake.

## **Combining assessment within Units**

Assessment could be combined in this Unit by holistically assessing all the Outcomes of the Unit in a single assessment. When assessment with the Unit is holistic, teachers and lecturers should take particular care to track the evidence for each individual outcome.

## **Equality and inclusion**

This unit is designed to be as fair and as accessible as possible with no unnecessary barriers to learning or assessment.

For guidance on assessment arrangements for disabled candidates and/or those with additional support needs, please follow the link to the assessment arrangements web page: [www.sqa.org.uk/assessmentarrangements](http://www.sqa.org.uk/assessmentarrangements).



# Administrative information

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**Superclass:** MA

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## History of changes to National Unit Specification

Version	Description of change	Date
2.0	Unit code updated.	September 2019
2.1	Unit code updated	June 2020

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