Physical Education: Performance Skills

SCQF: level 6 (9 SCQF credit points)

Unit code: J26E 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 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 5 Physical Education Course or relevant 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.*

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

Learning and teaching should be developed in a practical context. Teachers should take into account the individual needs of the learners when delivering the Unit.

Learners should be given every opportunity to develop skills within physical activities in which they have a natural aptitude, and which are of interest to them.

A range of teaching methodologies and performance contexts can be used to support the learner to develop movement and performance skills in physical activities. At SCQF Level 6 level, learners should be actively encouraged to work both collaboratively and independently, and to investigate and make decisions about how they can best develop their performance.

Group work within the context of physical education provides many positive benefits for learners, promoting collaborative working practices, balanced with opportunities for individual, independent and autonomous contributions to the work of the group. Group work approaches can broaden the scope of all types of learning activity and gives valuable experience of team working — leading, taking responsibility, encouraging and sharing — which also helps to prepare learners for the workplace and life in general.

Learners should be encouraged to use ICT resources, where appropriate and available, such as models of performance to develop their understanding of what makes a quality performance. They can also use digital images (to compare against model performers) or online fitness testing to help them develop an understanding of how best to improve their own performance.

Developing a broad and comprehensive range of complex movement and performance skills in physical activities

Learners should be facilitated to develop and refine a broad and comprehensive range of complex movement and performance skills. This should occur in appropriately challenging performance contexts. This would provide a context where it is possible to highlight the quality and effectiveness of execution as they provide an opportunity to focus on discrete skills, strategies, tactics or techniques. In situations such as conditioned games, small sided games or modified performance situations, learners can focus on the development of fluency or control and use self, peer and assessor feedback to review their own and/or others effectiveness.

Movement skills
Movement skills are skills that involve different parts of the body. They are the skills which allow us to move about and navigate our physical environment. They are the building blocks upon which more complex locomotor and performance skills are developed.

♦ Examples of movement skills include walking, running, hopping, jumping, catching, throwing, balancing, kicking, and striking.

Within physical activities, these skills can be simple or complex depending on the context, stage of learning and ability of the performer.

♦ Examples of more complex movement skills include hitting a moving hockey ball to a team mate on the move into space, fielding and returning a cricket ball or driving past opponents towards a basket.

Performance skills — physical

Physical performance skills are movement skills applied to physical activity and sports situations. Performance skills are closely related to the nature of the physical activity and are often identified as specific skills or techniques such as a drop shot, a vault or a pirouette. They can be performed in isolation or in combinations.

Performance skills — other types

Performance skills also include consideration of the energy or effort put into an activity, such as the emotions shown to enhance a dance performance, or co-operating with others where this is essential, being clear about your role or spotting a space that needs to be covered to pre-empt an opponent's attack. These occur in all physical activities but may be more or less evident in each type of activity:

e.g.

♦ during a dance performance, performers must also convey the emotions associated with the piece of music

♦ in trampolining, using turns to add to the complexity of the somersault adds challenge which would make the sequence more exciting and aesthetically pleasing

♦ in netball, a perceptive Wing Defence might see the opponent block the Goal Attack getting into the shooting circle and move quickly to support their own team mate by 'setting a screen' to assist the GA penetrate the circle and receive a pass

♦ during a volleyball performance the agreed strategy was not being carried out by the whole team, so the captain instructs teammates when and how to move on the court to carry through particular tactics

Learners should be given opportunities to develop and extend their movement vocabulary and/or repertoire of skills during learning and teaching sessions. Assessors could support this on an individual or group basis depending upon the choice of physical activities. Repeated practice will allow for time to refine these skills and demonstrate the degree of consistency of control and fluency required at SCQF Level 6.

Learners could observe examples of high level and other model performances in order to identify and understand what complex skills demonstrated with control and fluency look like. Sources for these performances could include the internet, attending live performances, using motion analysis software, or class sessions where they observe and record one another's performances and report back using set criteria. Learners could discuss and debate the role that a number of factors in the performance contribute to the breadth and complexity of skill — including the difficulty of the skill, the performance context, interlinking different skills into patterns and the challenge provided by external factors such as competitors, conditions or choreographic demands.

Learners could devise checklists to identify key features of effective performers and compare what would be appropriate for different levels, including SCQF level 6. The checklist might include the following performance characteristics:

- ✓ *skills executed at the correct time with consistency*
- ✓ *fluency of execution*
- ✓ *economy of effort*
- ✓ *effortless movements/application of skill*
- ✓ *confident use of skills*
- ✓ *few unforced errors*
- ✓ *dynamic performance*
- ✓ *application of flair*
- ✓ *ability to choreograph routines/link complex skills*

Learners could write up examples of movement and performance skills required at SCQF Level 6 in a specific physical activity, for example:

- ♦ 'In tennis, performers need to have a repertoire of skills that are performed with a high degree of accuracy…use good net shots and drop shots which…, provide good length on ground shots because…cover the court well so that…'

They could also analyse examples of how movement and performance skills in a specific physical activity develop and feature during play across the SCQF levels. The following example is from table tennis and shows the progressively different characteristics of the use of a forehand drive at different levels.

Level	Characteristics of the use of the forehand drive
SCQF level 3	*Forehand drive is performed with some degree of control and fluency occasionally; little reference to opponents positioning; no top spin applied. Movement is not fluent or controlled.*
SCQF level 4	*Forehand drive is performed with a degree of control. Performer tries, on occasion, to move opponent; minimal top spin is applied. Movement around table more fluent and demonstrates the performer getting into better positions to return ball effectively.*
SCQF level 5	*Forehand drive is performed with control and fluency; opponents positioning is taken into consideration; more attempts at top spin and some attempted back spin appearing to try to vary return. Addresses return well.*
SCQF level 6	*Forehand drive is performed consistently with control and fluency. Performer consistently tries to move opponent around the table to create attacking options. Varies length of return. Greater use of top spin and back spin with greater degree of spin generated. Prepares well to play next shot, often anticipating return. Footwork good and able to generate good force. Good movement around the table.*

Body and spatial awareness

Motional analysis techniques, devising a focused observation sheet (FOS) or comparing their own performance with a model performance are all good ways to enable learners to understand this aspect of performance and will help them to refine their own skills and techniques. Feedback from peers, assessors and others during/after practice sessions will help learners identify competency and areas for development in the demonstration of precise body and spatial awareness with distinct patterns and/or rhythms. Examples of spatial awareness, patterns and rhythms include: creating space in a game context, timing release from a tuck position during a vault, a change of direction, a pass through a channel, the repetition of a motif with increasing pace to give greater dynamism to choreography, effective interpretation of the musical stimulus. Also in volleyball, recognising the need to readjust positioning to improve court coverage when the block is set, being aware of the space behind the block and being ready to move and cover when required all demonstrate awareness of personal positioning and that of others around in a fast paced attack.

Working co-operatively with others

There are many opportunities to work co-operatively with others during the learning and teaching of physical education, sometimes as a leader and sometimes in a supporting role. Applying rules, fair play and etiquette before, during and after an activity will also provide an opportunity to demonstrate communication, compliance and co-operation. Learners should be encouraged to support each other as they each develop their own performance for example acting as a spotter or supporter, completing a match analysis sheet accurately for a peer or starting the music for a dance. Learners could take on roles that might arise and work together to devise appropriate strategies. Learners could reflect on their responsibilities in a logbook or blog, or produce a poster for younger pupils, for example:

♦ 'As a team we were not working together as a unit…this led to…at half time we discussed what to do next…in the second half we…'
♦ In gymnastics, while working to perfect the landing of a handspring, the supporter would need to step in to ensure no over rotation.
♦ 'In doubles badminton, when my partner serves short, I know to drop back to cover the rear of the court and allow her to follow the shuttle into the net in case of a short low reply when she can pick it up early with a smash…'

Techniques, compositions and tactics

Learners should have an opportunity to explore and practice techniques, compositions and tactics. Groups of learners could try out different techniques to deal with the same challenge and compare notes as they practice and implement the technique. Effective approaches to develop techniques, compositions and tactics include personal practice, analysis of model performances, footage of elite performers and peer review during class sessions. At SCQF Level 6, learners should be aware of well-established skills or techniques and tactics which impact a game situation or specific performance in a more aesthetic activity, for example:

• Well executed set plays
• Effective linking of phases of a long jump

Decision making

Learners should be guided to develop awareness of how to make appropriate decisions in challenging contexts. It will be good practice for learners to keep a log

book or diary to reflect on decisions they made so they can get used to reviewing the appropriateness of their decision making. Learners should gather feedback from a variety of sources in order to confirm or amend their own analysis. Some decision making may be evident during performance and in other physical activities decision making will be evident between attempts or heats, or when adapting strategies during performance, for example:

♦ a learner makes changes to a pre-determined plan during a track athletics event because a fellow competitor makes a decision which affects the event
♦ a learner chooses to perform a lower tariff vault because they are not able to generate enough speed at take-off to complete a higher tariff vault successfully

It is always useful for learners to be questioned during/after sessions so that they and others can gain an insight into what they did and why.

Making effective safe adaptations
During performance of physical activities, learners will have to react appropriately and make effective, safe adaptations in response to a wide range of challenging variables. Practising a physical activity (for example using a whole-part-whole practice approach) is an effective way to develop this aspect of performance as it provides an opportunity for appropriate adaptations to be tried and tested: it is specific, has real relevance to the learner and uses the necessary timing, spatial aspects and contexts pertinent to that activity. Using external resources such as video replay, model performances and other sources to introduce effective examples of making adaptations and reacting appropriately during performance are also useful approaches to raise awareness, for example:

♦ in volleyball, the setter makes the adaptation of reverse setting in an attempt to avoid a tall opposing front court player on the opposing team
♦ in handball, shooting low to the bottom corners of the goal to force the less agile goalkeeper to react is an appropriate adaptation to score more goals
♦ in hockey, deciding not to lift the ball in a crowded area would ensure others safety and that you were not penalised for dangerous play

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 of individual centres. Assessors, where appropriate, should provide a balance of assessment methods and encourage alternative approaches. Learners should be assessed at an appropriate stage in the Unit.

In order to ensure authenticity of learner's work, there are guidelines for ensuring that learners present work which is their own. For more guidance, please refer to SQA's *Guide to Assessment*.

Regardless of the chosen assessment approach, the following will always apply to the *Performance Skills* Unit:

♦ All of the Assessment Standards must be met for each of two *different* physical activities.
♦ Physical activities will have different performance and movement skills depending on the nature of the physical activity.
♦ Performance and movement skills can be assessed within any context that is sufficient to allow the learner to demonstrate the standards required, including conditioned activities.
♦ Some physical activity choices may require discussion with the assessor before, during or after performance to best obtain evidence for some Assessment Standards (e.g. Assessment Standards 1.3 and 1.5).
♦ Learners can exercise a degree of personalisation and choice of activities provided expertise exists within the centre to make the relevant assessment judgements.

Evidence for this Unit can be gathered over a number of teaching sessions: such an approach will allow for the gathering of naturally-occurring evidence. For this Unit, evidence of movement and performance skills can be assessed in a live performance context, conditioned games, small sided games, modified performance situations or any other relevant context. Formal assessment tasks may be set, especially if learners require remediation or have had an injury/illness and have missed an earlier assessment opportunity.

Whatever assessment approach is used, it is important that the approach to assessment encourages personalisation and choice. Assessment should meet the varying needs of all learners and, where appropriate, occur in practical contexts. The minimum competences, as exemplified in *Unit* assessment support, must always be met.

Some examples of possible assessment approaches include:

♦ video of performance
♦ observation checklists
♦ training diaries/electronic logbooks/blogs/wikis/development records
♦ oral evidence through question and answering
♦ written assessment through answering of questions
♦ use of ICT and relevant software

The types of ICT that learners might use to help them work towards their assessment could include motion capture and analyse programmes. Digital capture of performance is a good way to gather assessment evidence, as digital images of performance can be held on record and submitted as evidence, with corroboration of authenticity. Teachers/tutors should maintain records of learner attainment. Observation checklists (completed by the assessor or peers) can also be used to gather assessment evidence, as well as self-assessment checklists.

Assessors should ensure that sufficient time is allocated to assessment to enable the learner to produce the necessary quality of evidence. Opportunities for learners to receive regular feedback on their skills during learning and teaching sessions will help them to perform to their best during assessment.

Assessors should use their professional judgement to decide whether the selected movement and performance skills they observe match the level of complexity appropriate for SCQF level 6.

Group work approaches can be used within this Unit as it is helpful to simulate real-life situations, share tasks and promote team-working skills. However, there must be clear evidence for each learner to show that they have met the required assessment standards for the Unit.

Physical activity choices
There are no mandatory physical activities prescribed in this 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 performance assessment. When assessment within the Unit is holistic, teachers and lecturers should take particular care to track 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.

Administrative information

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Superclass: MA

History of changes to National Unit Specification

Version	Description of change	Date
2.0	Page 3 — Assessment Standard 1.2: 'and rhythms' changed to 'and/or rhythms'.	April 2014
3.0	Level changed from Higher to SCQF level 6.	September 2018
4.0	Unit code updated	September 2019
4.1	Unit support notes added	June 2020