



National 3  
Course  
Specification



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# National 3 Physical Education Course Specification (C756 73)

**Valid from August 2013**

This edition: April 2012, version 1.0

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Please refer to the note of changes at the end of this Course Specification for details of changes from previous version (where applicable).

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## Course outline

**Course title:** National 3 Physical Education  
**SCQF:** level 3 (18 SCQF credit points)  
**Course code:** C756 73

### Mandatory Units

<b>H252 73</b>	<b>Physical Education: Performance Skills (National 3)</b>	<b>9 SCQF credit points</b>
<b>H254 73</b>	<b>Physical Education: Factors Impacting on Performance (National 3)</b>	<b>9 SCQF credit points</b>

### Recommended entry

Entry to this Course is at the discretion of the centre. However, learners would normally be expected to have attained the skills, knowledge and understanding required by the following or equivalent qualifications and/or experience:

- ◆ National 2 Physical Education Course or relevant component Units

In terms of prior learning and experience, relevant experiences and outcomes may also provide an appropriate basis for doing this Course.

### Progression

This Course or its Units may provide progression to:

- ◆ National 4 Physical Education Course
- ◆ Wellbeing Award (SCQF 4)

Further details are provided in the Rationale section.

### Equality and inclusion

This Course 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 *Course Support Notes*.

## **Rationale**

All new and revised National Courses reflect Curriculum for Excellence values, purposes and principles. They offer flexibility, provide more time for learning, more focus on skills and applying learning, and scope for personalisation and choice.

In this Course, and its component Units, there will be an emphasis on skills development and the application of those skills. Assessment approaches will be proportionate, fit for purpose and will promote best practice, enabling learners to achieve the highest standards they can.

This Course provides learners with opportunities to continue to acquire and develop the attributes and capabilities of the four capacities as well as skills for learning, skills for life and skills for work.

All Courses provide opportunities for learners to develop breadth, challenge and application, but the focus and balance of the assessment will be appropriate for the subject area.

## **Relationship between the Course and Curriculum for Excellence values, purposes and principles**

The National 3 Physical Education Course will provide learners with the opportunity to develop basic movement and performance skills, improve aspects of fitness, and develop personal and interpersonal skills in familiar contexts.

The Course will encourage learners to develop the skills, knowledge and understanding, capabilities and attributes that are required to enhance their mental, emotional, social and physical wellbeing, and to sustain an active and healthy lifestyle.

The Course will give learners the opportunity to work both independently and with others to focus on movement and performance skills and to build on personal development and achievement. It will encourage learners to make informed decisions about their physical wellbeing and to experience the positive aspects of physical activity and sports such as challenge and enjoyment. It will also help them to establish a pattern of physical health that will be beneficial to them in future life.

The Course will enable learners to continue to develop in the four capacities. It will also help them to develop enthusiasm and a willingness to learn; perseverance, resilience and independence; and confidence and responsibility.

## **Purpose and aims of the Course**

This Course is practical and experiential. Its main purpose is to allow learners the opportunity to participate in physical activities and develop their basic movement and performance skills in familiar contexts. In addition, the Course offers the opportunity to increase learners' understanding of the important link between fitness and good health. Learners are encouraged to demonstrate initiative, decision-making and problem-solving by participating in, and reflecting on these activities.

The skills that learners acquire by successfully completing the Course will be transferable to learning, to life and to the world of work.

The aims of the Course are to enable learners to:

- ◆ participate in physical activities
- ◆ develop the ability to safely perform a range of basic movement and performance skills in familiar contexts
- ◆ develop an awareness of factors impacting on performance
- ◆ develop approaches to enhance personal performance
- ◆ monitor, record and reflect on performance during physical activities

### **Information about typical learners who might do the Course**

This Course is suitable for all learners who are interested in developing their movement and performance skills and who enjoy learning in practical contexts. .

The Course provides the flexibility to enable different learners to achieve in different ways and at a different pace. It also offers learners the opportunity to broaden their learning experience and to understand that a healthy lifestyle can contribute to their own health and wellbeing.

# Course structure and conditions of award

## Course structure

This Course sits within a hierarchical structure, beginning with the National 3 Physical Education Course, and progressing through National 4 and National 5 Physical Education to Higher Physical Education.

The main purpose of this Course is to develop and demonstrate movement and performance skills and encourage reflection on performance. The Course will enable learners to think about their strengths and areas for development, and to develop their awareness of factors that impact on performance. This will help them to develop skills and approaches to enhance their own performance.

Units are statements of standards for assessment and not programmes of learning and teaching. They can be delivered in a number of ways.

The Units are designed to stand alone or be taught in any sequence, although the theme of applying knowledge and skills to develop performance will provide an opportunity for integration of Units and assessment.

The Course has two mandatory Units:

### **Physical Education: Performance Skills (National 3)**

The general aim of this Unit is to provide learners with the opportunity to develop and safely demonstrate a range of basic movement and performance skills in familiar contexts. It enables learners to experience a range of physical activities that will provide contexts for reinforcing and extending these basic skills. They will also learn how to respond to and meet the physical demands of performance in a safe and effective way.

### **Physical Education: Factors Impacting on Performance (National 3)**

The general aim of this Unit is to provide learners with the opportunity to explore and raise their awareness of factors that impact on personal performance in physical activities. Learners will (with support) record, monitor and reflect on their own performance.

## Conditions of award

To achieve the National 3 Physical Education Course, learners must pass all of the required Units. The required Units are shown in the Course outline section.

National 3 Courses are not graded.

## Skills, knowledge and understanding

Full skills, knowledge and understanding for the Course will be given in the *Course Support Notes*. A broad overview of the subject skills, knowledge and understanding that will be covered in the Course is given in this section. This covers:

- ◆ performing basic movement and performance skills safely during participation in physical activities in familiar contexts
- ◆ developing awareness of factors impacting on performance
- ◆ developing awareness of approaches to enhance personal performance
- ◆ monitoring, recording and reflecting on performance during physical activities
- ◆ decision-making and problem-solving in familiar performance contexts
- ◆ basic organisational skills in preparing for, and during, physical activities

Skills, knowledge and understanding to be included in the Course will be appropriate to the SCQF level of the Course. The SCQF level descriptors give further information on characteristics and expected performance at each SCQF level ([www.sqa.org.uk/scqf](http://www.sqa.org.uk/scqf)).

# Assessment

Further information about assessment for the Course is included in the *Course Support Notes*.

## Unit assessment

All Units are internally assessed against the requirements shown in the *Unit Specification*.

They can be assessed on an individual Unit basis or by using other approaches which combine the assessment for more than one Unit.

They will be assessed on a pass/fail basis within centres. SQA will provide rigorous external quality assurance, including external verification, to ensure assessment judgments are consistent and meet national standards.

The assessment of the Units in this Course will be as follows:

### **Physical Education: Performance Skills (National 3)**

The learner will be required to demonstrate basic movement and performance skills during physical activities in familiar contexts, using safe practices. The Unit offers opportunities for personalisation and choice in the selection of physical activities used for assessment purposes.

### **Physical Education: Factors Impacting on Performance (National 3)**

The learner will be required to demonstrate an awareness of factors that impact on performance. The learner will (with support) monitor, record and reflect on performance in physical activities.

# Development of skills for learning, skills for life and skills for work

It is expected that learners will develop broad, generic skills through this Course. The skills that learners will be expected to improve on and develop through the Course 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 Course where there are appropriate opportunities.

## **1 Literacy**

1.3 Listening and talking

## **3 Health and wellbeing**

3.3 Physical wellbeing

3.2 Emotional wellbeing

## **4 Employability, enterprise and citizenship**

4.3 Working with others

## **5 Thinking skills**

5.1 Remembering

5.3 Applying

Amplification of these skills is given in SQA's *Skills Framework: Skills for Learning, Skills for Life and Skills for Work*. The level of these skills will be appropriate to the level of the Course. Further information on building in skills for learning, skills for life and skills for work for the Course is given in the *Course Support Notes*.



# Administrative information

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Published: April 2012 (version 1.0)

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## History of changes to National Course Specification

Course details	Version	Description of change	Authorised by	Date

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