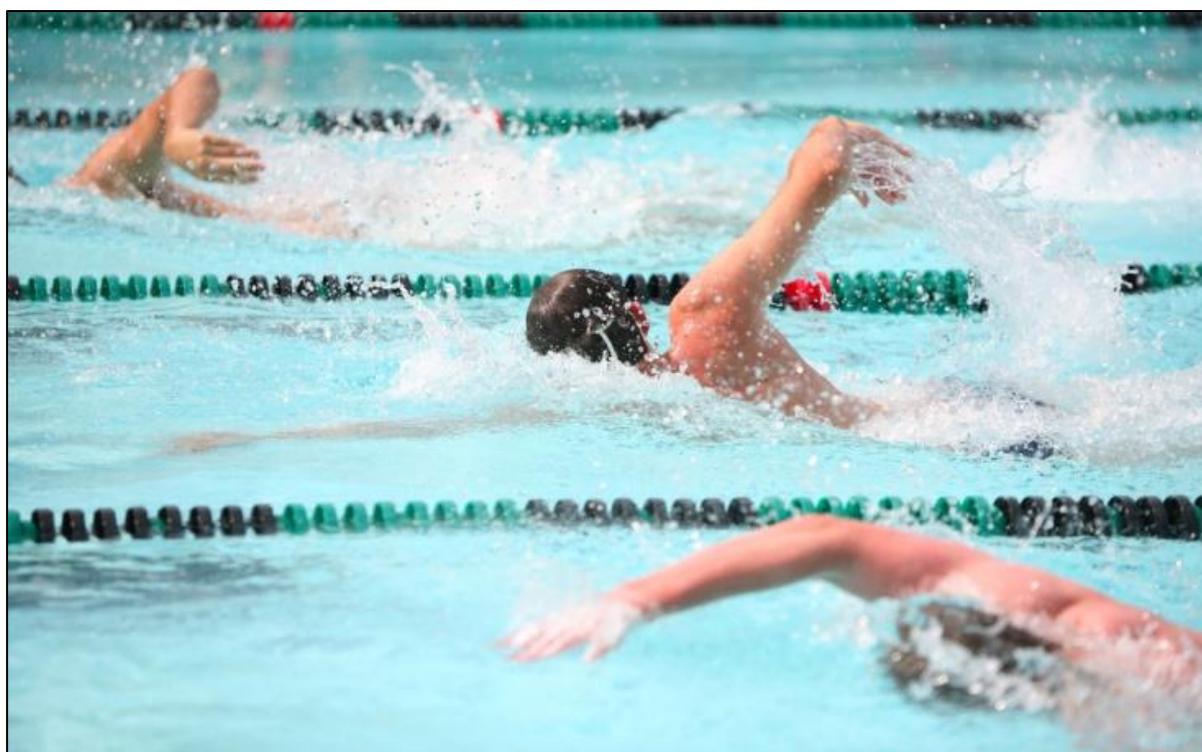


National 2 Physical Education Course Support Notes



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

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Introduction

These support notes are not mandatory. They provide advice and guidance on approaches to delivering and assessing the National 2 Physical Education Course. They are intended for teachers and lecturers who are delivering the Course and its Units. They should be read in conjunction with the *Course Specification* and the *Unit Specifications* for the Units in the Course.

General guidance on the Course

Aims

The aims of the Course are to support learners to:

- ◆ take part in physical activities in order to develop a healthy and fulfilling lifestyle
- ◆ improve practical performance through participation in physical activities
- ◆ develop knowledge and understanding of factors which impact on physical activity and physical health

The Course also provides learners with the opportunity to develop skills for learning, skills for life and skills for work. For example, by providing opportunities to work both independently and collaboratively, learners develop personal, interpersonal and problem solving skills.

Progression into this Course

Entry to this Course is at the discretion of the centre.

Experiences and Outcomes

Experiences and outcomes from the early and first level of the health and wellbeing and sciences curriculum areas may provide an appropriate basis for undertaking this Course.

Skills, knowledge and understanding covered in this Course

This section provides further advice and guidance about skills, knowledge and understanding that could be included in the Course. Some Units may offer more opportunities than others for the development of skills, knowledge and understanding.

The following table shows where there are opportunities to develop these within the individual Units.

Mandatory skills and knowledge	Taking part in a physical activity	Factors affecting performance	Improving performance
Organisational skills before, during, and after physical activity	✓	✓	✓
Applying safe practices before, during, and after physical activity	✓	✓	✓
Performance skills	✓	✓	✓
Knowledge of the parts of the body which are used when participating in a physical activity	✓	✓	✓
Knowledge about the physical effects of exercise on the main parts of the body which are used when participating in a physical activity	✓	✓	✓
Improving performance	✓	✓	✓

- ✓ Main focus of Unit
- ✓ Opportunity to reinforce skills, knowledge and understanding

In addition, the Course also enables learners to develop important skills and attributes that are generic and transferable to other contexts. For example, the Course encourages learners to develop safe practices when participating in physical activities, which in turn could be transferred to other contexts.

Progression from this Course

This Course may provide progression to:

- ◆ Physical Education at National 3
- ◆ Personal Achievement Award at National 2
- ◆ further study, employment and/or training

Further details about the Physical Education Course at National 3 and the Personal Achievement Award at National 2 can be found on the SQA website.

Hierarchies

Hierarchy is the term used to describe Courses and Units which form a structured sequence involving two or more SCQF levels.

It is important that any content in a Course and/or Unit at one particular SCQF level is not repeated if a learner progresses to the next level of the hierarchy. The skills and knowledge should be able to be applied to new content and contexts to enrich the learning experience. This is for centres to manage.

Relationships between National 3 and National 2 Units

A National 3 Unit may provide some evidence which can be used for a National 2 Unit. Where this occurs, teachers /lecturers should refer to the Outcomes and Assessment Standards of the National 2 Unit to determine what additional evidence is required.

Approaches to learning and teaching

The purpose of this section is to provide general advice and guidance on approaches to learning and teaching which can be used for any of the component Units within the Course.

Effective learning and teaching will draw on a variety of approaches to enrich the experience of learners. In particular, a mix of approaches which provide opportunities for personalisation and choice will help to motivate and challenge the learners.

The skills based focus of the Course readily lends itself to a variety of approaches to learning and teaching which reflect those used within broad general education and the values and principles of Curriculum for Excellence.

Learning should, where possible, be relevant to the learner's everyday life, their overall learning programme, and/or work and leisure. Teachers/lecturers could also consider interdisciplinary and cross-curricular approaches to learning and teaching and explore how extra-curricular activities or the personal interests of learners could be included and recognised.

Learners should be given the opportunity to use their normal mode of communication and have access to the appropriate resources for support where they would normally be available in real-life situations in which the activity is being carried out.

The distribution of time between the various Units is a matter of professional judgement and is entirely at the discretion of the centre. Each Unit is likely to require an approximately equal time allocation, although this may depend on the learners' prior learning in the different topic areas, learning and teaching methods adopted and the design of the Course.

Sequencing and integration of Units

The three mandatory Units can be taught separately as freestanding Units, sequentially, or in parallel to each other. Wherever possible, however, learning and teaching approaches should provide opportunities to integrate skills and knowledge.

Teachers/lecturers can choose to deliver the Outcomes of the Units in any order.

Learners' participation in physical activities should provide a context for learning not only about factors which affect performance but also about how to improve their own personal performance in physical activities. In order to provide practical contexts for learning it would be beneficial to integrate the delivery of the Units, 'Factors Affecting Performance' and 'Improving Performance' with the Unit, 'Taking Part in Physical Activities'.

The physical activity chosen for the 'Improving Performance' Unit may be the same activity as one chosen elsewhere within the National 2 Physical Education Course. In the context of identifying and assisting with organising equipment required for an activity within the 'Taking Part in Physical Activities' Unit, a learner could manage others to undertake this task.

An example of integrating the delivery of the Units within the context of one physical activity is provided in the following table:

Physical activity	
Outcomes	Examples of learning and teaching approaches
The learner will demonstrate organisational skills before, during, and after physical activity	Within a physical activity context organisational skills (managing personal kit and helping with equipment) may be discussed with learners. Learners could be asked what personal kit is required for different types of physical activity. Matching activities and/or enlarged pictures with examples of different kit could be used to support this task. Learners may be asked to identify the personal kit which would be required for their chosen physical activity and asked to bring this kit into the centre when undertaking this physical activity. Learners may be asked to identify the equipment required for the physical activity and asked to help put out and put away light equipment (eg balls, skipping ropes etc.) required for this activity.
The learner will demonstrate performance skills in two physical activities	Performance skills may be discussed with learners. For example, passing skills in football, balance and jumping skills in gymnastics. A learner could select two performance skills for a physical activity and demonstrate these skills over a sustained period of time. The performance skills should relate directly to physical activities, ie they should be physical in nature. Learners should be encouraged to develop skills that allow them to access, and increase, their enjoyment of the physical activity.
The learner will demonstrate safe practices before, during and after physical activity	In preparation for physical activity, learners may be shown a demonstration of safe warm-up techniques. The importance of safe warm-up techniques could be explained to them. During the physical activity learners could be shown and supported in the proper use of equipment and in undertaking safely the physical activity. This should be carried out on an ongoing basis.

The learner will demonstrate an improvement in performance in one physical activity	A learner agrees to improve one performance skill relating to a chosen physical activity. They might, for example, decide to improve their serve in badminton, dribbling in basketball, or an aspect of fitness training. In order to demonstrate an improvement, performance would have to be recorded before commencement of the 'improvement programme' and then after the skill has been improved upon.
The learner will describe the main parts of the body which are used when participating in a physical activity	Within the context of the physical activity learners may be taught about the basic functioning of the heart, lungs, arms, legs or feet. Teachers/lecturers may want to use a combination of approaches to demonstrate these conceptual ideas. For example, learners could locate parts/organs of the body on themselves, on a model or on a diagram, and this could be recorded through teacher observation or visual recording. Anatomical models of the body and/or DVDs and ICT may also be useful to support learners' understanding.
The learner will describe the physical effects of exercise on those parts of the body which are used when participating in a physical activity	Learners could be encouraged to describe what is happening to their bodies when performing, eg becoming sweaty, their heart beating faster etc. Learners could record heart beats in a log before, during and after physical activity.

Possible approaches to learning and teaching

There are a variety of learning and teaching approaches which can be used to deliver this Course and its Units.

Teachers/lecturers should provide opportunities for personalisation and choice in order to ensure that learning is relevant and motivating and that any potential barriers to learners' achievement are removed. As far as possible, it is important that learners should have the opportunity to experience a range of physical activities. Centres are therefore encouraged to adopt a flexible approach to allow learners to develop their own interests and abilities and to consider carefully the specialised and/or adapted equipment which may be required to support some of their learners. Examples of specialised and/or adapted equipment could include: adjustable equipment, gripping and turning aids or balls which emit sound.

Teachers/lecturers should also consider new contexts and environments for learning and teaching activities, and consider how extra-curricular activities could be included and recognised. For example, a learner's participation in a physical activity in an after school/centre club could be included and recognised as meeting some of the Outcomes for this Course.

When developing learning and teaching activities, teachers/lecturers should consider the range of resources and staff expertise available within the centre, and also the range of possible contexts for learning.

Teachers/lecturers should familiarise themselves with the Outcomes and share these and the Assessment Standards with learners.

There are a variety of learning and teaching approaches which can be used to deliver this Course and the Units. Whatever approaches are adopted, these should provide a supportive learning environment to enable the learner to achieve the best they can. This supportive environment should, for example, include learning and teaching approaches which are appropriately paced and which actively involve learners in their own learning. Wherever possible learning should be contextualised and connected in order to optimise successful learning outcomes. Assessment should at all times support learning and should, as far as possible, occur naturally. Naturally occurring evidence is evidence which occurs within and as part of the learning and teaching situation.

To support learning and teaching approaches, teachers/lecturers should also consider the use of resources and activities which help to enhance the learning experience. These might include, for example:

- ◆ the use of visual recordings and cameras to record learning and support self- and peer-assessment
- ◆ the use of DVDs to demonstrate physical activities
- ◆ interactive smart-boards
- ◆ computer games
- ◆ interactive computer programs or computer questionnaires (eg computer-generated quizzes)
- ◆ the World Wide Web to support learning about the appropriate parts of the body
- ◆ concrete materials, eg anatomical models
- ◆ pedometers

Developing skills for learning, skills for life and skills for work

Learners are expected to develop broad generic skills as an integral part of their learning experience. The *Course Specification* lists the skills for learning, skills for life and skills for work that learners should develop through this Course. These are based on SQA's *Skills Framework: Skills for Learning, Skills for Life and Skills for Work* and must be built into the Course where there are appropriate opportunities. The level of these skills will be appropriate to the level of the Course.

For this Course, it is expected that the following Skills for Learning, Skills for Life and Skills for Work will be developed.

Skills for Learning, Skills for Life and Skills for Work	
1 Literacy	
1.3 Listening and talking Listening means the ability to understand and interpret ideas, opinions and information presented orally. Talking means the ability to communicate orally ideas, opinions and information for a purpose and within a context.	Learners should be provided with opportunities to listen to the views of others and to express their views orally in an appropriate manner and within appropriate contexts. Learners should also be given opportunities to ask and answer questions.
3 Health and wellbeing	
3.2 Emotional wellbeing Developing ways to manage feelings; developing positive attitudes and resilience; building confidence.	Learners should be provided with opportunities to discuss the development of the necessary participatory and performance skills which are required in order to undertake the physical activities of their choice. This might also include the mental aspects of performance at a very basic level. Learners should be provided with opportunities to develop strategies to enable them to manage both their feelings and deal with situations, and by so doing help them to build confidence and develop resilience.
3.3 Physical wellbeing Recognising the importance and benefits of healthy and active living and practising skills to make the most of positive aspects of activity, such as enjoyment and challenge.	Learners should be given every opportunity to enjoy physical activity and to appreciate the important link between physical activity and their own emotional and physical wellbeing.
5.0 Thinking skills	
5.1 Remembering Remembering is the ability to identify, recognise and recall sequences.	Wherever possible, learners should be provided with opportunities to develop and practise their skills, recognise and recall sequences and techniques within physical activities.

<p>5.3 Applying Applying is the ability to use existing information to solve a problem in a different context, and to plan, organise and complete a task.</p>	<p>Wherever possible when undertaking physical activity, learners should be given an opportunity to apply the skills, knowledge and understanding they have developed by demonstrating the development of performance and participatory skills. This development could be captured on a visual recording in order to provide evidence of achievement and also to motivate and build confidence in the learner.</p>
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It is important that learners have opportunities to develop these broad general skills as an integral part of their learning experience.

There may also be further opportunities for the development of additional skills for learning, skills for life and skills for work in the delivery of this Course. Understandably, the development of additional skills may vary across centres depending on approaches being used to deliver the Course. Decisions regarding development opportunities will be made by teachers and centres.

Approaches to assessment

Learners will benefit from receiving accurate and regular feedback regarding their learning. This helps to ensure they are actively involved in the assessment process. It is also important that different approaches to assessment are adopted to suit the varying needs of learners.

Assessment strategies and methods

The purpose of this section is to give Course-specific advice on approaches to assessment.

There is no external assessment for National 2 Courses. All Units are internally assessed against the requirements outlined and described in the *Unit Specifications*. To achieve the National 2 Physical Education Course, learners must pass all of the required Units.

At SCQF level 2, it is anticipated that most evidence for assessment purposes will be gathered on a naturally occurring, on-going basis, rather than from more formal assessment methods. Naturally occurring evidence is evidence which occurs within and as part of the learning and teaching situation. Consequently, it is anticipated that assessments will be integrated with the approaches to learning and teaching adopted for the complete Course. Centres are encouraged to consider at the outset the approaches to be adopted for the gathering of evidence for each Outcome.

Centres should also consider a range of contexts for the gathering of evidence. These might include, for example, extra-curricular activities.

Naturally occurring evidence for assessment purposes can be recorded for this Course in a variety of ways. Examples might include:

- ◆ observation during physical activity (using an observation checklist, visual recording, photography or equivalent)
- ◆ peer assessment during and after preparing for a physical activity
- ◆ oral questioning during and on completion of a physical activity (for example, using a recording or transcript as evidence)
- ◆ visual recording or photographing the learner's activities
- ◆ integrating assessment and learning across curriculum areas (for example: learning about personal safety in another context could add breadth to learning; the study of the human body in the National 2 'Living Things' Unit could provide evidence to meet some of the assessment standards relating to science in the National 2 Physical Education Course.

Examples of evidence and how evidence for each Assessment Standard might be gathered are provided in the following table.

Learning Outcomes	Assessment Standards	Examples of evidence
The learner will demonstrate organisational skills before, during, and after physical activity by:	identifying and organising their personal kit as required for physical activity	Checklists or their equivalent.
	identifying and assisting with organising equipment required for the activity	Checklists, photographs, visual recording evidence, or their equivalent. Recording of learners' answers to set questions.
The learner will demonstrate performance skills in two physical activities by:	taking part in the chosen activities	Photographs, visual recording evidence, a diary/ongoing log, or their equivalent.
	demonstrating two performance skills for each activity	Photographs, visual recording evidence, or their equivalent.
The learner will demonstrate safe practices before, during and after physical activity by:	demonstrating safe practices when undertaking physical activities	Checklist, recorded teacher/lecturer. observation, photographs, visual recording evidence or their equivalent.
	demonstrating safe practices while taking out, using and putting away equipment	
The learner will demonstrate an improvement in performance in one physical activity by:	selecting and participating in a physical activity	Recorded oral responses, photographs, visual recording evidence, a diary/ongoing log, or their equivalent.
	identifying a skill which is carried out well	Recorded oral responses, photographs, visual recording, diary/ongoing log, or their equivalent.
	identifying a skill to improve upon	
	demonstrating an improvement in performance	Photographs, visual recording evidence, or their equivalent, at beginning and end of demonstrating an improvement.
The learner will describe the main parts of the body which are used when participating in a physical activity by:	identifying the main parts of the body which are used	Visual recording, posters, pictures, or their equivalent.
	describing simply the role they play in the activity	Responses to short answer questions. Checklist, diary/ongoing log or their equivalent
The learner will describe the physical effects of exercise on these parts of the body which are used when participating in a physical activity by:	recognising the physical effects of exercise on these parts of the body	Fitness assessment log, recorded responses to short answer questions, or their equivalent.
	describing the effects of exercise on the body during exercise	Responses to short answer questions. Visual recording evidence, eg games-based activity matching effects of exercise to various parts of the body.

Centres are also encouraged to develop criteria for success which focus on small, well defined steps in learning. In this way, the learner is more likely to achieve success in the Course and in any subsequent learning.

Authentication

For guidance on authentication of evidence which is gathered outwith the direct supervision of the teacher/lecturer responsible for the learner, eg outside the school or classroom, refer to SQA's *Guide to Assessment*.

It is important that teachers/lecturers track and keep accurate records of the evidence required to meet assessment standards. This will also support learners by:

- ◆ informing them of their progress
- ◆ identifying where further consolidation is required
- ◆ ensuring that the Course requirements are fulfilled

It is anticipated that learners will require to be provided with a high degree of teacher/lecturer assistance. More details about the type of support are provided within the 'Equality and inclusion' section.

Combining assessment across Units

If an integrated approach to Course delivery is chosen, then there will be opportunities for combining assessment across Units. When Outcomes are combined across Units, the use of a tracking sheet to record learners' achievements may be helpful.

Equality and inclusion

The additional support needs of learners should be taken into account when planning learning experiences or when considering any reasonable adjustments that may be required. Assessment methods should offer all learners an equal opportunity to demonstrate their achievement. This should be reflected in the language used, the use of different assessment presentation methods and the use of appropriate illustrative materials which reflect an inclusive view.

Learners undertaking qualifications at SCQF level 2 are likely to require more support with their learning than at other levels, and learners should be given as much support as they need to engage with learning, teaching and assessment activities whilst maintaining the integrity of the Outcome and Assessment Standards.

Examples of support might include:

- ◆ allowing extra time to complete activities
- ◆ practical helpers under direct learner instruction could assist with practical activities (this could also include a reader or scribe as appropriate)
- ◆ the use of specialised and adapted equipment
- ◆ the use of ICT and other assistive technologies

It is recognised that centres have their own duties under equality and other legislation and policy initiatives. The guidance given in these *Course Support Notes* is designed to sit alongside these duties but is specific to the delivery and assessment of the Course.

It is important that centres are aware of and understand SQA's assessment arrangements for disabled learners, and those with additional support needs, when making requests for adjustments to published assessment arrangements. Centres will find more guidance on this in the series of publications on Assessment Arrangements on SQA's website: www.sqa.org.uk/sqa//14977.html.

Appendix 1: Suggested Resources

Suggested organisation (All available via the internet)	Possible resources or support materials
Sports Scotland	Leads the development of sport and physical recreation in Scotland
Education Scotland	DVD to support physical activity
Scottish Disabilities Sports	Provides news, views and updates on all issues affecting sport for disabled children and adults in Scotland
BBC Scotland Learning	Wide range of material relating to physical education
Times Educational Supplement (TES)	Wide range of material relating to physical education

Appendix 2: Reference documents

The following reference documents will provide useful information and background.

- ◆ Assessment Arrangements (for disabled candidates and/or those with additional support needs) — various publications are available on SQA's website at: www.sqa.org.uk/sqa/14977.html.
- ◆ [*Building the Curriculum 4: Skills for learning, skills for life and skills for work*](#)
- ◆ [*Building the Curriculum 5: A framework for assessment*](#)
- ◆ [*Course Specifications*](#)
- ◆ [*Design Principles for National Courses*](#)
- ◆ [*Guide to Assessment \(June 2008\)*](#)
- ◆ [*Overview of Qualification Reports*](#)
- ◆ Principles and practice papers for curriculum areas
- ◆ [*SCQF Handbook: User Guide*](#) (published 2009) and SCQF level descriptors (to be reviewed during 2011 to 2012): www.sqa.org.uk/sqa/4595.html
- ◆ [*SQA Skills Framework: Skills for Learning, Skills for Life and Skills for Work*](#)
- ◆ [*Skills for Learning, Skills for Life and Skills for Work: Using the Curriculum Tool*](#)

Administrative information

Published: April 2012 (version 1.0)

Superclass: to be advised

History of changes to Course Support Notes

Course details	Version	Description of change	Authorised by	Date

Unit Support Notes — Physical Education: Taking Part in Physical Activities (National 2)



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

Introduction

These support notes are not mandatory. They provide advice and guidance on approaches to delivering and assessing the Physical Education: Taking part in Physical Activities (National 2) Unit. They are intended for teachers and lecturers who are delivering this Unit. They should be read in conjunction with:

- ◆ the *Unit Specification*
- ◆ the *Course Specification*
- ◆ the *Course Support Notes*
- ◆ appropriate assessment support materials

General guidance on the Unit

Aims

The general aim of this Unit is to provide learners with opportunities to focus on enhancing their participation and performance in at least two physical activities. The emphasis will be on learners taking part in physical activities and by so doing improving their own physical health and sense of wellbeing. The choice of physical activities will provide learners with personalisation and choice. Activities may include: swimming, water aerobics, walking, cycling, fitness training, horse riding, indoor and outdoor team games.

In addition, the following skills for learning, skills for life and skills for work will be developed in this Unit: Literacy (Listening and talking), Health and wellbeing, and Thinking skills.

Progression into this Unit

Entry to this Unit is at the discretion of the centre.

This Unit may also be appropriate for learners who have successfully completed Units in Physical Education or related areas at SCQF level 1.

Skills, knowledge and understanding covered in this Unit

Information about skills, knowledge and understanding is given in the National 2 Physical Education *Course Support Notes*.

If this Unit is being delivered on a free-standing basis, teachers and lecturers are free to select the skills, knowledge, understanding and contexts which are most appropriate for delivery in their centres.

Progression from this Unit

This Unit may provide progression to:

- ◆ Performance Skills Unit of Physical Education at National 3
- ◆ Fundraising Unit of Personal Achievement Award at National 2
- ◆ Self in Community: Leisure Time Activities Unit of Personal Development Award at National 2
- ◆ further study, employment and/or training

Further details about these Units can be found on SQA's website.

Further study, employment and/or training

Learners may progress to other Courses at the same or higher levels in further education. The nature of this progression will depend on the individual needs of the learner.

Other learners may progress into training or employment where they may have opportunities to develop further their skills for learning, skills for life and skills for work through the completion of other related Courses and their associated Units.

Approaches to learning, teaching and assessment

The purpose of this section is to provide general advice and guidance on approaches to learning, teaching and assessment.

The *Course Support Notes* provide generic advice on approaches to learning, teaching, assessment, gathering evidence and authentication which applies to all component Units of the Course. It is recommended that the *Course Support Notes* are read before delivering this Unit.

The 'Taking Part in Physical Activities' Unit consists of three Outcomes. The three outcomes are integrated with the two physical activities chosen by learners. Each Outcome for both physical activities should be undertaken over a sustained period of time.

Teachers/lecturers can choose to deliver the Outcomes of the Unit in any order.

There is no specific amount of time set aside for the delivery of each Outcome. The timing of the Course is likely to depend on the needs of the learners and their prior skills, knowledge and understanding.

A variety of learning and teaching approaches may be used to deliver the Unit.

Examples of learning and teaching approaches and ways of recording evidence are provided in the following tables.

Outcome 1 <i>The learner will demonstrate organisational skills before, during, and after physical activity by:</i>	
Assessment Standards	Examples of learning and teaching approaches and ways of recording evidence
identifying and organising their personal kit as required for physical activity	<p>Within a physical activity context learners are asked what personal kit would be required for different types of physical activity. Matching activities and/or enlarged pictures with examples of different kit could be used to support this task. Learners are asked to identify the personal kit which would be required for each of the two physical activities which they have chosen and are asked to bring the appropriate kit when undertaking each physical activity.</p> <p>It is anticipated that the teacher/lecturer will prepare a class/group checklist and complete this for each learner over a sustained period of time to generate evidence for this Outcome.</p>
identifying and assisting with organising equipment required for the activity	Learners are asked to identify equipment required for each of the two physical activities which they have chosen and are asked to help put out and put away the light equipment (eg balls, skipping ropes) required for

	<p>each activity, over a sustained period of time. Visual supports in the form of symbols and/or photos could be used to support this task.</p> <p>In the context of identifying and assisting with organising equipment required for the activity, the learner could manage others to undertake this task.</p> <p>It is anticipated that the teacher/lecturer will prepare a class/group checklist or supply photographic or visual recording evidence or their equivalent to generate evidence for this Outcome.</p>
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Outcome 2	
<i>The learner will demonstrate basic performance skills in two physical activities by:</i>	
Assessment Standard	Examples of learning and teaching approaches and ways of recording evidence
taking part in the chosen activities	<p>A description together with the aims and basic rules for each available activity are discussed with learners. Activities may include: swimming; water aerobics; walking; cycling; fitness-training; horse-riding; indoor and outdoor team games. Taking part could also include refereeing or a similar type activity. Learners are required to select two physical activities.</p> <p>It is anticipated that the teacher/lecturer will prepare a class/group checklist or supply photographic or visual recording evidence or their equivalent to generate evidence for this Outcome. A learner's diary or ongoing log could also be used to provide evidence.</p>
demonstrating two basic performance skills for each activity	<p>Performance skills are discussed with learners. These skills will vary and be dependent on the physical activities chosen by learners. For example, passing skills in football, balance and jumping skills in gymnastics. For each physical activity learners are asked to identify skills which would improve their performance. For example, dribbling and passing in basketball. A learner agrees to select two performance skills for each physical activity and demonstrates these two skills for each activity over a sustained period of time. Learners should be encouraged to develop skills that allow them to access, and increase their enjoyment of physical activity.</p> <p>It is anticipated that the teacher/lecturer will prepare a teacher observation checklist and complete this for each learner over a sustained period of time to generate evidence for this Outcome. Visual recording or photographic evidence or their equivalent could also be used.</p>

Outcome 3 <i>The learner will demonstrate safe practices before, during and after physical activity by:</i>	
Assessment Standard	Examples of learning and teaching approaches and ways of recording evidence
demonstrating safe practices when undertaking physical activities	<p>Before starting each physical activity learners are shown safe warm-up techniques and the reasons why these are so important. During each physical activity learners are shown and supported in the proper use of equipment and in undertaking physical activity safely. Safe practices would also include: taking turns; respecting fellow learners; tackling appropriately in ball team games; listening and following instructions. This would be carried out on an ongoing basis.</p> <p>It is anticipated that the teacher/lecturer will prepare a teacher observation checklist and complete this for each learner over a sustained period of time in order to generate evidence for this Outcome. Visual recording or photographic evidence or their equivalent could also be used.</p>

To support learning and teaching approaches, teachers/lecturers should also consider the use of resources and activities which would enhance the learning experience. These might include:

- ◆ the use of visual recording and cameras to record learning and support self- and peer-assessment
- ◆ the use of DVDs to demonstrate physical activities
- ◆ environmental resources and outdoor learning
- ◆ There is no external assessment for National 2 Courses. All Units are internally assessed against the requirements shown in the *Unit Specification*
- ◆ To achieve the Taking Part in Physical Activities (National 2) Unit, learners must pass the three required Outcomes

Teachers/lecturers are encouraged to record naturally occurring evidence as a way of meeting the learning Outcomes. Naturally occurring evidence is evidence which occurs within and as part of the learning and teaching situation. Naturally occurring evidence can be recorded for assessment purposes in a variety of ways, for example:

- ◆ through observation by teacher/lecturer
- ◆ visual recording of the learner's activities
- ◆ using photographs to record milestone achievements
- ◆ using simple questions before, during and on completion of physical activities

For guidance on authentication of evidence which is gathered outwith the direct supervision of the teacher/lecturer responsible for the learner, eg outside the school or classroom, refer to SQA's *Guide to Assessment*.

It is also important that teachers/lecturers track and keep accurate records of the evidence required to meet assessment standards. This will also support learners by:

- ◆ informing them of their progress
- ◆ identifying where further consolidation is required
- ◆ ensuring that the Course requirements are fulfilled

It is anticipated that learners will require to be provided with a high degree of teacher/lecturer assistance. More details about the type of support are provided within the 'Equality and inclusion' section.

Developing skills for learning, skills for life and skills for work

Information about developing skills for learning, skills for life and skills for work in this Unit, is given in the relevant *Course Support Notes*.

Equality and inclusion

It is expected that learners will initially require to be provided with a high degree of teacher/lecturer assistance. At the same time, however, in order for learners to develop confidence and independence it is important that teachers and/or lecturers routinely review this assistance.

The support provided should also be appropriate for the learner, for the subject area and for the activity involved. Examples of reasonable adjustments for this Unit might include:

- ◆ extra time
- ◆ practical help
- ◆ prompts
- ◆ specialised and adapted equipment

It is recognised that centres have their own duties under equality and other legislation and policy initiatives. The guidance given in this document is designed to sit alongside these duties but is specific to the delivery and assessment of the Unit.

Alternative approaches to Unit assessment to take account of the specific needs of learners can be used. However, the centre must be satisfied that the integrity of the assessment is maintained and where the alternative approach to assessment will, in fact, generate the necessary evidence of achievement.

Appendix 1: Reference documents

The following reference documents will provide useful information and background.

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Administrative information

Published: April 2012 (version 1.0)

Superclass: to be advised

History of changes to Unit Support Notes

Course details	Version	Description of change	Authorised by	Date

Unit Support Notes — Physical Education: Factors Affecting Performance (National 2)



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

Introduction

These support notes are not mandatory. They provide advice and guidance on approaches to delivering and assessing the Physical Education: Factors Affecting Performance (National 2) Unit. They are intended for teachers and lecturers who are delivering this Unit. They should be read in conjunction with:

- ◆ the *Unit Specification*
- ◆ the *Course Specification*
- ◆ the *Course Support Notes*
- ◆ appropriate assessment support materials

General guidance on the Unit

Aims

The general aim of this Unit is to enable learners to develop knowledge of the body and how it works. By undertaking a physical activity learners will be provided with opportunities to improve their knowledge about exercise and its effects on the body. Activities may include: swimming, water aerobics, walking, cycling, fitness training, horse riding, indoor and outdoor team games.

In addition, the following skills for learning, skills for life and skills for work will be developed in this Unit: Literacy (Listening and talking), Health and wellbeing and Thinking skills.

Progression into this Unit

Entry to this Unit is at the discretion of the centre.

This Unit may also be appropriate for learners who have successfully completed Units in Physical Education or related areas at SCQF level 1.

Skills, knowledge and understanding covered in this Unit

Information about skills, knowledge and understanding is given in the National 2 Physical Education *Course Support Notes*.

If this Unit is being delivered on a free-standing basis, teachers and lecturers are free to select the skills, knowledge, understanding and contexts which are most appropriate for delivery in their centres.

Progression from this Unit

This Unit may provide progression to:

- ◆ Physical Education: Factors Impacting on Performance Unit at National 3
- ◆ Personal Health Unit of Personal Achievement Award at National 2
- ◆ Promoting Health Unit of Personal Achievement Award at National 2
- ◆ further study, employment and/or training

Further information about these Units can be found on SQA's website.

Further study, employment and/or training

Learners may progress to other Courses at the same or higher levels in further education. The nature of this progression will depend on the individual needs of the learner.

Other learners may progress into training or employment where they may have opportunities to develop further their skills for learning, skills for life and skills for work through the completion of other related Courses and their associated Units.

Approaches to learning and teaching

The purpose of this section is to provide general advice and guidance on approaches to learning and teaching.

The *Course Support Notes* provide generic advice on approaches to learning, teaching, assessment, gathering evidence and authentication which applies to all component Units of the Course. It is recommended that the *Course Support Notes* are read before delivering this Unit.

Learners who complete this Unit will be able to:

- 1 describe the main parts of the body which are used when participating in a physical activity
- 2 describe the physical effects of exercise on these parts of the body

The main parts of the body — limbs and body systems — which are used would depend on the physical activities undertaken by learners. These could include the following:

Limbs	Body systems
Arms/legs/head/wrist/elbow/ankle/foot/hand and waist, depending upon the activity	Lungs/heart/blood and possibly large muscle groups The concepts associated with the above would be introduced to learners at a basic level

The physical effects of exercise on these parts of the body could be described as follows:

Limbs	Body systems
Examples: how they work – bend and/or twist and/or how they grow stronger; more flexible and more efficient as a result of physical exercise	Sweating, increased breathing, increased temperature, the heart beating faster and stronger Tired muscles

The Factors Affecting Performance Unit consists of two Outcomes. It is anticipated that these two Outcomes will be taught together over a sustained period, and at a time when learners are undertaking physical activity. Group teaching within a practical context may also help learners to consolidate and connect knowledge and understanding about the main parts of the body which are used during exercise and the physical effects of exercise on these parts of the body.

Teachers/lecturers can choose to deliver the Outcomes of the Units in any order.

There is no specific amount of time set aside for the delivery of each Outcome. The timing of the Unit is likely to depend on the needs of the learners and their prior skills, knowledge and understanding.

A variety of learning and teaching approaches may be used to deliver the Unit. Teachers are encouraged to use a multi-sensory approach to learning, allowing pupils to learn through experience and using visual, auditory or kinaesthetic stimulus, as appropriate.

Examples of learning and teaching approaches are contained within the following tables.

Outcomes and Assessment Standards	Suggested learning and teaching approaches
<p>Outcome 1</p> <p><i>The learner will describe the main parts of the body which are used when participating in a physical activity by:</i></p> <ul style="list-style-type: none"> ◆ identifying the main parts of the body which are used ◆ describing simply the role they play in the activity 	<p>It is anticipated that the teacher/lecturer will teach learners about the main parts of the body which are used and the physical effects of exercise on those parts of the body — immediately before, during or immediately after learners have taken part in physical activity, and over a sustained period of time.</p> <p>Experiential learning through physical activity should provide learners with opportunities to find out for themselves the physical effects of exercise. In this context, learners would be encouraged to describe what they experience and feel by using their senses.</p>
<p>Outcome 2</p> <p><i>The learner will describe the physical effects of exercise on these parts of the body which are used when participating in a physical activity by:</i></p> <ul style="list-style-type: none"> ◆ recognising the physical effects of exercise on these parts of the body ◆ describing the effects of exercise on the body during exercise 	<p>The learning experience could be further enriched by using concrete materials such as anatomical models, and by using DVDs, interactive websites or guest speakers.</p>

To support learning and teaching approaches, teachers/lecturers should also consider the use of resources and activities which could enhance the learning experience. These might include, for example:

- ◆ interactive smartboards
- ◆ computer games
- ◆ the World Wide Web
- ◆ the use of DVDs
- ◆ models of parts of the human body
- ◆ guest speakers
- ◆ pictures and word match games

Teachers/lecturers are encouraged to record naturally occurring evidence as a way of meeting either completely or partially the learning Outcomes.

Naturally occurring evidence is evidence which occurs within and as part of the learning and teaching situation. Naturally occurring evidence for assessment purposes can be recorded in a variety of ways:

- ◆ through observation by teacher/lecturer
- ◆ visual recording of the learner's activities
- ◆ by using simple questions and recording responses

Examples of evidence and how evidence for each Assessment Standard might be gathered are provided in the following below.

Outcomes	Assessment Standards	Examples of evidence
<p>The learner will describe the main parts of the body which are used when participating in a physical activity by:</p>	<p>identifying the main parts of the body which are used</p>	<p>For example, if the parts of the body are the limbs, learners could be asked to locate these parts on themselves, on a model or on a diagram. This could be recorded through teacher/lecturer observation or through visual recording.</p> <p>Other forms of evidence could include: posters; pictures or their equivalent.</p>
	<p>describing simply the role they play in the activity</p>	<p>Learners could be asked to respond to questions which require short answers. This activity could be undertaken orally or in written form. Matching exercises could also be used.</p> <p>Other forms of evidence could include: checklists, diary/ongoing log or their equivalent.</p>
<p>The learner will describe the physical effects of exercise on these parts of the body which are used when participating in a physical activity by:</p>	<p>recognising the physical effects of exercise on these parts of the body</p>	<p>For example, learners could be asked to record heart beats in a log, before, during and after physical activity. Other physical effects would include: sweating, increased breathing, rising body temperature and tired muscles.</p> <p>Other forms of evidence</p>

		could include: fitness assessment logs, visual recording evidence or their equivalent.
	describing the effects of exercise on the body during exercise	Learners could be asked to respond to simple questions and these could be recorded. Games-based activities, eg matching the effects of exercise to various parts of the body. Relevant software programs could also be used.

There is no external assessment for National 2 Courses. All Units are internally assessed against the requirements shown in the *Unit Specification*.

To achieve the National 2 Factors Affecting Performance Unit, learners must pass the two required Outcomes.

For guidance on authentication evidence which is gathered outwith the direct supervision of the teacher/lecturer responsible for the learner, eg outside the school or classroom, refer to SQA's *Guide to Assessment*.

It is also important that teachers/lecturers track and keep accurate records of the evidence required to meet assessment standards. This will also support learners by:

- ◆ informing them of their progress
- ◆ identifying where further consolidation is required
- ◆ ensuring that the Course requirements are fulfilled

It is anticipated that learners will require to be provided with a high degree of teacher/lecturer assistance. More details about the type of support are provided within the 'Equality and inclusion' section.

Developing skills for learning, skills for life and skills for work

Information about developing skills for learning, skills for life and skills for work in this Unit, is given in the relevant *Course Support Notes*.

Equality and inclusion

It is expected that learners will initially require to be provided with a high degree of teacher/lecturer assistance. At the same time, however, in order for learners to develop confidence and independence it is important that teachers and/or lecturers routinely review this assistance.

The support provided should also be appropriate for the learner, for the subject area and for the activity involved. Examples of reasonable adjustments for this Unit might include:

- ◆ extra time
- ◆ practical help
- ◆ prompts
- ◆ reader and/or scribe
- ◆ ICT

It is recognised that centres have their own duties under equality and other legislation and policy initiatives. The guidance given in this document is designed to sit alongside these duties but is specific to the delivery and assessment of the Unit.

Alternative approaches to Unit assessment to take account of the specific needs of learners can be used. However, the centre must be satisfied that the integrity of the assessment is maintained and where the alternative approach to assessment will, in fact, generate the necessary evidence of achievement.

Appendix 2: Reference documents

The following reference documents will provide useful information and background.

- ◆ Assessment Arrangements (for disabled candidates and/or those with additional support needs) — various publications on SQA’s website: <http://www.sqa.org.uk/sqa/14976.html>
- ◆ [*Building the Curriculum 4: Skills for learning, skills for life and skills for work*](#)
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Administrative information

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Superclass: to be advised

History of changes to Unit Support Notes

Course details	Version	Description of change	Authorised by	Date

Unit Support Notes — Physical Education: Improving Performance (National 2)



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Introduction

These support notes are not mandatory. They provide advice and guidance on approaches to delivering and assessing the Physical Education: Improving Performance (National 2) Unit. They are intended for teachers and lecturers who are delivering this Unit. They should be read in conjunction with:

- ◆ the *Unit Specification*
- ◆ the *Course Specification*
- ◆ the *Course Support Notes*
- ◆ appropriate assessment support materials

General guidance on the Unit

Aims

The general aim of this Unit is to enable learners to improve their own performance in one physical activity. Learners will be provided with opportunities to consider their own personal performance and to work to improve their own performance in this one physical activity. Activities may include: swimming, water aerobics, walking, cycling, fitness training, horse riding, indoor and outdoor team games.

In addition, the following skills for learning, skills for life and skills for work will be developed in this Unit: Literacy (Listening and talking), Health and wellbeing and Thinking skills.

Progression into this Unit

Entry to this Unit is at the discretion of the centre.

This Unit may also be appropriate for learners who have successfully completed Units in Physical Education or related areas at SCQF level 1.

Skills, knowledge and understanding covered in this Unit

Information about skills, knowledge and understanding is given in the National 2 Physical Education *Course Support Notes*.

If this Unit is being delivered on a free-standing basis, teachers and lecturers are free to select the skills, knowledge, understanding and contexts which are most appropriate for delivery in their centres.

Progression from this Unit

This Unit may provide progression to:

- ◆ Physical Education: Factors Impacting on Performance Unit at National 3
- ◆ further study, employment and/or training

Further information about this Unit can be found on SQA's website.

Further study, employment and/or training

Learners may progress to other Courses at the same or higher levels in further education. The nature of this progression will depend on the individual needs of the learner.

Other learners may progress into training or employment where they may have opportunities to develop further their skills for learning, skills for life and skills for work through the completion of other related Courses and their associated Units.

Approaches to learning, teaching and assessment

The purpose of this section is to provide general advice and guidance on approaches to learning, teaching and assessment.

The *Course Support Notes* provide generic advice on approaches to learning, teaching, assessment, gathering evidence and authentication which applies to all component Units of the Course. It is recommended that the *Course Support Notes* are read before delivering this Unit.

The Improving Performance Unit consists of only one Outcome. This Outcome should be integrated with one physical activity. There is no specific amount of time set aside for the delivery of this Outcome.

Examples of learning and teaching approaches and ways of recording evidence are provided in the following table.

Outcome 1 <i>The learner will demonstrate an improvement in performance in one physical activity by:</i>	
Assessment Standard	Examples of learning and teaching approaches and ways of recording evidence
selecting and participating in a physical activity	<p>A description together with the aims and basic rules for each available activity should be discussed with learners. Learners should select one physical activity which they would like to improve upon. This physical activity may be the same activity as one chosen elsewhere within the National 2 Physical Education Course. Activities may include: swimming; water aerobics; walking; cycling; fitness-training; horse-riding; indoor and outdoor team games. Taking part could also include refereeing or a similar type activity.</p> <p>Taking part in one physical activity is required over a sustained period of time.</p> <p>Gathering evidence: the teacher/lecturer could prepare a class/group checklist and complete this for each learner to provide as evidence. Alternatively, recorded oral responses, photographs, visual recording evidence, a diary/ongoing log or their equivalent could also be used to provide evidence.</p>
identifying a skill which is carried out well	<p>As an introduction performance skills are discussed with learners. These may include, for example, passing skills in football, balance and jumping skills in gymnastics, developing strength, flexibility, and stamina in fitness training. Short DVDs could be used to demonstrate a number of performance skills to learners.</p>

	<p>Learners are required to identify a skill which they carry out well. A peer, a pupil support assistant or teacher/lecturer could support the learner to identify a skill. The learner could use self-assessment by looking at videos or photographs of their own performance.</p> <p>Gathering evidence: the teacher/lecturer could prepare a class checklist and list the identified skill for each learner and provide as evidence. Alternatively, recorded oral responses, photographs, visual recording evidence or their equivalent could also be used to provide evidence.</p>
identifying a skill to improve upon	<p>Learners are required to identify a skill to improve upon. Through discussion a peer, a pupil support assistant or teacher/lecturer could support the learner to identify this skill. A bank of skills to support learners could be made available to them. This bank could be displayed in a visual form.</p> <p>Gathering evidence: the teacher/lecturer could prepare a class checklist and list the identified skill for each learner and provide this as evidence. Or alternatively, recorded oral responses, photographs, visual recording evidence, a diary/ongoing log or their equivalent could also be used to provide evidence.</p>
demonstrating an improvement in performance	<p>Learners are required to demonstrate an improvement in performance. Appropriate improvements in performance could include: the way a ball is passed in volleyball or boccia; an improvement in balance in gymnastics; the demonstration of an improvement in carrying out an exercise in circuit training.</p> <p>Gathering evidence: the teacher/lecturer could prepare a class checklist and list the agreed improvement in performance for each learner to provide as evidence. Visual recording evidence could also be provided.</p>

To support learning and teaching approaches, teachers/lecturers should also consider the use of resources and activities which would enhance the learning experience. These might include:

- ◆ demonstrations
- ◆ external visits to watch others undertake physical activities
- ◆ the World Wide Web
- ◆ the use of DVDs

Teachers/lecturers are encouraged to record naturally occurring evidence as a way of meeting the learning Outcomes. Naturally occurring evidence is evidence which occurs within and as part of the learning and teaching situation. Examples of ways of gathering naturally occurring evidence are provided in the preceding table.

- ◆ There is no external assessment for National 2 Courses. All Units are internally assessed against the requirements shown in the Unit Specification.
- ◆ To achieve the Improving Performance (National 2) Unit, learners must pass the Outcome.

For guidance on authentication of evidence which is gathered outwith the direct supervision of the teacher/lecturer responsible for the learner, eg outside the school or classroom, refer to SQA's *Guide to Assessment*.

It is also important that teachers/lecturers track and keep accurate records of the evidence required to meet assessment standards. This will also support learners by:

- ◆ informing them of their progress
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