

National 3 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 provide advice and guidance to support the National 3 Physical Education Course. They are intended for teachers and lecturers who are teaching 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. *Course Support Notes* are not mandatory but provide advice and guidance on approaches to delivering and assessing the Course.

General guidance on the Course

Aims

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 various activities.

The Course also provides opportunities to support the way that individual attitudes, values and behaviours are formed. By actively participating in physical activities, learners can also demonstrate initiative, decision making and problem solving.

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 the factors impacting on performance
- ◆ develop approaches to enhance personal performance
- ◆ monitor, record and reflect on performance during physical activities

Progression into this Course

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

- ◆ Physical Education (National 2) Course or relevant component Units

In terms of prior learning and experience, relevant skills, knowledge and understanding related to the second-level experiences and outcomes from the Health and Wellbeing Curriculum Area or work experience in related sport and leisure industries may also provide an appropriate basis for doing this Course.

To create a smooth progression for learners into this National 3 Physical Education Course, it is recommended that learners have, before starting the Course, a basic knowledge and understanding of factors impacting on performance and are able to demonstrate basic movement and performance skills.

Skills, knowledge and understanding covered in the Course

This section provides further advice and guidance about skills, knowledge and understanding that could be included in the Course.

Note: teachers and lecturers should refer to the National 3 *Course Specification* for mandatory information about the skills, knowledge and understanding to be covered in this Course.

The National 3 Physical Education Course develops skills, knowledge and understanding as stated in the *Course Specification*. These may be developed in each of the Course Units; however greater emphasis will be given to developing some of these in particular Units, as shown in the table below:

- ✓✓✓ Plenty of opportunities within the Unit
- ✓✓ Some opportunities within the Unit
- ✓ Limited opportunities within the Unit

Skills, knowledge and understanding	Performance Skills	Factors Impacting on Performance
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	✓	✓✓✓
decision making and problem solving in familiar performance contexts	✓✓✓	✓✓
monitoring, recording and reflecting on performance during physical activities	✓	✓✓✓
basic organisational skills in preparing for, and during, physical activities	✓	✓✓✓

All the skills mentioned above can relate to skills for learning, skills for life and skills for work. These can be built into the Course in a range of contexts.

Progression from this Course

Achievement in this Course would enable progression to:

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

Physical Education also has applications in life, such as contributing to health and wellbeing, and may provide access to a range of opportunities within the sport, leisure and fitness industries.

Hierarchies

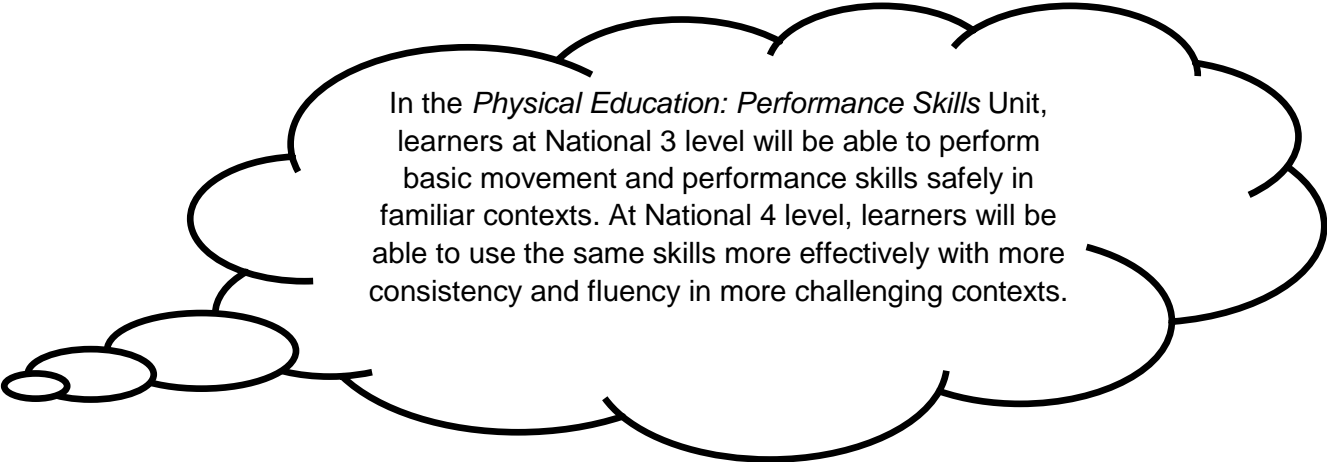
Hierarchy is the term used to describe Courses and Units which form a structured sequence involving two or more SCQF levels.

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.

The National 3 Physical Education Course has been constructed to facilitate a hierarchical arrangement with the National 4, National 5 and Higher Physical Education Courses. Units have the same titles and similar structures but the level of demand in knowledge and understanding and in the application to practical activity differs in the degree of difficulty and complexity from one level to the next. A hierarchical structure enables learners to be given recognition for their best achievement.

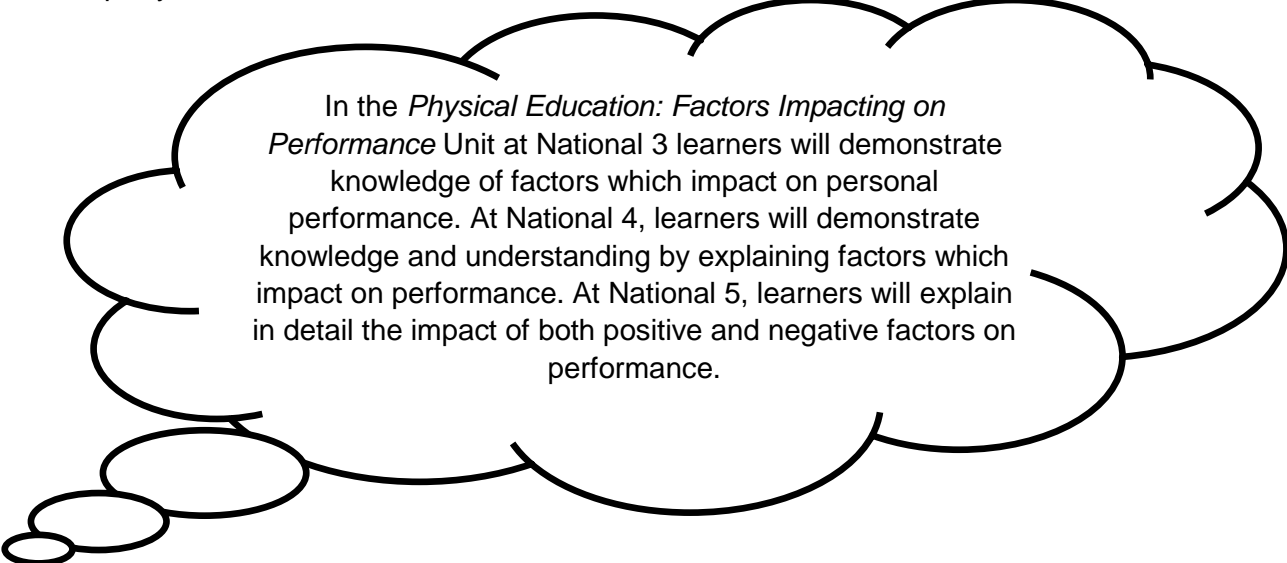
Teachers will need to adopt and apply different approaches and strategies to ensure learners do not simply repeat the skills, knowledge and understanding they have learned and achieved at the level below.

For example:



In the *Physical Education: Performance Skills* Unit, learners at National 3 level will be able to perform basic movement and performance skills safely in familiar contexts. At National 4 level, learners will be able to use the same skills more effectively with more consistency and fluency in more challenging contexts.

Equally:



In the *Physical Education: Factors Impacting on Performance* Unit at National 3 learners will demonstrate knowledge of factors which impact on personal performance. At National 4, learners will demonstrate knowledge and understanding by explaining factors which impact on performance. At National 5, learners will explain in detail the impact of both positive and negative factors on performance.

Approaches to learning and teaching

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

Practical, experiential learning in relevant contexts should be used as the vehicle for developing knowledge, understanding and skills. The Course includes development of thinking and practical skills through problem-solving activities.

The Course will enable learners to develop skills, positive attitudes and attributes related to performance and physical activity which are transferable to other contexts.

Use of a range of activities is recommended so as to provide learners with a variety of movement and performance experiences.

Examples of approaches to learning and teaching

There are two Units and a Course Assessment in the National 3 Physical Education Course. The level of demand in each Unit corresponds with the Scottish Credit and Qualifications Framework at level 3.

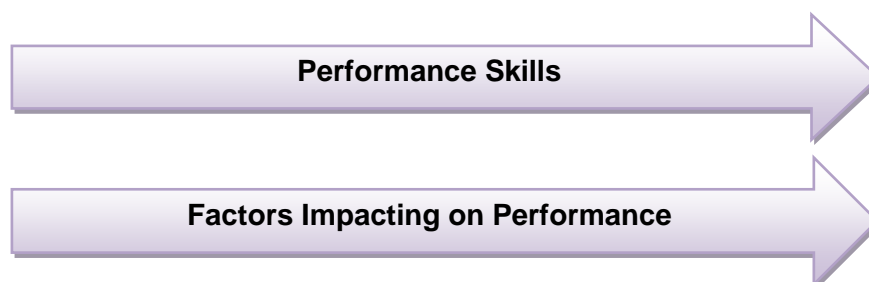
The two Units in the Course are:

- ◆ *Physical Education: Performance Skills* (National 3) Unit (9 SCQF credit points)
- ◆ *Physical Education: Factors Impacting on Performance* (National 3) Unit (9 SCQF credit points)

Units may be taught in any order. However the theme of applying knowledge to enhance performance will provide an opportunity for integration of learning and teaching approaches and assessment. The following diagram illustrates some alternative approaches to teaching the Units.

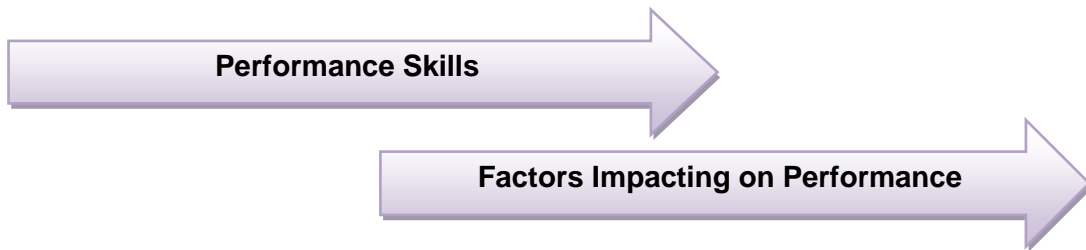
Example 1

In this example, the Units can be integrated and taught together. This may lead to the production of more naturally-occurring evidence.



Example 2

In this example, the Units are taught separately. Learners have the opportunity to consolidate some of the learning for one Unit before new information or skills are introduced from the other Unit.



Well-planned learning and teaching activities will provide a framework which considers and meets the different learning styles of individual learners. It may be good practice to ensure when introducing the aims of the learning activities at the start of each lesson that any aims for developing skills for learning, skills for life and skills for work are stated alongside the subject-specific aims.

The subject matter of Physical Education provides an ideal platform for adopting a variety of learning and teaching approaches. The integration of knowledge with practical activities reinforces and applies knowledge, understanding and skills in meaningful contexts. Care should be taken during each learning activity to ensure learners are aware of what they have learned and encouraged to consider other applications for their knowledge and understanding in life, learning and work.

We know that active learning often has a greater impact than passive learning; therefore the guidance provided here will focus on the learner and approaches to active learning.

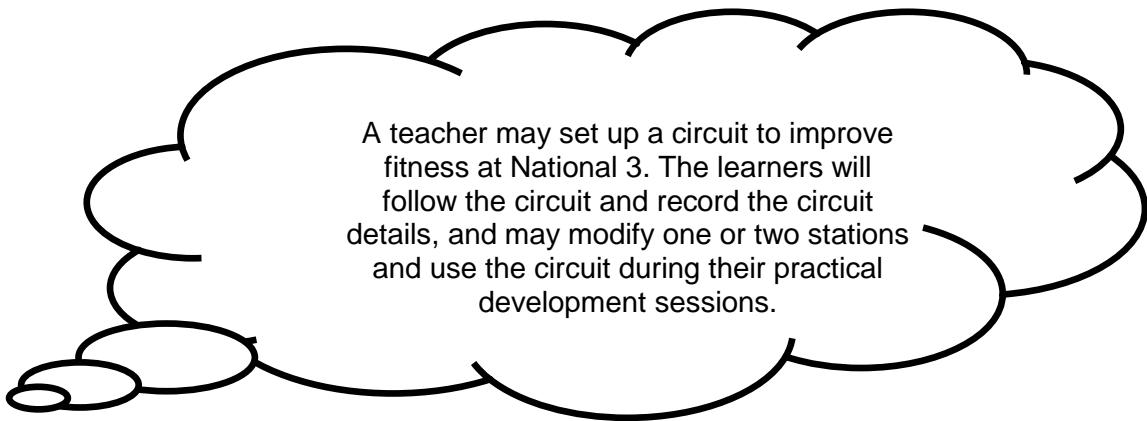
A key principle is that learners should be allowed to acquire skills, knowledge and understanding in a meaningful and integrated way.

Teaching approaches should support the Curriculum for Excellence's four capacities to enable each learner to develop as a successful learner, a confident individual, a responsible citizen and an effective contributor.

It is recommended that the majority of the time spent on the Course should reflect its practical nature and take into account individual needs of the learners.

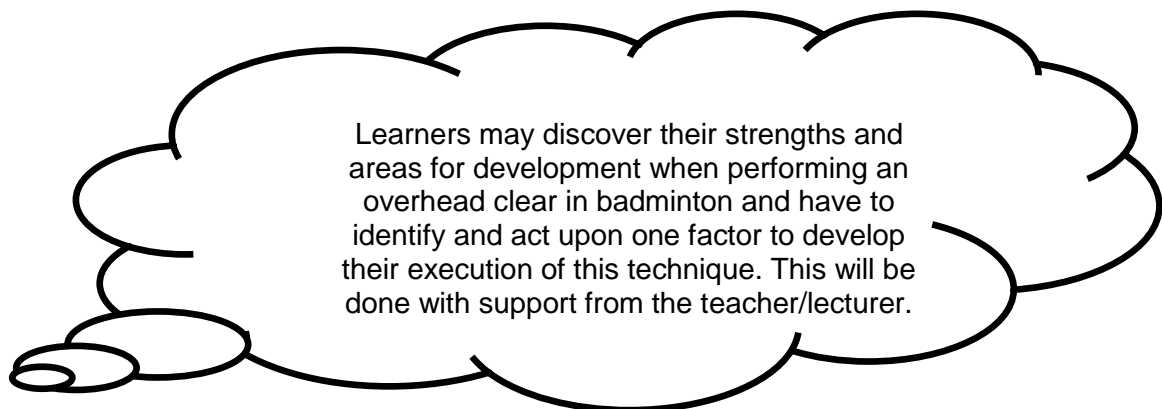
A wide range of methods of practice, training and performance-development strategies could be offered so that learners can be discerning in the approaches they favour and the focus for performance.

For example:



Learners should be involved in investigating and should be encouraged to think about how to make basic decisions as to how they can develop their performance.

For example:



The use of ICT could be used for creative and innovative learning and teaching approaches. For example, a learner may use a heart monitor and analysis of video clips to evaluate their performance when playing a team game.

ICT can play an important role in the design and learning and teaching approaches of the new National Courses by supporting integration and learner personalisation and choice. While it is important not to introduce new, additional ICT skills or knowledge, learners may use ICT in learning or working towards their assessment.

Learners can benefit from a wide range of online resources to enable them to use ICT in presenting information for assessment purposes. They may develop a blog or contribute to a teacher/lecturer-led discussion forum which can be used for naturally occurring evidence. For example, electronic portfolios may enable learners to select relevant evidence to meet the assessment standards and encourage reflection, personalisation and choice.

Learning about Scotland and Scottish culture will enrich the learners' learning experience and help them to develop the skills for learning, life and work they will need to prepare them for taking their place in a diverse, inclusive and participative Scotland and beyond. Where there are opportunities to contextualise approaches to learning and teaching to Scottish contexts (by focusing on activities such as Gaelic football or shinty, for example), teachers and lecturers should consider this.

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.

It is important for learners not only to have the opportunity to develop and enhance the generic skills needed to be successful in their learning, lives and work but also to be aware of the actual skills they are developing.

The table which follows provides exemplification of how skills for learning, skills for life and skills for work can be further developed within this Course.

Skills for learning, skills for life and skills for work	Suggested learning and teaching activities
1 Literacy 1.3 Listening and talking	Learners could take part in group discussions or present information to the rest of the class in pairs or small groups. Learners could be encouraged to communicate during physical activities, to practise providing support to team-mates and receiving feedback.
3 Health and wellbeing 3.2 Emotional well being 3.3 Physical wellbeing	A central theme of this Course is to encourage learners to participate in physical activities and develop an awareness of the link between physical activity and wellbeing. This could be through making posters for health promotion events. Learners could be introduced to elements of emotional wellbeing linked to physical activity through working in teams, managing emotions and practising assertive behaviours.

<p>4 Employability, enterprise and citizenship</p> <p>4.3 Working with others</p>	<p>When engaging in team activities, learners will have many opportunities to develop skills in working with others. Learners could be encouraged to learn how to negotiate, adapt and be able to work cooperatively and sensitively with others.</p>
<p>5 Thinking skills</p> <p>5.1 Remembering</p> <p>5.3 Applying</p>	<p>Learners will have the opportunity to develop their skills in remembering by working with sequences in physical activities and taking account of appropriate etiquette, rules and regulations.</p> <p>Learners will develop a range of performance and movement skills and the ability to apply these skills appropriately in physical activities. Learners could be encouraged to be reflective about their application of skills in particular performance contexts.</p>

Approaches to assessment

The publication *Building the Curriculum 5* sets out a framework for assessment which offers guidance on approaches to recognising achievement, profiling and reporting. A shared understanding of Assessment Standards and expectations is essential. Research in assessment suggests that learners learn best, and attainment improves, when they:

- ◆ understand clearly what they are trying to learn, and what is expected of them
- ◆ are given feedback about the quality of their work and what they can do to make it better; are given advice about how to go about making improvements; are fully involved in deciding what needs to be done next; and know who can give them help if they need it

(Ref: <http://scotland.gov.uk/Publications/2005/09/20105413/54156>)

A holistic approach to assessment is recommended where possible. This will enrich the assessment process for the learner, avoid duplication of assessment and provide more time for learning and teaching. Additionally it will allow centres to manage the assessment process more efficiently.

Peer-assessed activities, with clear guidance on the aims of the activity and the inclusion of learner-friendly marking criteria should help learners to improve their reflective and communication skills.

Examples of ways of gathering evidence during this Course:

- ◆ video of performance
- ◆ observation checklists
- ◆ training diaries, electronic logbooks or development records
- ◆ oral evidence through questioning and answering
- ◆ written assessment through answering of questions
- ◆ teacher checklists
- ◆ use of ICT and relevant software (such as commercially available digital sports analysis programmes)

Evidence could also be generated and held in a variety of formats as best suits the needs of the learner and centre. Appropriate ICT systems could be used as a mechanism for recording attainment, in particular for the elements of the Course that lend themselves to written work. Assessors must choose an assessment format which takes into account the needs of all learners, and must implement the assessment at an appropriate stage in the Unit.

Authenticity

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

Whatever the assessment approach used, it is important that it encourages personalisation and choice in assessment methods. It is also important that

learners receive regular feedback on their performance. Assessment should meet the varying needs of all learners and be practically based.

Physical activity choices

Physical activities for assessment will normally be chosen from those covered within the Physical Education Course at the presenting centre. Careful selection of activities can support inclusion of all learners. Further guidance regarding physical activity choices may be found in Appendix 2.

It is the centre's responsibility to ensure that sufficient assessor expertise exists to manage the assessment process and assess learner evidence. Before agreeing to assess an activity, the assessor might want to take account of the issues below:

- ◆ practicality of assessing activities, especially those out with the usual learning environment
- ◆ health and safety or child-protection issues
- ◆ available resources
- ◆ time management involved in assessing the activity
- ◆ ensuring that the performance context is sufficiently challenging, provides the learner with the opportunity to demonstrate the range of skills required and thus generates sufficient evidence to meet all Assessment Standards
- ◆ collating, assessing and recording appropriate assessment evidence

Combining assessment across Units

It is important to consider if Units being delivered as part of a Course could be delivered and assessed in a holistic manner. Units could be assessed together to avoid duplication of assessment.

An integrated approach to learning and teaching across the component Units of the National 3 Physical Education Course may be possible, and potential links between Outcomes of Units may be established. This may provide opportunities for learners to develop skills and use knowledge within one assessment activity.

Sufficient time should be allocated to performances to ensure accurate assessment of performance skills. This will also allow learners to produce the necessary quality of evidence.

Care must be taken to ensure that combined assessments provide appropriate evidence for all Outcomes which they claim to assess.

Equality and inclusion

The following guidance should support assessors to ensure that any issues relating to equality and inclusion in a Physical Education context are addressed:

- ◆ Centres must take into account the needs of all learners who undertake the Course.
- ◆ There should be no unnecessary barrier for any learner studying this Course or its individual Units.

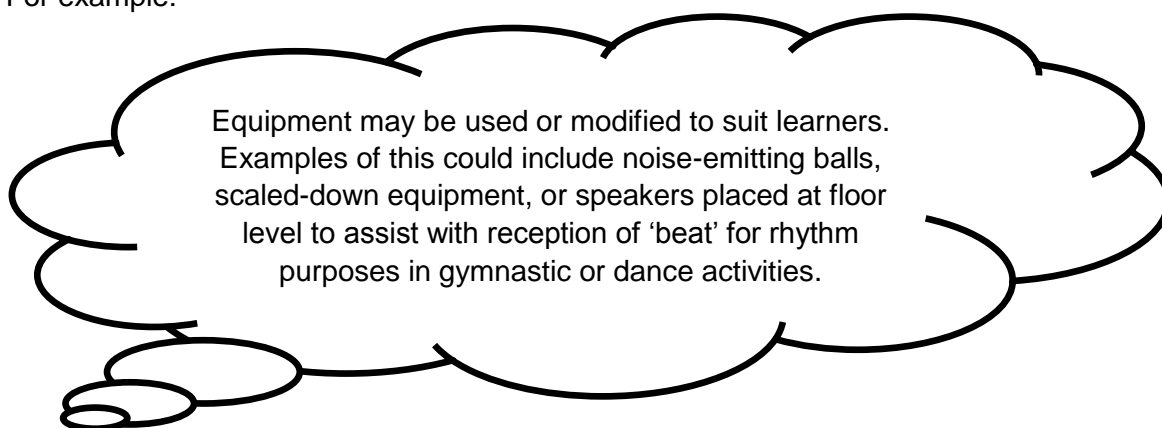
Centres could involve learners in negotiating the activities they wish to undertake on the Course. In this way, learners' prior experience could be acknowledged and issues such as culture could be taken into account.

Alternative approaches to Unit assessment which take account of the specific needs of learners can be used provided the centre is satisfied that the integrity of the assessment is maintained and that alternative approach to assessment will, in fact, generate the necessary evidence of achievement. For disabled learners, there are many sources of assistive technology available to ease text-based tasks such as reading or internet searching.

The following are reasonable responses to adapting assessments in Physical Education:

- ◆ additional time allocation
- ◆ a scribe or reader
- ◆ audio evidence
- ◆ assistive technology
- ◆ adapted equipment

For example:



There are no mandatory physical activities prescribed for this Course. Teachers/lecturers should consider the needs and characteristics of their learners when selecting activities. The selection of a suitable activity may mitigate potential barriers for disabled learners — for instance, a water-based activity for a disabled learner unable to sustain weight-bearing activities.

Alternative arrangements for assessment can be organised with the approval of SQA. Assessment arrangements can be approved provided SQA is satisfied that the integrity of the assessment is maintained and that any alternative approach to assessment will, in fact, generate the necessary evidence of achievement.

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 have an understanding of SQA's provision of 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 assessment arrangements section of SQA's website: www.sqa.org.uk/sqa//14977.html.

Appendix 1: 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 3: A framework for learning and teaching*](#)
- ◆ [*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*](#)

Appendix 2: General advice on potential physical activities

This list of activity groupings may support centres in their selection of activities suitable for both the learner and the delivering centre, and which offer varied, challenging and enjoyable experiences. These are suggestions only.

Activity groupings					
Aesthetic	Water-based activities	Adventurous	Individual activities	Team games (indoor)	Team games (outdoor)
<ul style="list-style-type: none"> ◆ aerobics ◆ fitness/street/jazz dance ◆ pilates ◆ gymnastics 	<ul style="list-style-type: none"> ◆ canoeing ◆ windsurfing ◆ water polo ◆ swimming (open water or synchronised) ◆ sailing ◆ rowing ◆ board sailing ◆ kayaking ◆ lifesaving 	<ul style="list-style-type: none"> ◆ parkour ◆ alpine, downhill or Nordic skiing ◆ hill-walking ◆ snowboarding ◆ orienteering ◆ mountain biking ◆ orienteering ◆ rock climbing ◆ bouldering 	<ul style="list-style-type: none"> ◆ athletics ◆ climbing ◆ personal survival ◆ circuit or fitness training ◆ archery ◆ badminton ◆ bowling ◆ boxing ◆ cross country running ◆ track/road cycling ◆ triathlon ◆ fencing ◆ golf ◆ martial arts ◆ short tennis ◆ squash ◆ table tennis ◆ tennis ◆ trampolining 	<ul style="list-style-type: none"> ◆ netball ◆ indoor hockey ◆ indoor football ◆ flag football ◆ curling ◆ handball ◆ basketball ◆ ice hockey ◆ volleyball 	<ul style="list-style-type: none"> ◆ football ◆ rugby ◆ rounders ◆ baseball ◆ American football ◆ cricket ◆ Gaelic football ◆ games-making ◆ goalball ◆ field hockey ◆ lacrosse ◆ shinty ◆ softball ◆ beach volleyball ◆ kabbadi

Administrative information

Published: April 2012 (version 1.0)

Superclass: to be advised

History of changes to Course Support Notes

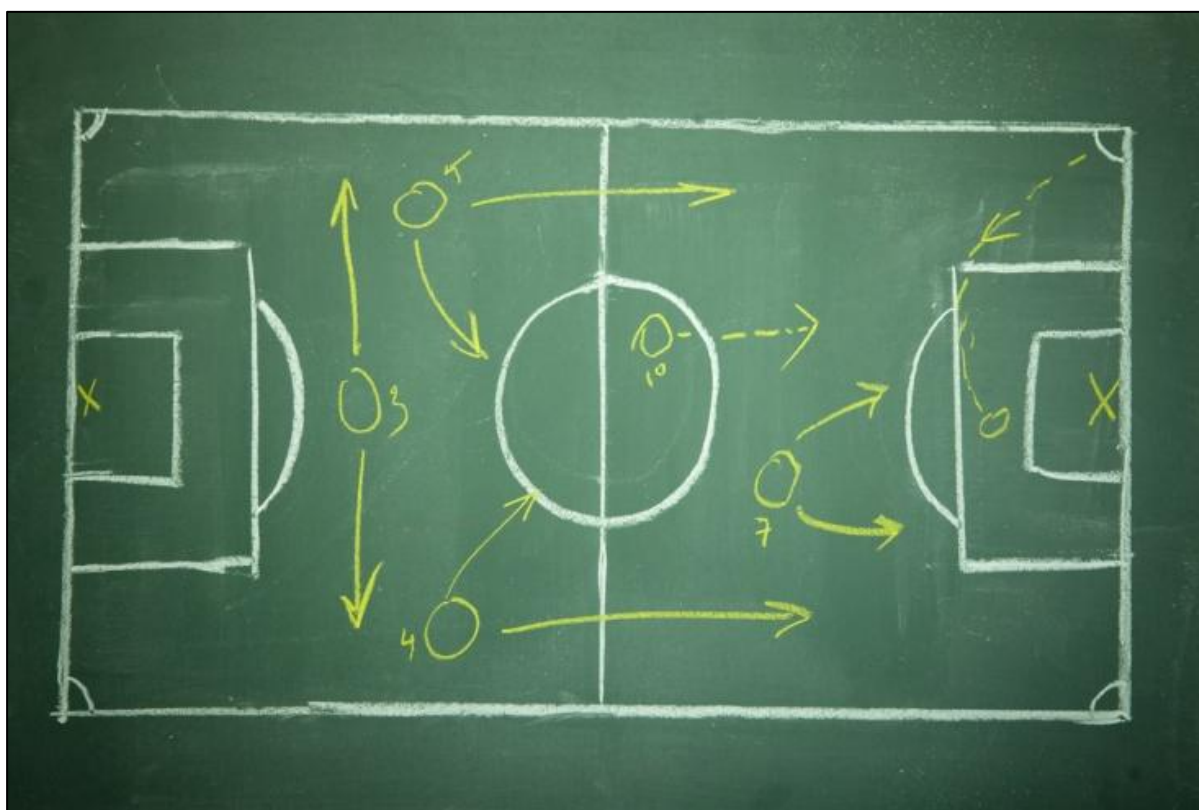
Course details	Version	Description of change	Authorised by	Date

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Unit Support Notes — Physical Education: Performance Skills (National 3)



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Introduction

These support notes are not mandatory. They provide advice and guidance to support the *Physical Education: Performance Skills (National 3)* Unit. They are intended for teachers and lecturers who are involved in the learning and teaching activities for this Unit. They should be read in conjunction with:

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

If the *Unit Support Notes* have been developed for a Unit which is not part of a Course, then it is only necessary to read them in conjunction with the *Unit Specification*.

General guidance on the Unit

Aims

This Unit is a mandatory Unit of the National 3 Physical Education Course and is also available as a free-standing Unit. It is designed to meet the needs of a broad range of learners who may choose to study it.

This Unit provides learners with the opportunity to develop and safely demonstrate a range of basic movement and performance skills in familiar contexts. The Unit allows for a range of physical activities to be experienced, which provide contexts for reinforcing and extending these basic skills. Learners will learn how to respond to and meet the physical demands of performance in a safe and effective way. The Unit offers opportunities for personalisation and choice in the selection of physical activities.

Learners who complete this Unit will be able to:

- 1 demonstrate a range of basic movement and performance skills during physical activities in familiar contexts

Learners will also contribute to their personal and social development through involvement in physical activities and the flexibility the Unit allows in terms of opportunities for personalisation and choice.

Progression into this Unit

Entry into 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 the following or an equivalent qualification and/or experience:

- ◆ National 2 Physical Education Course or appropriate Units

Prior learning, life and work experiences may also provide an appropriate basis for doing this Unit. These could include relevant skills, knowledge and understanding where learners are able to demonstrate a range of simple movement and performance skills in familiar or routine contexts.

Skills, knowledge and understanding covered in the Unit

Information about skills, knowledge and understanding is given in the National 3 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.

Examples of suitable contexts in which the skills, knowledge and understanding for this Unit could be developed are detailed in the 'Approaches to learning and teaching' and 'Approaches to assessment' sections.

Progression from this Unit

This Unit may provide progression to:

- ◆ National 4 Physical Education Course and relevant component Units
- ◆ Personal Development Award and relevant component Units (SCQF Level 4)

Approaches to learning and teaching

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

More guidance and advice on the learning, teaching and sequencing of Unit delivery can be found in the appropriate sections of the National 3 Physical Education *Course Support Notes*.

Physical activities for assessment will normally be chosen from those covered within the Physical Education Course at the presenting centre. In the National 3 Physical Education *Course Support Notes*, Appendix 2 contains a table of popular activities which centres may wish to refer to for suggestions.

Learners should be given every opportunity to participate in activities which are of interest to them and in which they show particular strengths. The balance of time allocated to selected activities which feature in the Course will be a matter for individual centres to decide.

Demonstrate a range of basic movement and performance skills during physical activities in familiar contexts

At this level, learners should be able to show basic control and fluency in performance and movement skills in familiar contexts. For example, in badminton, with sufficient guidance and appropriate practice, learners should be able to perform a basic overhead clear rally (mid-court) with a basic, fluent pattern. Teachers/lecturers could set up conditioned games to allow learners to develop and refine particular skills.

Learners should be able to occasionally demonstrate an awareness of how to use their own body space to their advantage. This might include, for example, moving into a space to receive a pass. Practice games or drills will increase learners' ability to manage their own space and flow in order to time the run to catch the pass.

At this level, learners should be able to make appropriate decisions with ease in performance contexts which have limited options and variables. For example, learners may decide to change the patterns of movement in a dance performance to add more variety. Developing observational skills and encouraging reflective practice during physical activities will allow learners to improve this skill by applying knowledge following feedback and review. Learners could peer-review each other's performances and be encouraged to give and receive feedback.

In this Unit, learners will have opportunities to work with each other. Rules, fair play and etiquette will also demand a degree of communication, compliance and interpretation. For example, learners may be able to communicate some ideas

with each other such as what style of defence should be played in a game. Learners should be encouraged to acknowledge good play or performance, for example by shaking hands at the end of a game.

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 National 3 Physical Education *Course Support Notes*.

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.

Approaches to the assessment of Units when they form part of a Course may differ from approach to assessing the same Unit when delivered free standing. Where Units are delivered on a stand-alone basis, teachers or lecturers will have more flexibility to develop approaches to delivering and assessing Units which are not related to Course assessment.

Evidence may be gathered in a variety of forms that best suit the needs of the learner and individual centres. Evidence for this Unit could include one or more of recorded/oral responses, electronic blogs, digital images and observational checklists.

Evidence could be generated and held in a variety of formats as best suits the needs of the learner and centre. Assessors must choose an assessment format which takes into account the needs of all learners and they must implement the assessment at an appropriate stage in the Unit.

Authenticity

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

Demonstrate a range of basic movement and performance skills during physical activities in familiar contexts

For this Unit, learners must demonstrate a range of basic movement and performance skills for two physical activities in familiar contexts. Assessment may be gathered over a number of performance sessions as long as the practical performance context is replicated. Such an approach will allow for the recognition of naturally occurring evidence.

Teachers/lecturers should ensure that sufficient time is allocated to assessment in order for the learner to produce the necessary quality of evidence. Learner opportunities to receive regular feedback on their performance will assist them to perform to their best during assessment tasks.

Digital capture of performance is a good way to gather assessment evidence. Digital images of performance may be held on record and submitted as evidence with corroboration of authenticity. Teachers/tutors should maintain records of learner attainment. Observational checklists may be used to gather assessment evidence too.

Physical activity choices

Physical activities will normally be chosen from those covered within the Physical Education Course at the presenting centre. Further information regarding physical activity choices may be found in the National 3 Physical Education *Course Support Notes*, where Appendix 2 also contains a table of popular physical activities which centres may refer to for suggestions.

Combining assessment within Units

All Units are internally assessed against the requirements shown in the *Unit Specification*. At National 3 level, the Unit will be assessed on a pass/fail basis.

The assessment for this Unit has been designed so that naturally occurring evidence can be generated and gathered. There may be opportunities for combined assessment tasks.

An integrated approach to assessment across the Assessment Standards for the single Outcome for this Unit may be possible. Potential links between Assessment Standards within the Unit Outcome may be established, which could then provide opportunities for holistic or combined assessment tasks. A holistic approach to assessment will enrich the assessment process for the learner, avoid duplication of tasks and thus allow more emphasis on learning and teaching.

Care must be taken to ensure that combined assessments provide appropriate evidence for all Assessment Standards they claim to assess. Observational checklists or video footage of practical activities could be used to support this; however, there are other approaches to tracking achievement too.

Equality and inclusion

Arrangements should be made to ensure that there are no artificial barriers to learning. Tasks should be devised to ensure inclusion and equality for all learners. The nature of learners' needs should be taken into account when planning learning activities and to provide alternative provision or support where necessary. This will ensure the inclusion of all learners and support them in the learning process. Centres will find more advice about this in the assessments section of the SQA's website: www.sqa.org.uk.

Increased flexibility in relation to how centres gather evidence should allow for more freedom for centres to best meet the needs of their specific learners. Thus, for example, oral evidence for a learner who is unable to write responses is perfectly acceptable providing evidence is retained for verification purposes.

Alternative approaches to Unit assessment which take account of the specific needs of learners can be used provided the centre can satisfy the SQA that the integrity of the assessment is maintained and that any alternative approach to assessment will, in fact, generate the necessary evidence of achievement.

The following are reasonable responses to adapting assessments:

- ◆ additional time allocation
- ◆ a scribe or reader
- ◆ audio evidence
- ◆ assistive technology
- ◆ adapted equipment

Equipment for physical education is available in a variety of adapted ways, for example as smaller or modified equipment, age-related equipment, noise-emitting equipment, left- and right-handed equipment and disability-friendly fitness training equipment.

There is more advice and guidance about these issues in the 'Equality and inclusion' section of the National 3 Physical Education *Course Support Notes*.

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

It is important that centres have an understanding of SQA's provision of 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/14977.html.

Appendix 1: 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 3: A framework for learning and teaching*](#)
- ◆ [*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*
- ◆ *Research Report 4 — Less is More: Good Practice in Reducing Assessment Time*
- ◆ *Coursework Authenticity — a Guide for Teachers and Lecturers*
- ◆ [*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*](#)
- ◆ SQA Guidelines on e-assessment for Schools
- ◆ SQA Guidelines on Online Assessment for Further Education
- ◆ SQA e-assessment web page: www.sqa.org.uk/sqa/5606.html

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

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Unit Support Notes — Physical Education: Factors Impacting on Performance (National 3)



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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 to support the learning and teaching of the *Physical Education: Factors Impacting on Performance* (National 3) Unit. They are intended for teachers and lecturers who are teaching the Unit. They should be read in conjunction with:

- ◆ *Physical Education: Factors Impacting on Performance* (National 3) *Unit Specification*
- ◆ *National 3 Physical Education Course Specification*
- ◆ *National 3 Physical Education Course Support Notes*

If the *Unit Support Notes* have been developed for a Unit which is not part of a Course, then it is only necessary to read them in conjunction with the *Unit Specification*.

General guidance on the Unit

Aims

This Unit is a mandatory Unit of the National 3 Physical Education Course and is also available as a free-standing Unit. It is designed to meet the needs of a broad range of learners who may choose to study it.

This Unit provides learners with the opportunity to explore and raise their awareness of factors which impact on personal performance in physical activities. Learners will, with support, record, monitor and reflect on their own performance.

Learners who complete this Unit will be able to:

- 1 demonstrate knowledge of factors which impact on personal performance in physical activities
- 2 develop performance skills in physical activities
- 3 review the process of performance development

Progression into this Unit

Entry into 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 the following or an equivalent qualification and/or experience:

- ◆ National 2 Physical Education Course or appropriate Units

Other relevant skills, knowledge and understanding may include experience in coaching or fitness training and an interest in performance development.

Skills, knowledge and understanding covered in the Unit

Information about skills, knowledge and understanding is given in the National 3 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:

- ◆ National 4 Physical Education Course
- ◆ Skills for Work — Sport and Recreation (SCQF Level 4/5)

Approaches to learning and teaching

A range of methodologies and performance contexts to support the learning and teaching of the factors underpinning performance is recommended.

More guidance and advice on learning and teaching approaches and teaching and sequencing of Unit delivery can be found in the appropriate sections of the National 3 Physical Education *Course Support Notes*.

Outcome 1

1 Demonstrate knowledge of factors which impact on personal performance in physical activities

The focus for this part of the Unit should be practical. Knowledge and understanding should be applied in a practical context which is, as far as possible, exciting and enjoyable, and teachers/lecturers should take into account the individual needs of learners when managing the Unit.

The variety of factors which will be covered in the Course content will allow learners to explore fitness, skills and tactical/compositional areas of performance and make decisions relating to their own performance needs. Factors which affect performance development will also be investigated such as personal qualities, motivation, concentration and feedback.

Using an internet source, learners could watch a video clip of the start of a 100-metre race at a top-class athletics meeting. They could be provided with a pre-designed checklist to record the pre-race preparations of two athletes and identify similarities and differences.

The checklist may contain categories such as:

- ◆ How anxious are competitors before they start?
- ◆ Does either of the competitors go through set routines before the start?
- ◆ Does either competitor show any physical signs such as sweating or breathing heavily?

Outcome 2

2 Develop performance skills in physical activities

Through exposure to different types of fitness, skills and tactical/compositional development processes, learners are encouraged and supported to develop performance in a chosen physical activity.

By using an integrated approach, learners can plan the focus of their personal improvement plan (within the limitations of the centre's resources) to be as individualised and personalised as possible, as they seek to develop overall performance in their chosen activity.

Within a badminton lesson, learners could choose to focus on skill development, fitness development or tactical development for a series of lessons. They could also investigate, with support, using a combined programme of work to develop one factor within one development plan.

Physical activity choices

Physical activities will normally be chosen from those covered within the Physical Education Course at the presenting centre. Further information regarding physical activity choices may be found in the National 3 Physical Education *Course Support Notes*, where Appendix 2 also contains a table of popular physical activities which centres may refer to for suggestions.

Outcome 3

3 Review the process of performance development.

This part of the Unit requires learners to review the effectiveness of the approaches used for performance development.

The process should allow learners to demonstrate how their performance has developed in relation to strategies implemented.

Learners could observe an elite performance and map what they see against current personal performance to identify performance needs. Learners could then be supported to prepare and carry out a personal development plan based upon identified areas for improvement. A review of the appropriateness of the development plan could be undertaken.

Learners should be encouraged to investigate the range of technological resources and information available via the internet relating to performance development.

ICT is a useful medium to help learners develop an understanding of how best to improve their performance. Examples may include the use of digital images to compare against model performers or the use of online fitness testing. Use of search engines to source current internet information is also worth consideration.

E-learning can play an important role in the design and delivery of the new National Courses and Units by supporting integration and learner personalisation and choice. While it is important not to introduce new, additional ICT skills or knowledge, learners may use ICT in working towards their Course work or assessment tasks.

Where resources are available, use may be made of relevant web sites to allow learners to research topics and undertake work on presenting their learning.

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*.

Approaches to assessment and gathering evidence

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

Approaches to the assessment of Units when they form part of a Course may differ from approaches to assessing the same Unit when delivered free standing. Where Units are taught on a stand-alone basis, teachers/lecturers will have more flexibility to develop alternative learning and teaching approaches and assessment methods which may not be related to the Course assessment.

There is an expectation that centres will undertake theoretical work with learners (ideally reinforced via practical/research activities) to cover this Unit. Timing of assessment should take place once this theoretical input is completed. Evidence may be gathered in a variety of forms, as best suits the needs of the learner and individual centres. It is recommended that assessors use their own judgement to determine the most appropriate way to generate evidence.

Authenticity

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

The table below gives suggestions for possible approaches to assessment and evidence gathering for this Unit. Please note, these are examples only and the assessment and evidence for this Unit can be generated and gathered in other ways.

Outcome	Possible approaches to assessment
1 Demonstrate knowledge of factors which impact on personal performance in physical activities	Learners could keep a log-book in which they describe the method used to identify strengths and areas for development in their performance. Learners could outline their performance development plan and suggest possible timelines.
2 Develop performance skills in physical activities	Learners should produce and implement, with support, a performance development plan. This should include a description of the approaches used to address identified areas for development in performance. The learner could then be supported to implement the appropriate approach to address the area identified for development. Learners could keep an ongoing record of their progression and note down relevant information.

<p>3 Review the process of performance development</p>	<p>Learners could gather feedback from others through peer-evaluation or through questioning.</p> <p>To accurately reflect on the effectiveness of their performance development plan, learners could consider pre- and post-training data. From this, they could comment on whether their targets were met. If targets were not met, learners could suggest possible reasons. Learners should also identify a future development target for their performance.</p>
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Evidence could also be generated and held in a variety of formats as best suits the needs of the learner and centre. Appropriate ICT systems could be used as a mechanism for recording attainment, in particular the elements of the course that lend themselves to written work. Assessors must choose an assessment format which takes into account the needs of all learners, and they must implement the assessment at an appropriate stage in the Unit.

Combining assessment within Units

All Units are internally assessed against the requirements shown in the *Unit Specification*. Each Unit can be assessed on an individual Outcome-by-Outcome basis or via the use of a combined assessment for some or all Outcomes. At National 3 level, the Unit will be assessed on a pass/fail basis.

An integrated approach to assessment across the Outcomes for this Unit may be possible. Potential links between Outcomes of Units or Assessment Standards within a Unit Outcome may be established, which could then provide opportunities for holistic or combined assessment tasks. A holistic approach to assessment will enrich the assessment process for the learner, avoid duplication of tasks and thus allow more emphasis on learning and teaching.

Care must be taken to ensure that combined assessments provide appropriate evidence for all Outcomes which they claim to assess.

Centres may opt to assess naturally occurring evidence, but they must still provide evidence for this, eg video footage or an observational checklist.

Equality and inclusion

Arrangements should be made to ensure that there are no artificial barriers to learning. Tasks should be devised to ensure inclusion and equality for all learners. The nature of learners' needs should be taken into account when planning learning activities and in order to provide alternative provision or support where necessary. This will ensure the inclusion of all learners and support them in the learning process. Centres will find more advice about this in the assessments section of the SQA's website: www.sqa.org.uk.

Increased flexibility in relation to how centres gather evidence should allow for more freedom for centres to best meet the needs of their specific learners. Thus, for example, oral evidence for a learner who is unable to write responses is perfectly acceptable, providing evidence is retained for verification purposes.

Alternative approaches to Unit assessment which take account of the specific needs of learners can be used provided the centre can satisfy the SQA that the integrity of the assessment is maintained and that any alternative approach to assessment will, in fact, generate the necessary evidence of achievement.

The following are reasonable responses to adapting assessments:

- ◆ additional time allocation
- ◆ a scribe or reader
- ◆ audio evidence
- ◆ assistive technology
- ◆ adapted equipment

Equipment for physical education is available in a variety of adapted ways, for example as smaller or modified equipment, age-related equipment, noise-emitting equipment, left- and right-handed equipment and disability-friendly fitness training equipment.

There is more advice and guidance about these issues in the 'Equality and inclusion' section of the National 3 Physical Education *Course Support Notes*.

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

It is important that centres have an understanding of SQA's provision of 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/14977.

Appendix 1: Reference documents

The following reference documents will provide useful information and background.

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- ◆ [*Building the Curriculum 5: A framework for assessment*](#)
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- ◆ *Research Report 4 — Less is More: Good Practice in Reducing Assessment Time*
- ◆ *Coursework Authenticity — a Guide for Teachers and Lecturers*
- ◆ [*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*](#)
- ◆ SQA Guidelines on e-assessment for Schools
- ◆ SQA Guidelines on Online Assessment for Further Education
- ◆ SQA e-assessment web page: www.sqa.org.uk/sqa/5606.html

Appendix 2: Exemplar recording sheets

This appendix contains some exemplar checklists/learner assessment records which could be used for recording evidence. These are only examples. Other methods of recording evidence may also be used.

Outcome 1	
Demonstrate knowledge of factors which impact on personal performance in physical activities	
	Achieved
Using a method which identifies strengths and areas for development in personal performance	
Selecting areas for development in personal performance	
Producing a performance development plan targeted at developing personal performance in a physical activity	
Comments	
Date achieved	
Assessor's signature	

Outcome 2	
Develop performance skills in physical activities	
	Achieved
Implementing, with support, a personal performance development plan for one physical activity	
Monitoring and recording information from performance development sessions	
Comments	
Date achieved	
Assessor's signature	

Outcome 3	
Review the process of performance development	
	Achieved
Gathering feedback from others	
Reviewing the effectiveness of the personal performance development plan	
Identifying future development needs	
Comments	
Date achieved	
Assessor's signature	

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

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