

National 5 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 5 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*, the *Course Assessment Specification* and the Unit Specifications for the Units in the Course.

The Course is made up of two Units and a Course assessment at SCQF level 5.

- ◆ Physical Education: Performance Skills (National 5) (9 SCQF credit points)
- ◆ Physical Education: Factors Impacting on Performance (National 5) (9 SCQF credit points)
- ◆ Course assessment (6 SCQF credit points)

General guidance on the Course

Aims

The main purpose of the Course is to develop and demonstrate movement and performance skills in physical activities. By engaging in practical activities, learners can demonstrate initiative, decision-making and problem-solving. The Course encourages learners to develop a positive attitude towards a healthy lifestyle, and the contribution that physical activity makes to this. The Course also provides an opportunity to support the way that individual attitudes, values and behaviours are formed.

The aims of this Course are to enable learners to:

- ◆ develop the ability to safely perform a comprehensive range of movement and performance skills
- ◆ understand factors that impact on performance in physical activities
- ◆ build capacity to perform effectively
- ◆ develop approaches to enhance personal performance
- ◆ monitor, record and evaluate performance development

Within the Course there are two Units and a Course assessment:

1 Physical Education: Performance Skills (National 5)

Learners who complete this Unit will be able to:

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

2 Physical Education: Factors Impacting on Performance (National 5)

Learners who complete this Unit will be able to:

- ◆ Demonstrate knowledge and understanding of factors that impact on performance in physical activities
- ◆ Develop personal performance in physical activities
- ◆ Evaluate the performance development process

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, knowledge and understanding required by the following or equivalent qualifications and/or experience:

- ◆ National 4 Physical Education Course or relevant component Units
- ◆ Wellbeing award (SCQF Level 4)

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

Experiences and outcomes

There is an expectation that learners have overtaken relevant experiences and outcomes.

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 *Course Assessment Specification* for mandatory information about the skills, knowledge and understanding to be covered in this Course.

The National 5 Physical Education Course develops skills, knowledge and understanding as stated in the *Course Specification*. Although these aspects can be developed in each of the Course Units, greater emphasis will be given to developing particular aspects in particular Units, as shown in Table 1 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
Demonstrating a comprehensive range of movement and performance skills safely	✓✓✓	✓✓
Understanding factors impacting on performance	✓✓	✓✓✓
Planning, developing and implementing approaches to enhance personal performance	✓✓	✓✓✓
Monitoring, recording and evaluating performance development	✓✓✓	✓✓✓
Decision –making and problem-solving in performance contexts	✓✓✓	✓✓
Organisational skills in preparing for, and during, physical activities	✓✓✓	✓✓✓

Progression from this Course

This Course or its Units may provide progression to:

- ◆ Higher Physical Education Course
- ◆ other qualifications in Physical Education or related areas
- ◆ employment or training

Physical Education can also contribute to health and wellbeing and a healthy lifestyle, and can provide access to a range of opportunities in 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.

This Course has been constructed to facilitate a hierarchical arrangement with the Physical Education Courses from National 3 to Higher. Although the Units have the same titles and similar structures, the degree of difficulty and complexity in terms of knowledge and understanding and the application of these to performance differs from one level to the next. This structure enables learners to be given recognition for their best achievement.

Teachers/lecturers will need to adopt and apply different approaches and strategies to ensure that 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* (National 4) Unit, learners will demonstrate skills showing some control and fluency in routine and non-routine contexts. At National 5 level, learners will demonstrate skills involving some complex actions with control and fluency in routine and non-routine contexts.

In the *Physical Education: Factors Impacting on Performance* (National 4) Unit learners will demonstrate knowledge and understanding by describing an approach to develop performance. At National 5 level learners will explain why each of two different approaches to develop performance is appropriate.

Approaches to learning and teaching

The main purpose of the Course is to develop and demonstrate movement and performance skills in physical activities. The central theme of the Course is to develop approaches to enhance performance through monitoring and evaluation.

Practical, experiential learning in relevant contexts and supported investigation techniques can be used as a 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 in performance and physical activity contexts that they can transfer to other contexts.

Examples of the sequencing of learning and teaching

There are two Units and a Course assessment in the National 5 Physical Education Course. The level of demand in each Unit corresponds to the Scottish Credit and Qualifications Framework at level 5.

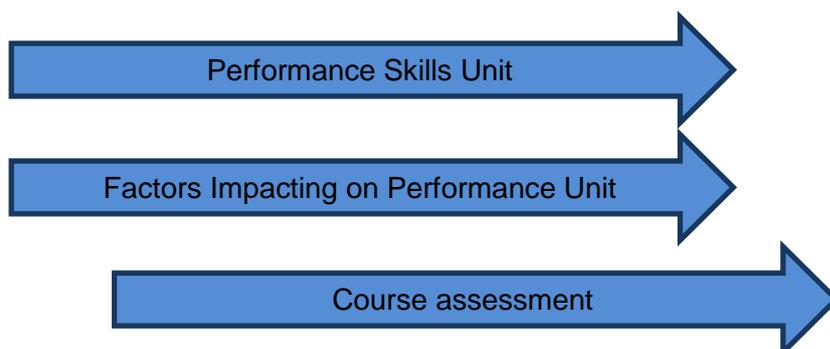
The two Units in the Course are:

- ◆ Physical Education: Performance Skills (National 5)
(9 SCQF credit points)
- ◆ Physical Education: Factors Impacting on Performance (National 5)
(9 SCQF credit points)

Units can be taught in any order. They can be taught separately. They can also be integrated and taught holistically, therefore providing an opportunity to integrate learning and teaching approaches and assessment. The following diagrams illustrate two different approaches to delivering the Units.

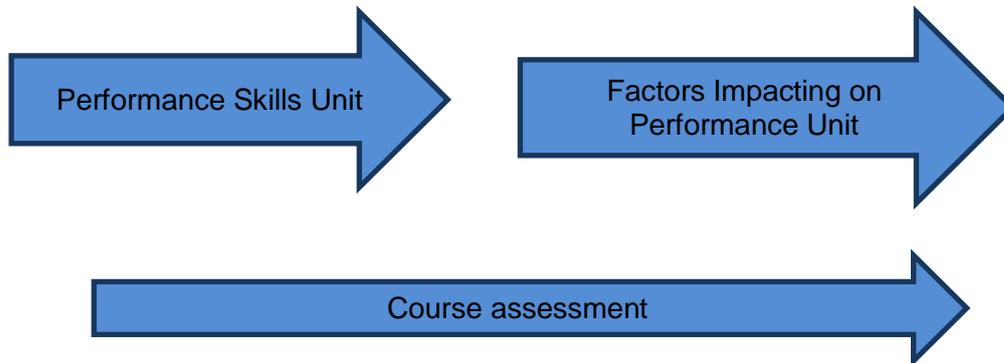
Example 1

In this example, the Units are integrated and taught together in a holistic way, which creates opportunities to integrate the Unit content and to produce more naturally-occurring evidence or holistic assessment opportunities. This approach could also support learning and teaching in a practical context for the Physical Education: Factors Impacting on Performance (National 5) Unit.



Example 2

In this example, the Units are taught separately. This approach can provide opportunities for the progressive development, reinforcement and consolidation of skills, knowledge and understanding throughout the Course.



A differentiated approach to learning and teaching materials can help teachers/lecturers to plan activities and learning experiences. For example, activities from the National 4 Physical Education Course could be used, with extension work, for National 5 learners. Learners should be supported and encouraged to take an active role in their learning. Teaching of mixed groups can be more effective when independent learning is encouraged. Such an approach supports the underlying principles of the Curriculum for Excellence.

Well-planned learning and teaching activities will provide a framework that considers and meets the different learning styles of individual learners. It is good practice to ensure that the aims of the learning activities are introduced at the start of each lesson, and that any aims that develop skills for learning, skills for life and skills for work are stated alongside the subject-specific aims. By building in opportunities to provide feedback on progress, assessors will assist learners to identify what is expected of them.

The subject matter of Physical Education provides an ideal platform for adopting a variety of delivery methods. The integration of knowledge and understanding with practical activities reinforces and applies knowledge, understanding and skills in meaningful contexts. Care should be taken during each teaching/learning activity to ensure that learners are aware of what they have learned, and that they are encouraged to consider the applications for the skills, knowledge and understanding in life, learning and work. Learners should be encouraged to communicate with each other through discussion and listen to each other's experiences and so gain confidence in being effective contributors to their own, and their peers', learning.

Active learning is central to physical education and reflects the practical nature of the Course. When introducing new skills and knowledge, learning and teaching sessions can be used to identify and find solutions to problems. Learners can work in small groups, or in pairs, to develop their understanding and application of knowledge by working through additional problems. Through active learning opportunities in this Course, learners will be able to identify and prioritise development needs across the four factors impacting on performance (mental, emotional, social and physical). This will assist learners to focus on the challenges they face and develop approaches to address these during the process of performance development. Active learning opportunities could include recording and reviewing performances, attending performance workshops, self-

analysis, peer reviewing, evaluating static and dynamic fitness data, identifying key aspects of model performances, using recording methods such as general or focused observation schedules (GOS and FOS), identifying sub-routines using methods such as PAR analysis (preparation, action and recovery phases of skills or techniques), using a graphic organiser approach, mind mapping exercises, personality inventories, using sports competition anxiety tests (SCAT) or making a record of actual performances in log books or diaries.

Selection of the physical activity and associated challenges required for Course assessment purposes may be started whenever it is suitable during the Course. However, learners should be given sufficient time to develop the necessary skills, knowledge and understanding of mental, social, emotional and physical factors impacting on performance before Course assessment takes place.

Teaching approaches should support 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.

The use of ICT can be used for creative and innovative learning and teaching approaches. For example, a learner could use a heart monitor and analyse a video clip to evaluate performance following a gymnastics vault. ICT can play an important role in the learning and teaching approaches in the National Courses by supporting integration, learner personalisation and choice.

There is a wide range of online resources to enable learners to use ICT when presenting information for assessment purposes. Learners could develop a blog or contribute to a teacher/lecturer-led discussion forum, which could then be used for naturally-occurring evidence. In addition, electronic portfolios could enable learners to select relevant evidence to meet Assessment Standards for Units, which would encourage reflection, personalisation and choice.

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 lives and work, but also to be aware of the skills they are developing.

The table which follows provides exemplification of how some of these skills can be further developed within this Course.

Skills for learning, skills for life and skills for work	Suggested learning and teaching activities
<p>1 Literacy</p> <p>1.3 Listening and talking</p>	<p>Learners could take part in group discussions or present information in pairs or groups. Learners could be encouraged to communicate with one another during physical activities; provide support to team-mates, give and receive feedback.</p>
<p>3 Health and wellbeing</p> <p>3.2 Emotional wellbeing 3.3 Physical wellbeing</p>	<p>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.</p> <p>Learners could be introduced to elements of emotional wellbeing linked to physical activity through working in teams, managing emotions and practising assertive behaviours.</p>
<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 and adapt and be able to work cooperatively and effectively with others.</p>
<p>5 Thinking skills</p> <p>5.3 Applying 5.4 Analysing and evaluating</p>	<p>Learners will develop a range of performance and movement skills and the ability to apply these skills appropriately in a range of physical activities. Learners could be encouraged to be reflective about their application of skills in particular performance contexts.</p> <p>Learners will have opportunities to gather data and analyse this data to form conclusions about approaches to performance development. This could include analysis of model performers.</p> <p>Learners will have the opportunity to develop evaluative skills by considering aspects of performance and reflecting on areas where further development is required. Learners will also evaluate the effectiveness of their approaches to performance development and suggest future development needs.</p>

Approaches to assessment

The publication [Building the Curriculum 5](#) sets out a framework for assessment that 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 learners:

- ◆ 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 who can give them help if they need it

For the *Assessment is for Learning* information sheet, see:
<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. It will also allow centres to manage the assessment process more efficiently.

There will probably be naturally-occurring opportunities for assessment in this Course that will help learners to attain the standards required for Unit or Course assessments. Peer-assessed activities, with clear guidelines and the inclusion of learner-friendly marking criteria should help learners to improve their evaluative and communication skills.

Whatever the assessment approach used, it is important that the approach to assessment encourages personalisation and choice. It is also important that learners receive regular feedback on their performance. Assessment should meet the varying needs of all learners and, where appropriate, be in practical contexts.

Examples of possible assessment approaches include:

- ◆ video of performance
- ◆ observation checklists
- ◆ training diaries/electronic logbooks/development record
- ◆ oral evidence through question and answering
- ◆ written assessment through answering of questions
- ◆ teacher checklists
- ◆ use of ICT and relevant software

Authenticity

In terms of authenticity, there are a number of techniques and strategies to ensure that learners present work that is their own. For more information, please refer to SQA's *Guide to Assessment*.

Physical activity choices

There are no mandatory physical activities prescribed in the Physical Education Courses. This promotes inclusion and enables personalisation and choice. Physical activities that are suitable for assessment will normally be chosen from

those covered within the Physical Education Course at the presenting centre. Learners should discuss and agree with the teacher/lecturer the activities they want to choose.

Although learners should be given every opportunity to develop activities for which they have a natural aptitude and which are of interest to them, it is the centre's responsibility to ensure that sufficient assessor expertise exists to manage the assessment process and to assess learner evidence. Before agreeing to assess an activity, the assessor should consider the following:

- ◆ practicality of assessing activities outwith the usual learning environment
- ◆ health and safety and child protection issues
- ◆ available resources
- ◆ time management involved in assessing the activity
- ◆ suitability and reliability of the performance context: ensuring the context is challenging enough to provide the learner with the opportunity to generate the evidence that will meet the requirements of the Course
- ◆ collation, assessment and recording of appropriate assessment evidence

Physical activities will normally be chosen from those covered within the Physical Education Course at the presenting centre. Appendix 2 of the National 5 Physical Education *Course Support Notes* contains a table of popular physical activities that centres may refer to for suggestions.

Preparation for Course assessment

Each Course has additional time that can be used at the discretion of the teacher or lecturer to enable learners to prepare for Course assessment. This time can be used near the start of the Course and at various points throughout the Course for consolidation and support. It may also be used for preparation for Unit assessment, and towards the end of the Course, for further integration, revision and preparation and/or gathering evidence for Course assessment.

Information given in the *Course Specification* and the *Course Assessment Specification* about the assessment of added value is mandatory.

In this Course assessment, added value will focus on:

- ◆ challenge — requiring greater depth or extension of knowledge and skills assessed in other Units
- ◆ application — requiring application of knowledge and/or skills in practical and theoretical contexts as appropriate

The learner will be assessed through a combination of a performance and a portfolio. Together, they will add challenge and application to the Course as the learner integrates, extends and applies the skills, knowledge and understanding they have learned during the Units.

Assessors should ensure that learners have had the opportunity to develop the necessary performance, planning, evaluative, recording skills and understanding before any Course assessment is attempted.

Component 1 — Performance

The purpose of the performance Component of Course assessment is to assess the learner's ability to plan, prepare for, effectively perform and evaluate their personal performance in one physical activity.

The performance will have 60 marks. This is 60% of the overall marks for the Course assessment.

The performance will give learners an opportunity to demonstrate the following skills, knowledge and understanding:

- ◆ planning, developing, implementing and evaluating performance
- ◆ selecting, demonstrating and safely applying a broad and comprehensive range of movement and performance skills in challenging contexts
- ◆ decision-making and problem-solving in challenging contexts

The performance consists of three stages: Planning and preparation, the Single performance event and Evaluation. The context of the single performance must be challenging, competitive and/or demanding. The single performance has to be of sufficient duration to allow learners to demonstrate the required skills.

'Sufficient duration' will be whatever the norm is for the chosen physical activity. For example, in some activities this would be a set period of play or a number of points to achieve a win, an agreed length of performance, an agreed number of attempts or a combination of the heats and finals for an event. Assessors must ensure learners understand the relevant requirements of the single performance such as the structure of any event, the timings of any event and relevant other organisational issues.

Preparing for the Single performance

For the Planning and preparation stage, learners must be able to describe and explain the relevance of two challenges they will face in their Single performance and describe how they will prepare to meet these challenges.

The learner is expected to demonstrate critical thinking when they explain the relevance of their two challenges. Sufficient learning and teaching should have taken place to allow learners to identify challenges and how they might prepare to meet them.

Examples of possible challenges include:

- ◆ **mental** — maintaining or regaining concentration or motivation when responding to the context of the performance; overcoming the effects of previous experience/results
- ◆ **emotional** — controlling aggression; overcoming fear; developing trust
- ◆ **social** — rising to the demands of their role in the team; dealing effectively with peers; maintaining ethics; demonstrating respect for others, including officials
- ◆ **physical** — meeting fitness demands; developing skill-related fitness (mechanical principles — balance, centre of gravity, levers); extending skill repertoire (fluency, control, timing); developing skill level; progressing stage of learning; developing consistency in application of skill/technique; choosing, implementing and adapting specific tactics, formations and/or composition; choosing and implementing choreographic devices

The planning and preparation must be completed before the Single performance event. If a learner wishes to use, for example, lack of fitness as a challenge and wishes to meet this challenge with a 'training programme', then the planning and preparation part of the Course assessment must come before embarking on the training programme. If the planning is completed on the day of the performance, or just a few days before, then a learner cannot respond by giving a plan of a 6-week programme as it is not possible to complete such a programme in the time before the performance.

The following excerpt is part of an example for badminton, written at least six weeks before the performance, where a learner successfully identifies a challenge specific to them (they want to improve their timing — a physical factor).

1 a) *My net shot timing means I keep hitting the net.* (1 mark)

1 b) *I lose the chance to bring my opponent into the net so that I have less chance to move around the court, tire him out and so win points.* (1 mark)

1 c) *I will use feeder drills where a partner throws the shuttle over the net lots of times to let me practise getting the right weight of hit.* (1 mark)

Carrying out the Single performance

During the Single performance, learners must demonstrate a range of movement and performance skills, related to their chosen physical activity. They must show that they understand, and can respond to, the different nature and demands presented by the performance and follow the rules, regulations and etiquette that apply to their chosen physical activity.

The Single performance is observed and assessed in terms of grade-related criteria provided in the National 5 *Coursework General Assessment Information* document.

For the National 5 Physical Education Course assessment, one physical activity must be demonstrated during a single performance event. Evidence **cannot** be gathered over a series of performances and a 'best' mark submitted.

Evaluating the Single performance

Learners will look back on the challenges they identified in the Planning and preparation stage, evaluate how well they met these challenges during the Single performance and give two points of evaluation of the overall performance. Ideally, the evaluation of the performance should take place as soon as possible after the performance. However, this will vary depending on the timing, venue and context of the Single performance.

Component 2 — Portfolio

The purpose of the portfolio is to provide evidence of the process involved in performance development. It will assess the learner's ability to integrate and apply knowledge, understanding and skills from across the Units.

Evidence will be collated by the learner (with support from the teacher/lecturer) on an ongoing basis during the Course. The learner must present this evidence on the template provided by SQA.

The portfolio will have 40 marks. This is 40% of the overall marks for the Course assessment.

Combining assessment across 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. Units will be assessed on a pass/fail basis.

A holistic approach to assessment will enrich the assessment process for the learner, avoid duplication of tasks and therefore allow more emphasis to be put on learning and teaching. Care must be taken to ensure that combined assessments provide appropriate evidence for all the Assessment Standards and Outcomes that they claim to assess.

Integrating assessment will also give centres more time to manage the assessment process more efficiently. When integrating assessment across Units, teachers/lecturers should use e-assessment whenever possible. Learners can easily update portfolios, electronic or written diaries and recording sheets. This will enable them to select relevant evidence to meet Assessment Standards and will encourage reflection, personalisation and choice.

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

Although centres can opt to assess naturally-occurring evidence, they must still provide evidence such as video footage or an observational checklist.

Equality and inclusion

The following guidance should support assessors to address any issues that relate to equality and inclusion in a Physical Education context:

- ◆ 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 can 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 can be taken into account.

Centres can use alternative approaches to Unit assessment to meet the specific needs of learners, provided they are satisfied that the integrity of the assessment is maintained, and that these alternative approaches will generate the evidence of achievement required. For disabled learners, there are many sources of assistive technology available to ease text-based tasks such as reading or internet searching.

The following alternative responses/approaches to assessments in Physical Education are considered reasonable:

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

For example, centres could meet learners' needs by using noise-emitting balls, scaled-down equipment and speakers placed at floor level to emphasise the beat for gymnastic or dance activities.

There are no mandatory physical activities prescribed for this Course. Teachers/lecturers should consider the needs and characteristics of their learners when selecting activities. For example, the selection of a water-based activity would be suitable for a disabled learner unable to sustain weight-bearing activities.

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: 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 Specification](#)
- ◆ [Design Principles for National Courses](#)
- ◆ [Guide to Assessment](#)
- ◆ Principles and practice papers for curriculum areas
- ◆ [SCQF Handbook: User Guide](#) and [SCQF level descriptors](#)
- ◆ [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 groupings of physical activities

This list of activity groupings can help support centres to select varied, challenging and enjoyable activities that are suitable both for the learner and the delivering centre. These are suggestions only.

Activity Groupings					
AESTHETIC	WATER-BASED ACTIVITIES	ADVENTUROUS	INDIVIDUAL ACTIVITIES	TEAM GAMES (indoor)	TEAM GAMES (outdoor)
Aerobics Fitness/street/jazz dance Pilates Gymnastics	Canoeing Windsurfing Water polo Swimming (open water or synchronised) Sailing Rowing Board sailing Kayaking Lifesaving	Parkour Alpine, downhill or Nordic Skiing Hill-walking Snowboarding Mountain Biking Orienteering Rock climbing Bouldering	Athletics Climbing Personal survival Circuit or fitness training Archery Badminton Bowling Boxing Cross country running Track or road cycling Triathlon Fencing Golf Martial arts Short tennis Squash Table tennis Tennis Trampolining	Netball Indoor hockey Indoor football Flag football Curling Handball Basketball Ice hockey Volleyball	Football Rugby Rounders Baseball American Football Cricket Gaelic football Games-making Goalball Field hockey Lacrosse Shinty Softball Beach volleyball Kabbadi

Administrative information

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History of changes to Course Support Notes

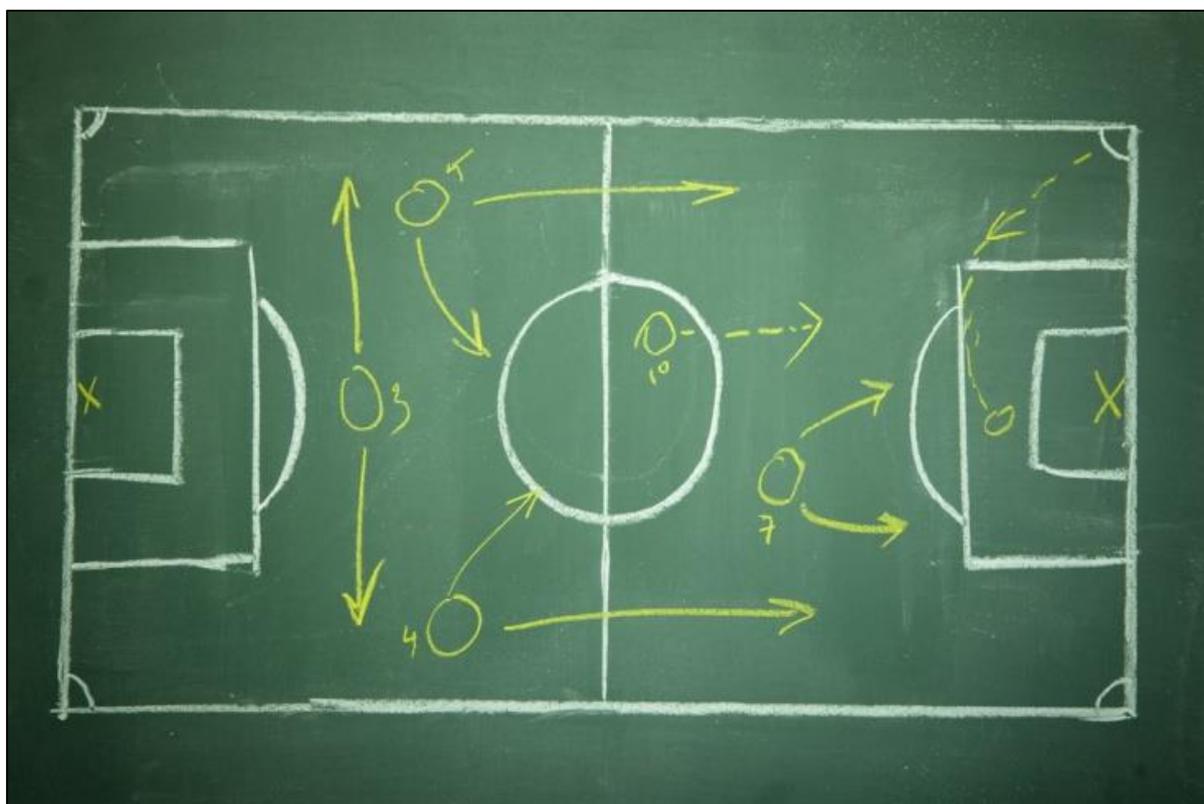
Version	Description of change	Authorised by	Date
1.1	Support and guidance clarified and expanded throughout.	Qualifications Manager	September 2015

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Note: You are advised to check SQA's website (www.sqa.org.uk) to ensure you are using the most up-to-date version.

Unit Support Notes — Physical Education: Performance Skills (National 5)



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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: Performance Skills (National 5) Unit. They are intended for teachers and lecturers who are teaching the Unit. They should be read in conjunction with:

- ◆ Physical Education: Performance Skills (National 5) *Unit Specification*
- ◆ National 5 Physical Education *Course Specification*
- ◆ National 5 Physical Education *Course Assessment Specification*
- ◆ National 5 Physical Education *Course Support Notes*
- ◆ appropriate assessment support materials

If the *Unit Support Notes* have been developed for a Unit that 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 5 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.

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

Learners who complete this Unit will be able to:

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

Learners must pass all Assessment Standards in **two different** physical activities.

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 one or more of the following or equivalent qualifications and/or experience.

Recommended entry level into this Unit is as follows:

- ◆ National 4 Physical Education or relevant component Units

Prior learning, life and work experiences can also provide an appropriate basis for doing this Unit.

Skills, knowledge and understanding covered in this Unit

Information about skills, knowledge and understanding is given in the National 5 Physical Education *Course Support Notes*.

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

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

Progression from this Unit

This Unit may provide progression to:

- ◆ Higher Physical Education Course or relevant component Units
- ◆ other qualifications in Physical Education or related areas
- ◆ employment or training

Approaches to learning and teaching

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

Physical activities for assessment will normally be chosen from those covered within the National 5 Physical Education Course at the centre. Appendix 2 in the National 5 Physical Education *Course Support Notes* contains a table of popular activities that centres can refer to for suggestions.

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

Outcome 1 — in two different physical activities

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

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

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

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

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

At this level, learners should understand how to use and apply specific tactics within a game situation or specific compositional elements in a performance.

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

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

Learners should be encouraged to use deception or placement and demonstrate that they understand the requirement to move their opponents around the playing area to create a winning opportunity.

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

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 5 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.

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

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

Authenticity

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

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

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

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

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

Physical activity choices

Physical activities will normally be chosen from those covered within the National 5 Physical Education Course at the presenting centre. Appendix 2 of the National 5 Physical Education *Course Support Notes* contains further information about physical education choices and a table of popular physical activities that centres can refer to for suggestions.

Combining assessment within Units

All Units are internally assessed against the requirements shown in the Unit Specification. Units 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 might be opportunities for combined assessment tasks. One piece of candidate evidence may be judged against more than one Assessment Standard. Each piece of evidence should be identified in such a way that it can be referenced on more than one occasion. It is recommended that all evidence is clearly identified with the learner's name, Assessment Standards and any other relevant details.

An integrated approach could be established across the Assessment Standards for the single Outcome within this Unit. This approach could in turn provide opportunities for holistic or combined assessment tasks. Such a holistic approach to assessment will enrich the assessment process for the learner, avoid duplication of tasks and therefore allow more emphasis to be put on learning and teaching.

Care must be taken to ensure that combined assessments provide appropriate evidence for all the Assessment Standards they claim to assess. Observational checklists, video footage of practical activities and other approaches can be used to track achievement.

Equality and inclusion

The following guidance should help assessors to address any issues that relate to equality and inclusion in a Physical Education context:

- ◆ 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 can 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 can be taken into account.

Centres can use alternative approaches to Unit assessment to meet the specific needs of learners, provided they are satisfied that the integrity of the assessment is maintained, and that these alternative approaches will generate the evidence of achievement required. For disabled learners, there are many sources of assistive technology available to ease text-based tasks such as reading or internet searching.

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.

The following alternative responses/approaches to assessments in Physical Education are considered reasonable:

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

There are no mandatory physical activities prescribed for this Course. Teachers/lecturers should consider the needs and characteristics of their learners when selecting activities. For example, the selection of a water-based activity would be suitable for a disabled learner unable to sustain weight-bearing activities.

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 Course.

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 4: Skills for learning, skills for life and skills for work](#)
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- ◆ [SCQF Handbook: User Guide](#) and [SCQF level descriptors](#)
- ◆ [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](#)
- ◆ [Coursework Authenticity: A Guide for Teachers and Lecturers](#)
- ◆ [Research Report 4 — Less is More: Good Practice in Reducing Assessment Time](#)
- ◆ [SQA Guidelines on e-assessment for Schools](#)
- ◆ [SQA Guidelines on Online Assessment for Further Education](#)
- ◆ [SQA e-assessment web page](#)

Administrative information

Published: September 2015 (version 1.1)

History of changes to Unit Support Notes

Unit details	Version	Description of change	Authorised by	Date
	1.1	Support and guidance clarified and expanded throughout.	Qualifications Manager	September 2015

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Unit Support Notes — Physical Education: Factors Impacting on Performance (National 5)



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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 Impacting on Performance (National 5) Unit. They are intended for teachers and lecturers who are delivering the Unit. They should be read in conjunction with:

- ◆ Physical Education: Factors Impacting on Performance (National 5) *Unit Specification*
- ◆ National 5 Physical Education *Course Specification*
- ◆ National 5 Physical Education *Course Assessment Specification*
- ◆ National 5 Physical Education *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 5 Physical Education Course. It is also available as a free-standing Unit and is designed to meet the needs of a broad range of learners who may choose to study it.

The general aim of this Unit is to develop learners' knowledge and understanding of factors that impact on performance in physical activities. Learners will consider the effects of mental, emotional, social and physical factors on performance, and will develop an understanding of how to plan for, implement, monitor, record and evaluate the performance development process.

Learners who complete this Unit will be able to:

- 1 Demonstrate knowledge and understanding of factors that impact on performance in physical activities
- 2 Develop personal performance in physical activities
- 3 Evaluate the performance development process

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 one or more of the following or equivalent qualifications and/or experience:

- ◆ National 4 Physical Education or relevant component Units

Other relevant skills, knowledge and understanding could 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 5 Physical Education *Course Support Notes*.

If this Unit is being taught 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 section entitled 'Approaches to learning and teaching' and 'Approaches to assessment'.

Progression from this Unit

This Unit may provide progression to:

- ◆ Higher Physical Education Course or relevant component Units
- ◆ other qualifications in Physical Education or related areas
- ◆ employment or training

Approaches to learning and teaching

In this Unit, it is recommended that a range of methodologies and performance contexts is used to support the learning and teaching of factors impacting on performance. For example, the use of problem-solving activities could encourage learners to gain experience of these factors and develop thinking skills.

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 5 Physical Education *Course Support Notes*.

Outcome 1 Demonstrate knowledge and understanding of factors that impact on performance in physical activities.

In this Outcome, learners are asked to explore the factors (mental, emotional, social and physical) which impact on performance. Learners must explain why the chosen methods used to identify factors impacting on performance are appropriate, explain the impact, positive **and** negative, of factors on performance and explain why identified approaches are relevant to the development of performance.

Outcome 2 Develop personal performance in physical activities.

In this Outcome, having chosen an activity, learners are asked to describe the impact of their own strengths and areas for development in this activity. From these strengths and development areas learners must prepare and implement a development plan which will make progress on the area(s) of development in order to develop their overall performance. They must use at least two approaches in the plan and must monitor and record progress as they work through the plan. Learners should seek feedback about their progress from others.

Outcome 3 Evaluate the performance development process.

In this Outcome, having completed their development plan, learners must evaluate how effective their plan has been. Feedback, along with other information gathered, will allow the learners to comment on which parts of their plan were successful, or not, and evaluate what influence carrying out their plan has had on their overall performance. Having completed their development programme they must then identify and explain future developments that could be made to their performance in their chosen activity.

ICT can also 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 be using ICT to help them work towards their assessment.

Where resources are available, learners can access relevant websites to enable them to research topics and undertake work on presenting their learning. Learners should provide search engines and websites sourced in their evaluative text for the Course assessment.

Physical activity choices

Physical activities will normally be chosen from those covered within the National 5 Physical Education Course at the presenting centre. Learners should be given every opportunity to develop activities for which they have a natural aptitude and which are of interest to them. Appendix 2 of the National 5 Physical Education *Course Support Notes* contains further information about physical activity choices and a table of popular physical activities that centres can refer to for suggestions.

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 5 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.

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 can be gathered in a variety of forms to suit the needs of the learner and individual centres. It is recommended that assessors use their professional 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 that these are only examples, and that the assessment and evidence for this Unit can be generated and gathered in other ways.

Outcome	Possible approaches to assessment
1 Demonstrate knowledge and understanding of factors that impact on performance in physical activities	Learners should explain in detail the methods used to identify factors and the impact of these factors on performance. Learners should also explain two approaches to developing performance.
2 Develop personal performance in physical activities	<p>Learners should prepare and implement a performance development plan, which should include approaches to address identified areas for development in performance, and clear targets. A variety of approaches to develop performance could be available for learners to select and use.</p> <p>A pre-agreed template may be used.</p> <p>Learners should then be able to develop the appropriate approach to address the area identified for development. Progress with this improvement plan should be recorded.</p> <p>Centres should retain evidence of learners' progress while working to improve performance.</p>

	This may take the form of video diary/log book or personal reflections record and should include monitoring.
3 Evaluate the performance development process	<p>Centres should gather evidence of learners' evaluation of the process.</p> <p>Using recorded evidence of the process of performance development and pre- and post-training data, will allow learners to form the basis for an accurate evaluation of the effectiveness of the development plan.</p> <p>From this evidence, explanations of future performance needs should be possible.</p>

Evidence could also be generated and held in a variety of formats that best suit 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 that takes the needs of all learners into account and implements the assessment at an appropriate stage in the Unit. There are examples of this Unit on SQA's secure website.

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 by combined assessment for some or all Outcomes. Units will be assessed on a pass/fail basis.

An integrated approach could be established across the Assessment Standards for the Outcomes within this Unit. This approach could in turn provide opportunities for holistic or combined assessment tasks. Such a holistic approach to assessment will enrich the assessment process for the learner, avoid duplication of tasks and therefore allow more emphasis to be put on learning and teaching.

Care must be taken to ensure that combined assessments provide appropriate evidence for all the Outcomes and Assessment Standards that they claim to assess.

Although centres can opt to assess naturally-occurring evidence, they must still provide evidence such as video footage or an observational checklist. One piece of candidate evidence may be judged against more than one Assessment Standard. Each piece of evidence should be identified in such a way that it can be referenced on more than one occasion. It is recommended that all evidence is clearly identified with the candidate's name, Assessment Standards and any other relevant details.

Equality and inclusion

The following guidance should help assessors to address any issues that relate to equality and inclusion in a Physical Education context:

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