



Physical Education: Factors Impacting on Performance (National 4)

SCQF: level 4 (9 SCQF credit points)

Unit code: H254 74

Unit outline

The general aim of this Unit is to provide learners with the opportunity to explore and develop their knowledge of factors that impact on personal performance in physical activities. Learners will record, monitor and reflect on their own performance. There will be opportunities for personalisation and choice through the selection of physical activities used in learning and teaching.

Learners who complete this Unit will be able to:

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

This Unit is a mandatory Unit of the National 4 Physical Education Course and is also available as a free-standing Unit. The Unit Specification should be read in conjunction with the *Unit Support Notes*, which provide advice and guidance on delivery, assessment approaches and development of skills for learning, skills for life and skills for work. Exemplification of the standards in this Unit is given in the *National Assessment Resource*.

The *Added Value Unit Specification* for the National 4 Physical Education Course gives further mandatory information on Course coverage for learners taking this Unit as part of the National 4 Physical Education Course.

Recommended entry

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

- ◆ National 3 Physical Education Course or relevant component Units
- ◆ Prior interest/participation in physical activities

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

Equality and inclusion

This Unit Specification has been designed to ensure that there are no unnecessary barriers to learning or assessment. The individual needs of learners should be taken into account when planning learning experiences, selecting assessment methods or considering alternative evidence. For further information, please refer to the *Unit Support Notes*.

Standards

Outcomes and Assessment Standards

Outcome 1

The learner will:

- 1 Demonstrate knowledge of factors that impact on performance in physical activities by:**
 - 1.1 Describing a method used to identify factors impacting on a performance
 - 1.2 Describing the impact of two factors on a performance
 - 1.3 Identifying a factor that affects a performance and describing an approach to develop this

Outcome 2

The learner will:

- 2 Develop personal performance in physical activities by:**
 - 2.1 Identifying strengths and areas for development in a performance
 - 2.2 Preparing and implementing, with some support, a simple development plan to impact positively on a performance
 - 2.3 Monitoring and recording performance development sessions

Outcome 3

The learner will:

- 3 Review the performance development process by:**
 - 3.1 Seeking feedback from others
 - 3.2 Reviewing the effectiveness of the development plan in supporting performance development
 - 3.3 Reflecting on performance progress based on all information gathered
 - 3.4 Identifying future development needs

Evidence Requirements for the Unit

Assessors should use their professional judgement, subject knowledge and experience, and understanding of their learners, to determine the most appropriate ways to generate evidence and the conditions and contexts in which they are used.

While the context for learning can be provided by a range of physical activities, learners must provide evidence for assessment from **one** physical activity.

Evidence can either be presented for individual Outcomes or gathered for the Unit as a whole by combining assessments. If the latter approach is used, it must be clear how the evidence relates to each Outcome.

Exemplification of assessment is provided in the *National Assessment Resource*. Advice and guidance on possible approaches to assessment is provided in the *Unit Support Notes*.

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

It is expected that learners will develop broad, generic skills through this Unit. The skills that learners will be expected to improve on and develop through the Unit are based on SQA's *Skills Framework: Skills for Learning, Skills for Life and Skills for Work* and are drawn from the main skills areas listed below. These must be built into the Unit where there are appropriate opportunities.

2 Health and wellbeing

2.2 Emotional wellbeing

2.3 Physical wellbeing

4 Employability, enterprise and citizenship

4.3 Working with others

5 Thinking skills

5.3 Applying

Amplification of these is given in SQA's *Skills Framework: Skills for Learning, Skills for Life and Skills for Work*. The level of these skills should be at the same SCQF level as the Unit and be consistent with the SCQF level descriptor. Further information on building in skills for learning, skills for life and skills for work is given in the *Unit Support Notes*.

Administrative information

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Superclass: MA

History of changes to National Unit Specification

Version	Description of change	Authorised by	Date

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Note: readers are advised to check SQA's website: www.sqa.org.uk to ensure they are using the most up-to-date version of the Unit Specification.

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