



Physical Education: Taking Part in Physical Activities (Alternative Context) National 2

SCQF: level 2 (6 SCQF credit points)

Unit code: HK3V 72

This Unit should only be used where a learner has already achieved the original Unit, which carries the same title but without the words “Alternative Context”. There should be at least one year between the delivery of the original Unit and the delivery of the “Alternative Context” version.

For this Unit, centres can use one of the Unit Assessment Support Packs provided with the original Unit, but adjust it to reflect the alternative context in which the Unit is delivered. The alternative context could relate to the delivery setting, the maturity of the learner or the activities the learner is asked to complete.

Unit outline

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

Learners who complete this Unit will be able to:

- 1 Demonstrate organisational skills before, during, and after physical activity
- 2 Demonstrate basic performance skills in two physical activities
- 3 Demonstrate safe practices before, during, and after physical activity

This Unit is a mandatory Unit of the National 2 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 *Unit Assessment Support*.

Recommended entry

Entry to this Unit is at the discretion of the centre. However, relevant experiences and outcomes may 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 organisational skills before, during, and after physical activity by:**
 - 1.1 Identifying and bringing their personal kit as required for physical activity
 - 1.2 Identifying and assisting with organising equipment required for the activity

Outcome 2

The learner will:

- 2 Demonstrate basic performance skills in two physical activities by:**
 - 2.1 Taking part in the chosen activities
 - 2.2 Demonstrating two basic performance skills for each activity

Outcome 3

The learner will:

- 3 Demonstrate safe practices before, during, and after physical activity by:**
 - 3.1 Demonstrating safe practices when undertaking physical activities
 - 3.2 Demonstrating safe practices while taking out, using and putting away equipment

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.

In this Unit, Evidence Requirements are as follows.

Evidence may be presented for individual Outcomes or it may be gathered for the Unit as a whole through integrating assessment holistically in two single physical activities. If the latter approach is used, it must be clear how the evidence covers each Outcome.

It is expected that learners will receive support to achieve the outcomes of this Unit.

Evidence for Outcomes 1 and 3 can come from the same physical activities or from separate physical activities. These may be, but are not required to be, different from those used for evidence in Outcome 2.

In Outcome 2, while a range of physical activities may provide the context for learning, learners are expected to provide evidence from only two physical activities for assessment.

Evidence can be presented in a variety of formats, such as written, oral, or pictorial, and may be gathered using the learner's usual means of communication.

Exemplification of assessment is provided in *Unit Assessment Support*. 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 drawn from the main skills areas listed below. These must be built into the Unit where there are appropriate opportunities.

1 Literacy

1.3 Listening and talking

3 Health and wellbeing

3.2 Emotional wellbeing

3.3 Physical wellbeing

5 Thinking skills

5.1 Remembering

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 of 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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