National 4 Physical Education Course Support Notes

Contents

Introduction

These support notes are not mandatory. They provide advice and guidance on approaches to delivering and assessing the National 4 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 *Added Value Unit Specification*, and the Unit Specifications for the Units in the Course.

The Course is made up of two Units and an Added Value Unit at SCQF level 4.

♦ Physical Education: Performance Skills (National 4) (9 SCQF credit points)
♦ Physical Education: Factors Impacting on Performance (National 4) (9 SCQF credit points)
♦ Physical Education: Performance (National 4) (6 SCQF credit points)

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 Course

Aims

The main purpose of the Course is to develop and demonstrate movement and performance skills in physical activities. By engaging in physical activities, learners can demonstrate initiative, decision-making and problem-solving. The Course also encourages learners to develop a positive attitude towards a healthy lifestyle, and the contribution that physical activity makes to this.

The main aims of the Course are to enable learners to:

♦ develop the ability to safely perform a range of movement and performance skills in straightforward contexts

♦ develop and demonstrate knowledge of factors impacting on performance

♦ build capacity to perform effectively

♦ develop approaches to enhance personal performance

♦ monitor, record and reflect on performance development

The Course has two Units:

Physical Education: Performance Skills
Learners who complete the Unit will be able to:

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

Physical education: Factors Impacting on Performance
Learners who complete this Unit will be able to:

1 Demonstrate knowledge of factors that impact on performance in physical activities
2 Develop personal performance in physical activities
3 Review 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 and knowledge required by the following or by equivalent qualifications and/or experience:

♦ National 3 Physical Education Course or relevant component Units

♦ Wellbeing Award (SCQF level 3)

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

Experiences and Outcomes
New National Courses have been designed to draw on and build on the curriculum experiences and outcomes as appropriate. Qualifications developed for the senior phase of secondary education are benchmarked against SCQF levels. SCQF level 4 and the curriculum level 4 are broadly equivalent in terms of level of demand although qualifications at SCQF level 4 will be more specific to allow for more specialist study of subjects.

Learners who have completed Curriculum for Excellence experiences and outcomes will find these an appropriate basis for doing the Course.

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 Added Value Unit Specification (National 4 Courses) for mandatory information about the skills, knowledge and understanding to be covered in this Course.

The National 4 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 movement and performance skills safely in straightforward performance contexts	✓✓✓	✓✓
Demonstrating knowledge of factors that impact on performance	✓✓	✓✓✓
Developing knowledge of approaches to enhance personal performance	✓✓✓	✓✓
Monitoring, recording and reflecting on performance development	✓✓	✓✓✓
Decision-making and problem-solving in straightforward performance contexts	✓✓✓	✓✓
Organisational skills in preparing for, and during, physical activities	✓✓✓	✓✓

Progression from this Course

Achievement in this Course would enable progression to:

♦ National 5 Physical Education Course

♦ Wellbeing Award (SCQF level 5)

♦ 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 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.

This Course sits within a hierarchical structure, beginning with the National 3 Physical Education Course, and progressing through National 4 and National 5 Physical Education to Higher Physical Education. 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 the ability to use basic movement and performance skills in an activity, which may be a game in class - showing basic control and fluency, showing that they understand the nature and demands of the activity. However, at National 5, the learner will have to perform more complex actions in an activity, showing more consistency in control and fluency. In this example, although learners at National 4 and at National 5 are both working on performance skills, they are doing so within different contexts, set up by the teacher.

Similarly, in the Physical Education: Factors Impacting on Performance (National 4) Unit, learners will demonstrate knowledge and understanding by explaining factors that impact on performance, while at National 5, learners will explain in detail the impact of positive and negative factors on performance.

Approaches to learning and teaching

The National 4 Physical Education Course provides learners with the opportunity to develop, demonstrate and improve movement and performance skills. The central theme of the Course is to develop approaches to enhance performance through monitoring and reflection.

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 the 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 contexts and to transfer them to other contexts. .

Examples of approaches to learning and teaching
There are two Units and an Added Value Unit in the National 4 Physical Education Course. The level of demand in each Unit corresponds with the Scottish Credit and Qualifications Framework at level 4.

The two Units in the Course are:

Physical Education: Performance Skills (National 4)
(9 SCQF credit points)

Physical Education: Factors Impacting on Performance (National 4)
(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 for integrating learning and teaching approaches and assessment. The following diagrams illustrate two different approaches to delivering the Units.

Example 1
The Units can be 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 4) Unit.

Example 2
The Units can be 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 covering the National 4 Physical Education Course could be covered, 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 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.

The subject matter of physical education provides an ideal platform for adopting a variety of delivery methods. The integration of knowledge with practical activities reinforces and applies knowledge, understanding and skills in meaningful contexts.

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

A wide range of methods of practice, training and performance development strategies can be offered so that learners can select the approach and the focus for their performance that suits them best. For example, a teacher could set up a series of practice sessions to improve a smash in badminton. Learners could select a practice to suit their needs and the demands of the activity, taking into account their strengths and areas for development.

Learners should be encouraged to be involved in investigating and making decisions about how they can develop their performance. For example, learners can explore their strengths and areas for development when performing a fast break in basketball, and can set goals in their development plans that are designed to develop their fitness and optimise the execution of this skill.

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 analysis of video clips to evaluate their performance when playing a team game.

ICT can play an important role in the design of learning and teaching approaches in 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 can use ICT to support their learning or to work towards their assessment.

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 the Assessment Standards, 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
1 Literacy 1.3 Listening and talking	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, such as providing support to team-mates and receiving feedback.
3 Health and wellbeing 3.2 Emotional wellbeing 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.
4 Employability, enterprise and citizenship 4.3 Working with others	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 sensitively with others.
5 Thinking skills 5.3 Applying	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.

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. <u>Research</u> 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

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.

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 reflective 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

The types of ICT that learners might use to help them work towards their assessments could include commercially available software and hardware to capture and analyse motion.

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 will normally be chosen from those covered within the Physical Education Course at the presenting centre. Appendix 2 of the National 4 Physical Education *Course Support Notes* contains a list of acceptable physical activities that centres can refer to for suggestions.

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

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

There is more guidance on the selection of physical activity in the 'Equality and inclusion' section and in Appendix 2 of these *Course Support Notes.*

Added value

Courses from National 4 to Advanced Higher include assessment of added value. At National 4 the added value will be assessed in the Added Value Unit. At National 5, Higher and Advanced Higher, the added value will be assessed in the 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 the Added Value Unit. This time can be used near the start of the Course and at various points throughout the course to help learners consolidate work, to support them or to help them prepare for Unit assessment. It can be used towards the end of the Course to help learners further integrate skills, knowledge and understanding, to revise and to prepare and/or gather evidence for Added Value.

Information given in the *Course Specification* and the *Added Value Unit Specification* is mandatory. In the National 4 Physical Education Course, the Added Value Unit 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

Learners will integrate, extend and apply the skills, knowledge and understanding they have gained during the Course. These aspects will be assessed through a performance, which will provide evidence of learners' ability to prepare for and carry out a performance in one physical activity. Learners will also be required to identify future development needs.

The context of the assessment must allow learners to experience a more competitive or demanding performance environment, such as a tournament or competition, an athletics event, a swimming gala, or a gymnastic or dance display. This could be carried out within the centre or between centres.

Combining assessment across Units

When the Units are delivered as part of the Course, both learning and teaching approaches and assessment can be integrated. This approach is illustrated above in the 'Approaches to learning and teaching' section.

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

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.

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 may 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 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 can 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 that 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

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.

Disabled candidates must have access to appropriate assistance to meet their individual needs.

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. For guidance on assessment arrangements for disabled candidates and/or those with additional support needs, please follow the link to the assessment arrangements web page: www.sqa.org.uk/assessmentarrangements.

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 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: Physical activities

Only candidates with physical disabilities and who would ordinarily use a wheelchair and/or powerchair to participate in sport and physical activity can choose wheelchair and/or powerchair activities. Para versions of each activity are also acceptable.

The following list contains a selection of acceptable activities. (Please note this list is not exhaustive.)

♦ athletics (including cross country running)
♦ badminton
♦ basketball
♦ boccia (only for candidates with profound physical disabilities)
♦ boxing
♦ canoeing
♦ cheerleading
♦ cricket
♦ curling
♦ cycling
♦ dance
♦ equestrian
♦ football
♦ goalball (only for candidates with a severe vision impairment)
♦ golf
♦ gymnastics (including trampolining)
♦ handball
♦ hockey
♦ kayaking
♦ kickboxing
♦ lacrosse
♦ martial arts
♦ netball
♦ orienteering
♦ rowing
♦ rugby
♦ shinty
♦ skiing (including snowboarding)
♦ squash
♦ swimming
♦ table tennis
♦ tennis
♦ volleyball

Administrative information

Published: May 2024 (version 2.0)

History of changes to Course Support Notes

Version	Description of change	Authorised by	Date
1.1	'Appendix 2: General advice on potential physical activities' updated.	Qualifications manager	August 2019
2.0	Changes to the following sections to ensure that National 4 Physical Education is promoted positively for all candidates and provides more opportunities for disabled candidates: ♦ 'Equality and inclusion' section ♦ 'Appendix 2: Physical activities' Format changes to improve accessibility: ♦ Table in 'Skills, knowledge and understanding covered in the Course' section amended. ♦ Decorative text boxes removed from 'Approaches to learning and teaching' section. ♦ Table of acceptable activities in 'Appendix 2: Physical activities' changed to list form.	Qualifications manager	May 2024

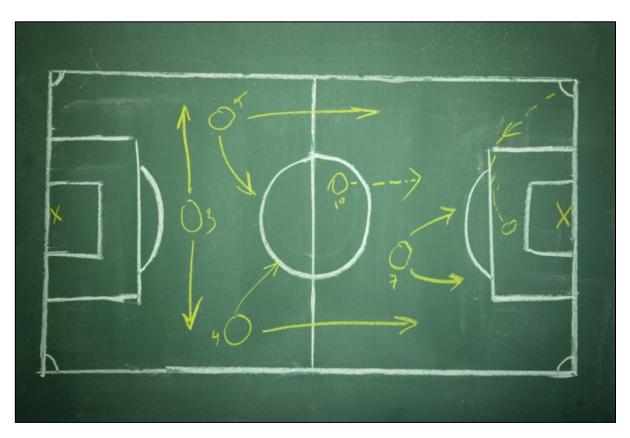© Scottish Qualifications Authority 2012, 2019, 2024

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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 4)

Introduction

These support notes are not mandatory. They provide advice and guidance on approaches to delivering and assessing Physical Education: Performance Skills (National 4) Unit. They are intended for teachers and lecturers who are delivering this Unit. They should be read in conjunction with:

♦ Physical Education: Performance Skills (National 4) *Unit Specification*

♦ National 4 Physical Education *Course Specification*

♦ Physical Education: Performance (National 4) *Added Value Unit Specification*

♦ National 4 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 4 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 provide learners with the opportunity to develop a range of movement and performance skills in physical activities, in straightforward contexts. Learners will develop some consistency in their control, fluency of movement and body and spatial awareness. They will also 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 movement and performance skills in 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 to this Unit is as follows:

♦ National 3 Physical Education Course 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 4 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 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:

♦ National 5 Physical Education Course or relevant component Units

♦ Wellbeing Award (SCQF level 5) or relevant component Units

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.

More guidance and advice on learning, teaching and sequencing of Unit delivery can be found in the appropriate sections of the National 4 Physical Education *Course Support Notes*.

Physical activities for assessment will normally be chosen from those covered within the National 4 Physical Education Course at the centre. Appendix 2 in the National 4 Physical Education *Course Support Notes* contains a list of acceptable 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.

Demonstrate a range of movement and performance skills in physical activities
At this level, learners should be able to demonstrate a range of movement and performance skills. For example, in gymnastics learners should be able to apply a range of technical skills such as basic flight, rotation and inversion skills within a gymnastic routine.

Techniques can be performed in a small-sided performance or as a conditioned performance, with specific conditions applied 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, looking for opportunities to create 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 to enable them to demonstrate knowledge of how to work with team mates, 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 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 some consistency when performing. For example in badminton, learners should be able to sustain an overhead clear rally with a 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. For example, appropriate models of performance could be used as reference points to help develop learners' understanding of quality performance.

Learners can be involved in peer evaluation, and can be encouraged to be actively engaged in investigating and making decisions on how they can best develop their performance.

Learners can use ICT resources such as digital images (to compare against model performers) or online fitness testing to help them develop an understanding of how best to improve their performance.

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 can use ICT to help them work towards their Course work or assessments.

Where resources are available, learners can access relevant websites to enable them 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 National 4 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 that best suit the needs of the learner and individual centres. Evidence for this Unit could include one or more of the following: recorded/oral responses; electronic blogs; digital images; and observational checklists.

Evidence can be generated and held in a variety of formats that best suits 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.

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

Demonstrate a range of movement and performance skills in physical activities
For this Unit, learners must demonstrate a range of movement and performance skills in physical activities for 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/tutors 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 4 Physical Education Course at the presenting centre. Appendix 2 of the National 4 Physical Education Course Support Notes contains further information about physical activity choices and a list of acceptable 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.

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 can 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 that 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

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 Unit.

Disabled candidates must have access to appropriate assistance to meet their individual needs.

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. For guidance on assessment arrangements for disabled candidates and/or those with additional support needs, please follow the link to the assessment arrangements web page: www.sqa.org.uk/assessmentarrangements.

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 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: May 2024 (version 2.0)

Superclass: MA

History of changes to Unit Support Notes

Version	Description of change	Authorised by	Date
2.0	References to 'table of acceptable physical activities' in Appendix 2 of the Course Support Notes changed to 'list of acceptable physical activities' throughout. Changes to the 'Equality and inclusion' section to ensure that National 4 Physical Education is promoted positively for all candidates and provides more opportunities for disabled candidates.	Qualifications manager	May 2024

Unit
Support
Notes

XSQA

Unit Support Notes — Physical Education: Factors Impacting on Performance (National 4)

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 4) Unit. They are intended for teachers and lecturers who are delivering this Unit. They should be read in conjunction with:

♦ Physical Education: Factors Impacting on Performance (National 4) *Unit Specification*
♦ National 4 Physical Education *Course Specification*
♦ Physical Education: Performance (National 4) *Added Value Unit Specification*
♦ National 4 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 4 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 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:

♦ Demonstrate knowledge of factors that impact on performance in physical activities
♦ Develop personal performance in physical activities
♦ Review the performance development process

Progression into this Unit

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 can also provide an appropriate basis for doing this Unit.

Skills, knowledge and understanding covered in the Unit

Information about skills, knowledge and understanding is given in the National 4 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 sections entitled 'Approaches to learning and teaching' and 'Approaches to assessment'.

Progression from this Unit

This Unit may provide progression to:

♦ National 5 Physical Education Course
♦ Wellbeing Award (SCQF level 5)

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 their 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 4 Physical Education Course Support Notes.

Outcome 1

Demonstrate knowledge of factors that impact on performance in physical activities
The factors covered in the Unit content will allow learners to explore the fitness, skills and tactical/compositional areas of performance and to identify their own performance needs. Factors such as personal qualities, motivation, concentration and feedback which affect performance development will also be investigated in some depth. For example, learners could locate and watch a video clip of the start of the 100 metres at an elite athletics meeting. They could compare how two of the athletes prepare for the race and make notes under headings such as anxiety level, mental rehearsal techniques and 'zoning in' on a pre-prepared checklist which they have devised, Learners could produce a performance development plan by exploring the nature and demand of activities and considering the development of one identified factor. This plan could include checklists, flow charts and/or self-reporting diaries that could be used to monitor progress.

For example, learners could film or watch a performance. Learners could then compare it to a model or elite performance using video footage or use a commercially available software package designed for motion analysis. Learners could then identify factors that impact on performance as part of this comparison.

Outcome 2:

Develop personal performance in physical activities

At this level, learners could be guided through the range of approaches used to develop performance progressively. Examples of ways to record, monitor and evaluate performance development sessions could be provided by the centre. By using an integrated approach, learners can make the focus of their personal development plan as individualised/personalised as possible, as they seek to develop overall performance in their chosen activity.

Learners could be encouraged to classify the development area under one of the following headings:

♦ physiological factors or skill factors
♦ tactical or compositional factors
♦ mental, emotional and social factors

Outcome 3:

Review the performance development process
This part of the Unit requires learners to be able to review the effectiveness of the approach used to achieve any development in performance.

The process should allow learners to reflect on the success or otherwise of the performance development plan in relation to any targets or goals set.

Activities might include the completion of a 'before' and 'after' training performance analysis.

Learners should be encouraged to make use of the range of technological resources and information available via the internet that relate to performance development.

ICT resources can help learners to develop an understanding of how best to improve their performance. Good examples include the use of digital images to compare against model performance or the use of online fitness testing.

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 can use 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 at this level should initially be provided with information on search engines and websites to source relevant information.

Physical activity choices
Physical activities will normally be chosen from those covered within the National 4 Physical Education Course at the presenting centre. Learners should be given every opportunity to develop activities in which they have a natural aptitude and which are of interest to them. Appendix 2 of the National 4 Physical Education *Course Support Notes* contains further information about physical activity choices and a list of acceptable physical 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 4 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 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 that best suits 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 that 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 of factors that impact on performance in physical activities	Learners could describe methods used to identify factors that impact on performance and the consequent influence of these factors on performance. Learners could also describe an approach to develop performance. This could take the form of a video diary/log book or personal reflections record.
2 Develop personal performance in physical activities	Learners are required to prepare and implement, with support, a clear performance development plan, which should include approaches to develop areas for improvement in performance. A variety of approaches to improve performance could be introduced to learners. Learners should then be supported to develop the appropriate approach to develop the issue identified. Progress with this development plan should be recorded. This can take the form of video diary/log book or personal reflections record.

Outcome	Possible approaches to assessment
3 Review the performance development process	Centres should gather evidence of learners' review of the completed process.
	By using recorded evidence of the process of performance development and pre- and post-training data, learners could be supported to reflect on the effectiveness of their development plan.
	From this evidence, identification of future performance needs should be possible.
	This may take the form of video diary/log book or personal reflections record.

Evidence could also be generated and held in a variety of formats that 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 that takes the needs of all learners into account and implements 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 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.

Centres can opt to assess naturally–occurring evidence, but they must still provide evidence such as video footage or an observational checklist.

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 can be acknowledged and issues such as culture can be taken into account.

Centres can use alternative approaches to the Unit assessment to meet the specific needs of learners, provided that 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

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.

Disabled candidates must have access to appropriate assistance to meet their individual needs.

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. For guidance on assessment arrangements for disabled candidates and/or those with additional support needs, please follow the link to the assessment arrangements web page: www.sqa.org.uk/assessmentarrangements.

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The following reference documents will provide useful information and background.

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♦ SQA Guidelines on e-assessment for Schools

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SQA e-assessment web page: www.sqa.org.uk/sqa/5606.html

Appendix 2: Exemplar Checklists

There follow some exemplar checklists/learner assessment records for each of the Outcomes in this Unit. Please note that these are only examples and that evidence for this Unit can be gathered and recorded in other ways.

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

Assessment Standard	Achieved
Describing a method used to identify factors impacting on a performance	
Describing the impact of two factors on a performance	
Identifying a factor that affects a performance and describing an approach to develop this	

Comments:
Date achieved:
Assessor signature:

Outcome 2
Develop personal performance in physical activities

Assessment Standard	Achieved
Identifying strengths and areas for development in a performance	
Preparing and implementing, with some support, a simple development plan to impact positively on performance	
Monitoring and recording performance development sessions	

Comments:
Date achieved:
Assessor signature:

Outcome 3
Review the performance development process

Assessment Standard	Achieved
Seeking feedback from others	
Reviewing the effectiveness of the personal development plan in supporting performance development	
Reflecting on performance progress based on all information gathered	
Identifying future development needs	

Comments:
Date achieved:
Assessor signature:

Administrative information

Published: May 2024 (version 2.0)

Superclass: MA

History of changes to Unit Support Notes

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2.0	References to 'table of acceptable physical activities' in Appendix 2 of the Course Support Notes changed to 'list of acceptable physical activities' throughout. Changes to the 'Equality and inclusion' section to ensure that National 4 Physical Education is promoted positively for all candidates and provides more opportunities for disabled candidates. Format changes to improve accessibility of tables in the following sections: ♦ 'Approaches to assessment and gathering evidence' ♦ 'Appendix 2: Exemplar Checklists'	Qualifications manager	May 2024

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