



National Unit Specification: general information

UNIT Physical Education: Participating in Group Activities (Access 1)

CODE F35M 07

SUMMARY

This Unit is part of a suite of Access 1 Independent level Units. It is one of three Physical Education Units which have been designed to give candidates in a supported learning environment an opportunity to participate in physical activities within a group situation which are appropriate to their physical abilities. This Unit focuses on physical activities that the candidate takes part in as part of a group. No prior knowledge or experience of taking part in group activities is required. Candidates should be allowed to use their normal mode of communication while undertaking the Unit.

OUTCOMES

1 Participate in physical activities as part of a group.

RECOMMENDED ENTRY

Entry is at the discretion of the centre.

CREDIT VALUE

1 credit at Access 1 (6 SCQF credit points at SCQF level 1*)

**SCQF credit points are used to allocate credit to qualifications in the Scottish Credit and Qualifications Framework (SCQF). Each qualification in the Framework is allocated a number of SCQF credit points at an SCQF level. There are 12 SCQF levels, ranging from Access 1 to Doctorates.*

Administrative Information

Superclass: MA

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National Unit Specification: general information (cont)

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CORE SKILLS

There is no automatic certification of Core Skills or Core Skills components in this Unit.

National Unit Specification: statement of standards

UNIT Physical Education: Participating in Group Activities (Access 1)

Acceptable performance in this Unit will be the satisfactory achievement of the standards set out in this part of the Unit Specification. All sections of the statement of standards are mandatory and cannot be altered without reference to the Scottish Qualifications Authority.

OUTCOME 1

Participate in physical activities as part of a group.

Performance Criteria

- (a) Identify the activities to be completed.
- (b) Identify the skills that are needed to work together to complete the activities.
- (c) Demonstrate these skills while completing the activities.
- (d) Use equipment safely to avoid injuring the others in the group.

EVIDENCE REQUIREMENTS FOR THIS UNIT

Candidates will participate in group activities that are most suited to their own physical abilities and that of other group members.

Candidates must provide evidence relating to:

- ◆ **two** different group activities
- ◆ **two** different group skills for each activity
- ◆ and **one** piece of equipment for each activity

Written and/or oral and or other recorded modes of communication will be required as evidence in relation to Performance Criteria (a) and (b). Acceptable forms of candidate evidence may be, for example, in scribed written form, or in the form of audio or video recording.

Performance evidence will be required in relation to Performance Criteria (c) and (d). This evidence can be recorded, for example, on an observation checklist, an audio or video recording or photographic evidence.

Each candidate should be allowed to provide evidence by the use of his/her normal mode of communication which may be verbal or non-verbal.

National Unit Specification: support notes

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This part of the Unit specification is offered as guidance. The support notes are not mandatory.

The support notes outline the range of learning and teaching approaches, which are suitable for the diverse needs of different candidates.

While the exact time allocated to this Unit is at the discretion of the centre, the notional design length is 40 hours. However, the individual needs of candidates must be taken into account and some will require more than 40 hours to complete the Unit.

GUIDANCE ON THE CONTENT AND CONTEXT FOR THIS UNIT

This is a free-standing Access 1 Independent level Unit. The content of the Unit gives candidates the opportunity to identify and participate in a variety of group activities and also to identify and demonstrate group skills or techniques used in these activities. Candidates will also learn how to use equipment safely and avoid injury to other group members while participating in these activities.

It is expected that candidates will need some help to identify the group activities they should complete as the range of options may be restricted by the candidate's capabilities and the capabilities of others in the same class or group. Despite this, candidates should be encouraged where possible to make their own choices in deciding which activities they will undertake.

The completion of any group activity is likely to involve a variety of skills involving working together and this Unit provides the chance for two of these skills to be highlighted to the candidate to emphasise his/her ability in some way. It will be important to identify the skills of working together that the candidate and the other members of the group are comfortable with, as the intention is to encourage and build the candidate's confidence in these aspects of the activity.

Candidates who have completed this Unit may wish to study the other two Physical Education Units at Access 1 Independent level:

Physical Education: Participating in Swimming Activities (Access 1)

Physical Education: Participating in Individual Activities (Access 1)

National Unit Specification: support notes (cont)

UNIT Physical Education: Participating in Group Activities (Access 1)

GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT

Some **examples** of possible group activities, skills of working together and potential hazards are listed in the table below. This list is not exhaustive and is intended to provide guidance to lecturers/teachers. It should be remembered that some candidates may require to use modified equipment to enable them to participate in activities.

Suggested group activities	Possible teamwork skills from each activity that could be demonstrated	Safe use of equipment
Basketball (or water basketball)	Passing ball, encouraging team mates.	Avoiding colliding with another player. Not throwing the ball too hard at another team member.
Football	Kicking the ball to another team member, throwing it to another team member, tackling to win the ball for the team, scoring a goal for the team, saving a shot.	Avoiding colliding with another player, Not kicking the ball too hard at another player.
Netball	Passing to other team members, calling for the ball, encouraging team mates.	Avoiding colliding with another player. Not throwing the ball too hard at another player.
Rounders	Throwing the ball to other team members when fielding, encouraging team mates.	Not swinging the bat while others are close. Not throwing the ball too hard at others.
Team Water sports — Water Polo/Volleyball/ Basketball	Passing skills, scoring for team, encouraging team mates.	Avoiding colliding with other players in the pool. Safely entering and exiting the pool.

Warm up and cool down activities may be group/team based if appropriate.

Some activities that are included in this Unit could also apply to the other two Physical Education Units at Access 1 Independent level. However, it is strongly recommended that evidence of achievement from one Unit should not be used as evidence of achievement for any other Unit which covers the same task (for example the same swimming activity should not be used to provide evidence for the Swimming Activities Unit and this Unit). Instead, candidates should be given the opportunity to repeat the assessment for the second Unit as this repetition gives the opportunity to demonstrate the reinforcement and retention of skills.

National Unit Specification: support notes (cont)

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This is a practical Unit which gives candidates the opportunity to participate in a number of group activities within the context of physical education. This Unit allows candidates to develop their skills in physical education and the ability to work with others in a group. A variety of approaches could be taken to allow candidates to develop their interests and talents.

While it is intended that candidates should engage in the total learning experience, it is recognised that some candidates may require to spend longer on certain Performance Criteria. Teachers/lecturers are encouraged to provide a range of enriched experiences, which take account of the needs of the learner and the process of learning. Teachers/lecturers should decide, on the basis of individual candidate needs, where the emphasis of learning should lie and when specific Performance Criteria should be assessed and recorded.

GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

Teachers/lecturers should provide adequate opportunities for formative assessment to take place prior to candidates undertaking the required Unit assessment which is recorded for assessment purposes.

This Unit can be assessed in several ways depending on the candidate. Candidates can identify the activities and skills of working together in a number of ways: oral communication, identifying pictorially, written communication and/or use of augmentative technology.

- ◆ PC (a) Identify the activities to be completed.
Two different activities need to be identified. However, it is not a requirement that these be identified at the same time. These may be identified on separate occasions.
- ◆ PC (b) Identify the skills that are needed to work together to complete the activities.
Two different skills for each activity need to be identified. The identification of two skills for each activity can take place on separate occasions prior to completing the activity.
- ◆ PC (c) Demonstrate these skills while completing the activities.
Several group activities can be attempted. However, only evidence relating to the completion of two different activities must be collected. Evidence should be collected to show that the candidate (along with one or more other members of the group) can demonstrate two skills. An observation checklist can be used to record completion of the activities or alternatively a video recording could be used as evidence. Where a video is made this could be used for candidates to view their performance in the activity and identify skills of working together that they might be using.
- ◆ PC (d) Use equipment safely to avoid injuring the others in the group
The teacher/lecturer should explain to the candidate how and why equipment should be used before the activity is attempted. For example, when playing rounders, candidates should not swing the bat when others are close by, candidates should not throw the bat away after a shot.

National Unit Specification: support notes (cont)

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A record of all assessment instruments used and evidence of candidate performance should be retained for verification purposes. These could be in the form of checklists completed by a responsible person, observing the performance or recording the responses to questions, or in the form of audio or video recordings of the candidate's responses or in the form of photographic evidence. All checklists and logs of audio, video, photographic records must be signed and dated by the teacher/lecturer who assesses the evidence and authenticates it as an accurate record of the work of the named candidate.

Opportunities for the use of e-assessment

E-assessment may be appropriate for some assessments in this Unit. By e-assessment we mean assessment which is supported by information and communications technology (ICT), such as e-testing or the use of e-portfolios or e-checklists. Centres which wish to use e-assessment must ensure that the national standard is applied to all candidate evidence and that conditions of assessment as specified in the Evidence Requirements are met, regardless of the mode of gathering evidence. Further advice is available in *SQA Guidelines on Online Assessment for Further Education (AA1641, March 2003)*, *SQA Guidelines on e-assessment for Schools (BD2625, June 2005)*.

CANDIDATES WITH DISABILITIES AND/OR ADDITIONAL SUPPORT NEEDS

The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments, or considering alternative Outcomes for Units. Further advice can be found in the SQA document *Guidance on Assessment Arrangements for Candidates with Disabilities and/or Additional Support Needs* (www.sqa.org.uk).

National Unit Specification: Assessment Checklist Exemplar

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Exemplar Assessment Checklist

NOTE: This example is offered as a guide and illustrates an assessment for group activities.

Candidate Name: Peter Black

Activity: Basketball

Performance Criteria	Evidence Requirements	Date/signature
PC (a) Identify the activities to be completed.	Peter stated that he wanted to play basketball.	12/10/06 <i>Recorded by: S Smith</i>
PC (b) Identify the skills that are needed to work together complete the activities.	Peter identified the skills he had been practising as passing the ball to a team-mate and bouncing the ball.	12/10/06 <i>Recorded by: S Smith</i>
PC (c) Demonstrate these skills while completing the activities.	Peter passed the ball to his team mates and bounced the ball to dribble during the basketball game.	13/11/06 <i>Observed by: S Smith</i>
PC (d) Use equipment safely to avoid injuring the others in the group.	Peter passed the ball at a height and speed that his team mate could safely catch the ball.	13/11/06 <i>Observed by: S Smith</i>

Activity: Football

Performance Criteria	Evidence Requirements	Date/signature
PC (a) Identify the activities to be completed.	Peter stated that he wanted to play football.	14/01/07 <i>Recorded by: S Smith</i>
PC (b) Identify the skills that are needed to work together to complete the activities.	Peter stated two skills he would use in the football game would be to kick the ball to his team mate and throwing the ball to his team mates when he takes a throw in.	15/01/07 <i>Recorded by: S Smith</i>
PC (c) Demonstrate these skills while completing the activities.	Peter demonstrated these skills during the football match, he worked well with his team and they won the game.	16/01/07 <i>Observed by: S Smith</i>
PC (d) Use equipment safely to avoid injuring the others in the group.	Peter ensured his laces were tied tight before the game began.	18/01/07 <i>Observed by: S Smith</i>

The candidate has successfully completed this Unit	<i>S Smith</i>	<i>20/01/07</i>
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National Unit Specification: Assessment Checklist Exemplar (cont)

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Blank Exemplar Assessment Checklist

Candidate:

Activity:		
Performance Criteria	Evidence Requirements	Date/signature
PC (a) Identify the activities to be completed.		
PC (b) Identify the skills that are needed to work together to complete the activities.		
PC (c) Demonstrate these skills while completing the activities.		
PC (d) Use equipment safely to avoid injuring the others in the group.		

Activity:		
Performance Criteria	Evidence Requirements	Date/signature
PC (a) Identify the activities to be completed.		
PC (b) Identify the skills that are needed to work together to complete the activities.		
PC (c) Demonstrate these skills while completing the activities.		
PC (d) Use equipment safely to avoid injuring the others in the group.		

The candidate has successfully completed this Unit
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Signature/date
