

PHYSICAL EDUCATION
Intermediate 1

Third edition – published April 2005

**NOTE OF CHANGES TO ARRANGEMENTS
THIRD EDITION PUBLISHED APRIL 2005**

COURSE TITLE: Physical Education (Intermediate 1)

COURSE NUMBER: C205 10

National Course Specification:

Course Details

APPENDIX 4:

Replaced with revised edition in line with Appendix 4.

National Unit Specification:

All Units No change

National Course Specification

Physical Education (Intermediate 1)

COURSE CODE C205 10

COURSE STRUCTURE

This Course has two mandatory Units, as follows:

DF2T 10	<i>Physical Education: Performance (Intermediate 1)</i>	<i>1.5 credits (60 hours)</i>
DF2R 10	<i>Physical Education: Analysis and Development of Performance (Intermediate 1)</i>	<i>1.5 credits (60 hours)</i>

All Courses include 40 hours over and above the 120 hours for the Units. This may be used for induction, extending the range of learning and teaching approaches, support, consolidation, integration of learning and preparation for external assessment.

The physical activities in a Course should arise from a process of negotiation between teachers/lecturers and candidates which takes account of the interests and talents of the candidate and the effective management of available facilities and resources. In agreeing activities with candidates, teachers/lecturers must take account of managing assessment. To integrate work within the Course it is recommended that the two mandatory Units, *Physical Education: Performance* and *Physical Education: Analysis and Development of Performance* are delivered concurrently.

RECOMMENDED ENTRY

While entry is at the discretion of the centre, candidates will normally be expected to have attained one of the following:

- ◆ Standard Grade Physical Education at Foundation level
- ◆ Access 3 Physical Education

PROGRESSION

This Course or its Units may provide progression to:

- ◆ Intermediate 2 Physical Education or its Units
- ◆ Training or employment

Administrative Information

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National Course Specification: (cont)

COURSE Physical Education (Intermediate 1)

CORE SKILLS

This Course gives automatic certification of the following:

Complete Core Skills for the Course Problem Solving Intermediate 1

Additional Core Skills components for the Course None

CREDIT VALUE

The Intermediate 1 Course in Physical Education is allocated 24 SCQF credit points at SCQF level 4.

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.

National Course Specification: Course details

COURSE Physical Education (Intermediate 1)

RATIONALE

The development of performance is the prime focus of the Intermediate 1 Course in Physical Education. Practical experiential learning provides the opportunity to develop standards of practical performance and the knowledge and understanding to understand performance and the ways in which it can be developed.

Candidates should be able to integrate relevant knowledge into practice and training in order to establish an understanding of the full nature of performance.

It is anticipated that, for many candidates, the Physical Education Course at Intermediate 1 will serve as an important progression route towards the Course at Intermediate 2. The interface between the two Courses is a very important one, and much of the work at Intermediate 1 relates very closely to the Intermediate 2 Course but at a less challenging level. For all practical purposes, the Courses can dovetail and it is entirely feasible to consider teaching these two levels within one class group.

The Course provides opportunities for candidates to develop their individual interests and talents in a variety of ways. Candidates should have the opportunity to engage in activities which are competitive, creative, co-operative and individual.

Particular emphasis is placed on the development of personal and interpersonal skills. Positive attitudes and values are promoted during the interactions candidates have with teachers/lecturers and peers.

The course makes an important contribution to a balanced general education and may assist candidates wishing to progress to Intermediate 2 Physical Education or to employment.

AIMS

The Course has three broad and inter-related aims:

- ◆ to develop performance through participation in selected physical activities;
- ◆ to develop knowledge and understanding of performance through application of the processes and related concepts involved in its analysis and development;
- ◆ to contribute to each individual's personal and social development

National Course Specification: Course details (cont)

COURSE Physical Education (Intermediate 1)

COURSE CONTENT

The Intermediate 1 Physical Education Course design enables the two component Units, *Physical Education: Performance* and *Physical Education: Analysis and Development of Performance*, to be integrated in a flexible way.

The Catalogue of National Qualifications issued by SQA annually lists the range of activities which could be acceptable. However, centres who are uncertain about the validity of an activity should seek authorisation from SQA.

Physical Education: Performance

Each candidate is required to develop his/her performance within a number of negotiated activities. A minimum of four activities is recommended to provide candidates with a range of performance experiences. A minimum of two activities is required for Course assessment. A Course activity is one which is part of the learning and teaching of a centres overall Course plan.

Additional information on what is acceptable as a Course activity is given in Appendix 1 — Definition of an Activity in the Context of a Course and a Unit. The balance of time spent on Course activities is an important planning consideration for individual centres to decide.

Physical Education: Analysis and Development of Performance

In *Physical Education: Analysis and Development of Performance* at Intermediate 1, candidates are required to observe and reflect upon their performance, and then consider and apply key concepts (listed in Appendix 3) which can inform practice that has the potential to bring about improvements to their performance.

In addition to the negotiated activities in *Physical Education: Performance*, centres have the opportunity to insert additional practical activities into the Course to provide added illustration of facts, principles and points for comparison and contrast.

The analysis processes of gathering and describing data, identifying needs, planning training, developing performance and reviewing the work undertaken should arise naturally from the pursuit of improved standards of performance in the specific activities agreed for the Course.

Physical Education: Analysis and Development of Performance is sub-divided into four areas which are:

1. Performance Appreciation
2. Preparation of the Body
3. Skills and Technique
4. Structures, Strategies and Composition

Candidates are required to demonstrate knowledge and understanding in a minimum of three areas of analysis to contribute towards the Course award. Where *Physical Education: Analysis and Development of Performance* is taken as a Unit, candidates are required to demonstrate knowledge and understanding in a minimum of one area of analysis.

Area 1 requires candidates to adopt a broad perspective on their performance and to demonstrate their knowledge and understanding in the way they plan and manage their training to improve performance.

Areas 2, 3 and 4 require candidates to demonstrate knowledge in relation to understanding and improving specific aspects of performance. Each of the four areas enables performance to be analysed in a different way. Further information on the areas is provided in Appendix 3 — Areas of Analysis of Performance.

National Course Specification: Course details (cont)

COURSE Physical Education (Intermediate 1)

ASSESSMENT

To gain a Course award the candidate must pass the Units as well as the Course assessment. The candidate's grade is based on the Course assessment.

Unit assessment

In Physical Education, the two Units are *Physical Education: Performance* and *Physical Education: Analysis and Development of Performance*.

Physical Education: Performance

The Unit assessment is a practical assessment carried out through observation or by video. Assessment is based on a candidate's performance in at least one activity. It should be conducted on an occasion near the end of the Course.

Physical Education: Analysis and Development of Performance

The Unit assessment

- ◆ consists of structured questions on a minimum of one activity
- ◆ provides opportunity to assess process knowledge and concept knowledge in a minimum of one area of analysis
- ◆ is an open book assessment, taken under supervision
- ◆ should last no longer than one and a half hours (where the assessment requires to be split, two sessions of 45 minutes are required)

Further details about Unit assessment for this Course can be found in the NAB materials and in the Unit Assessment Specifications.

DETAILS OF COURSE ASSESSMENT

In Physical Education, the two components are *Physical Education: Performance* and *Physical Education: Analysis and Development of Performance*, each with an equal weighting.

- ◆ *Performance* is assessed internally and externally moderated.
- ◆ *Analysis and Development of Performance* is assessed externally by a Question Paper which is marked out of a total of 60 marks.

Performance

Candidates' performance will be internally assessed, with the dual purpose of determining both Unit achievement (pass/fail) and for a mark to contribute to the Course assessment. The internal assessment will be subject to external moderation. Information on procedures for moderation will be issued separately by SQA.

National Course Specification: Course details (cont)

COURSE **Physical Education (Intermediate 1)**

Assessment is directly linked to the quality of candidate's own performance which candidates demonstrate in relation to the Physical Education Performance Scale — Appendix 2c.

For the Course assessment, the performance should be assessed in each candidate's best two activities from the Course. The performance in each of these two activities should be marked out of 20, with a total mark out of 40 being submitted to SQA to contribute to the Course assessment for each candidate.

Each activity should be assessed internally using the Physical Education Intermediate 1 Level Performance Scale related to the appropriate Performance Criteria. Marks must be recorded in preparation for moderation and submission to SQA. Further details on the moderation procedure and the submission of marks are provided annually by SQA.

Analysis and Development of Performance

The Question Paper will:

- ◆ consist of structured questions on each of the four areas of analysis, with candidates selecting three out of four questions
- ◆ provide opportunity to assess process knowledge and concept knowledge in the areas of analysis
- ◆ provide opportunity to assess retention of concept knowledge
- ◆ provide opportunity to assess integration of process and concept knowledge
- ◆ last one hour

Further details about the Course assessment can be found in the Course Assessment Specification and in the Specimen Question Paper.

GRADE DESCRIPTIONS

The candidates grades are based on the total score obtained from both components.

Grade C

The candidate should, in *Performance*:

- ◆ reproduce accurate movement patterns and rhythms with increasing frequency
- ◆ select and combine skills to perform within contexts offering a limited number of options

The candidate should, in *Analysis and Development of Performance*:

- ◆ describe performance in broad terms
- ◆ use knowledge and understanding to identify some features of performance
- ◆ plan and complete an appropriate programme of work related to identified need
- ◆ give a broad description of the development process

Grade A

The candidate should, in *Performance*:

- ◆ select and combine skills to perform with more evidence of improving control
- ◆ establish movement patterns and rhythms more firmly
- ◆ demonstrate increasing ability to cope with more variables

National Course Specification: Course details (cont)

COURSE Physical Education (Intermediate 1)

The candidate should, in *Analysis and Development of Performance*:

- ◆ give a clear description of the main features of personal performance
- ◆ use knowledge and understanding to clearly identify strengths and weaknesses
- ◆ apply knowledge and understanding to complete programme and monitor identified need
- ◆ give a clear description of the development process

ESTIMATES AND APPEALS

Estimates

In preparing estimates, evidence of performance should be considered across the breadth of coverage of the content of the Course and must take account of performance in both Course components. Further advice on the preparation of estimates is given in the Course Assessment Specification.

Appeals

The table indicates the method of assessment used in each of the components.

<i>Performance</i>	Internally assessed and externally moderated
<i>Analysis and Development of Performance</i>	Externally assessed by external examination

Only where components are assessed externally are appeals permitted.

In submitting evidence to support an appeal, evidence must show a sufficient breadth of coverage of the content of the *Analysis and Development of Performance* component and must relate to the Course Grade Descriptions. Evidence from three of the areas of analysis is required.

Although a prelim is not mandatory, it can give an indication of how a candidate will perform when asked to demonstrate the understanding and application of process and concept knowledge under examination conditions.

Prelims for *Analysis and Development of Performance* should replicate the style, difficulty and overall mark allocation of the SQA specimen paper. Centres generating their own prelim papers sometimes draw heavily on past SQA papers for their questions. Centres should note that a past paper or SQA specimen paper for *Analysis and Development of Performance* in its entirety, will not be accepted as evidence to support an appeal. However, it is acceptable for centres to use a judicious selection of individual questions drawn from a range of past papers, and suitably adapted, to make up a prelim paper. A set of questions for a particular area of analysis should not be lifted *en bloc* from a single past paper.

When a prelim takes place before a Course is completed this can lead to the Grade Descriptions, and Course content from the required three areas of analysis not being fully covered. In such cases the prelim content should be supplemented by additional evidence to provide a fuller picture of the candidate's attainment.

National Course Specification: Course details (cont)

COURSE **Physical Education (Intermediate 1)**

The NAB for *Analysis and Development of Performance* is open ended in style and gives the candidate ‘headroom’ to demonstrate evidence of attainment in a minimum of one activity. However, the NAB only covers one area of analysis and on its own therefore provides insufficient evidence for appeal. For appeal purposes evidence of three out of the four areas of analysis is required.

QUALITY ASSURANCE

All National Courses are subject to external marking and/or moderation. External markers, visiting examiners and moderators are trained by SQA to apply national standards. SQA is currently seeking to assist centres by preparing exemplification of standards materials in a number of subject areas. This will be rolled out to all subjects in due course.

The Units of all Courses are subject to internal moderation and may also be chosen for external moderation. This is to ensure that national standards are being applied across all subjects.

Courses may be assessed by a variety of methods. Where marking is undertaken by a trained marker in their own time, markers meetings are held to ensure that a consistent standard is applied. The work of all markers is subject to scrutiny by the Principal Assessor and a PA report is published for all subjects.

APPROACHES TO LEARNING AND TEACHING

The learning and teaching process in Physical Education should stimulate and harness candidates’ energy and enthusiasm. Teachers/lecturers should adopt a flexible approach to Course planning and design to facilitate opportunities for candidates. It is intended that the practical activities which feature in a Course should be taught in an integrated way in conjunction with selected content from the *Physical Education: Analysis and Development of Performance* Unit.

The nature of the work at Intermediate 1 requires teachers/lecturers to lead candidates through a variety of practical situations to explore performance through analysis. It is likely that the teacher/lecturer will vary approaches, taking on the role of facilitator, tutor and co-ordinator as required. Learning and teaching may take place in whole-class, small-group and individual settings. Resource-based learning, where candidates may be involved in setting their own pace using structured materials, should be used to support and promote a gradual shift from dependence towards independent learning.

The Course offers scope for the use of video and computer technology. This can be a valuable aid to capture movement and facilitate its observation and analysis. The extent to which new technology is involved in the delivery of the Course will ultimately depend on the availability of resources and expertise. It is anticipated that the increasing availability of such resources and the advances in technology will have a continuing and increasing influence upon approaches to learning and teaching at this level.

In delivering the Intermediate 1 Physical Education Course, teachers/lecturers should:

- ◆ ensure that the Course has a central focus on performance
- ◆ negotiate with candidates on physical activities to be included in the Course
- ◆ use appropriate models of performance as important reference points to develop performance
- ◆ balance class teaching with opportunities for individual, partner and group work
- ◆ provide opportunities for candidates to practise to improve own performance

National Course Specification: Course details (cont)

COURSE Physical Education (Intermediate 1)

- ◆ promote the development of knowledge and understanding in performance contexts where candidates are physically active in additional workshop situations
- ◆ guide and support candidates throughout the process of analysing performance
- ◆ ensure candidates apply the most appropriate methods to analyse performance in activities used
- ◆ include planning for special performance, eg real performance, production opportunities and visits
- ◆ support candidates in their progress towards taking more responsibility for their own learning
- ◆ consolidate all work in preparation for the Course assessment

SPECIAL NEEDS

This Course Specification is intended to ensure that there are no artificial barriers to learning or assessment. Special needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments or considering alternative Outcomes for Units. For information on these, please refer to the SQA document *Guidance on Special Assessment Arrangements* (SQA, September, 2003).

PHYSICAL EDUCATION IN A BROADER CONTEXT

A number of national initiatives and programmes have been designed to promote themes that are important to contemporary society such as citizenship and enterprise. These themes contribute to individual subjects and Courses by making connections beyond the subject boundaries and enrich the learning experience. Similarly, specialist knowledge and skills developed through the study of a particular subject contributes to the understanding of these themes.

Courses in Physical Education have three broad inter-related aims which focus on performance; knowledge and understanding of key concepts which inform performance development; and personal and social development. These focused areas allow candidates to acquire key skills which contribute to development for lifelong learning.

All Courses in Physical Education have performance as the central activity and, through the analysis of performance, provide the context for developing knowledge and understanding of the key underlying concepts and principles. Developing performance through a range of activities promotes active living and will contribute to the lifelong health and well-being of the individual. Opportunities are provided for personal fulfilment and the promotion of positive attitudes: confidence, self-esteem, motivation and the determination to succeed are enhanced. Learning experiences which allow candidates to work with others helps the development of personal and interpersonal skills.

Activities which are competitive, creative, co-operative and individual provide opportunities to pursue individual interests, while the competitive challenges in Physical Education encourage a sense of responsibility, which is valuable in preparing candidates for life and work. The development of key core skills, such as problem solving, planning, reviewing and evaluating is given importance throughout all Physical Education Courses.

Courses in Physical Education make an important contribution to a balanced general education and help to develop a range of skills and attitudes which promote lifelong learning and well-being.

National Unit Specification: general information

UNIT Physical Education: Analysis and Development of Performance (Intermediate 1)

CODE DF2R 10

COURSE Physical Education (Intermediate 1)

SUMMARY

While this Unit can be taken as a free-standing Unit, it is designed primarily for candidates following the Intermediate 1 Physical Education Course.

The Unit is designed to enable candidates to gain an understanding of:

- ◆ the processes involved in observing and describing performance
- ◆ the ability to use knowledge to inform training and develop performance

This is a mandatory Unit of the Physical Education Course at Intermediate 1.

OUTCOMES

- 1 Describe performance in an activity.
- 2 Use knowledge and understanding to analyse performance.
- 3 Monitor a programme of work.
- 4 Review the development process.

RECOMMENDED ENTRY

While entry is at the discretion of the centre, candidates would normally be expected to have attained one of the following or equivalent:

- ◆ Standard Grade Physical Education at Foundation Level
- ◆ Access 3 Physical Education

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National Unit Specification: general information

UNIT Physical Education: Analysis and Development of Performance (Intermediate 1)

CREDIT VALUE

1.5 credits at Intermediate 1 (9 SCQF credit points at SCQF level 4*)

**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.*

CORE SKILLS

This unit gives automatic certification of the following:

Complete Core Skills for the Unit	Problem Solving	Intermediate 1
Core Skills components for the Unit	None	

National Unit Specification: statement of standards

UNIT Physical Education: Analysis and Development of Performance (Intermediate 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

Describe performance in an activity.

Performance Criteria

- a) Methods used for observing and recording data are described.
- b) Data gathered are mainly valid.
- c) Performance strengths and weaknesses are identified.
- d) A development need is described.

OUTCOME 2

Use knowledge and understanding to analyse performance.

Performance Criteria

- a) Relevant key concepts and key features are used to analyse performance.
- b) A programme of work is planned to meet an identified need.

OUTCOME 3

Monitor a programme of work.

Performance Criteria

- a) A relevant programme of work to meet an identified need is completed.
- b) Performance development is monitored with some accuracy.

OUTCOME 4

Review the development process.

Performance Criteria

- a) The effects on performance are described.
- b) A future development need is identified.

EVIDENCE REQUIREMENTS FOR THE UNIT

Written and/or oral evidence is required to demonstrate that candidates have achieved all the Outcomes and Performance Criteria in relation to a minimum of ONE activity in a Physical Education context. Where a candidate chooses to analyse an aspect of a group activity, the aspect selected must relate to the candidate's own direct performance experience and influence within the group.

National Unit Specification: statement of standards (cont)

UNIT Physical Education: Analysis and Development of Performance (Intermediate 1)

This Unit could be assessed by an assignment based on structured questions on investigating, analysing, developing and evaluating performance in one activity. Candidates may have access to notes, records, plans and data gathered throughout the course of the Unit work when undertaking the assessment. Evidence should be gathered on one open-book assessment occasion under supervision lasting no longer than one and a half hours; or on two separate open-book assessment occasions under supervision, lasting no more than 45 minutes each.

Evidence for the Unit must be in relation to a minimum of one of the four areas of analysis; there must be evidence that the candidate has understood and applied at least two key concepts and two key features in the analysis and description of performance.

(See Intermediate 1 Physical Education Course Specification, Appendix 3: Areas of Analysis and Key Concepts; Appendix 4: Key Features).

The National Assessment Bank item for this Unit provides an assignment of this type which allows the generation of sufficient evidence of the required standard to pass the Unit. If a centre wishes to design its own assessment for this Unit, it should be of a comparable standard.

Further advice on the type of notes and records which candidates may use to help them when generating assessment evidence, is given in 'Guidance on Approaches to Assessment in this Unit'.

National Unit Specification: support notes

UNIT Physical Education: Analysis and Development of Performance (Intermediate 1)

This part of the Unit Specification is offered as guidance. These support notes are not mandatory.

While the exact time allocated to this Unit is at the discretion of the centre, the notional design length is 60 hours.

GUIDANCE ON THE CONTENT AND CONTEXT FOR THIS UNIT

The content of this Unit has been designed for teaching and learning in practical contexts. As such, an integrated approach which combines the development of performance in selected activities with the consideration of selected areas and forms of analysis is strongly recommended.

Where the Unit is being taken as part of the Course, there will be time available for integrated learning and teaching in *Physical Education: Performance* and *Physical Education: Analysis and Development of Performance*. It is anticipated that candidates will be engaged in a number of ‘cycles of analysis’ or similar learning experiences as they seek to develop their performance.

The process of analysing and developing performance can be regarded as having a number of stages. Initially candidates must learn to use their powers of observation as they investigate performance and attempt to observe and record what is happening during performance. The actual analysis process follows on from this stage as the information gathered is considered and some meaningful descriptions about what has been observed are drawn. Candidates should be engaged in using a range of analysis techniques, presented by teachers/lecturers, to try to improve performance.

In order to know how to proceed from this point, candidates must acquire a broad base of knowledge associated with the analysis and development of performance. For this purpose candidates require to consider the areas of analysis and their related key concepts and key features. Once clearly understood, this subject knowledge then can be applied to outline relevant practice and training programmes which have the potential to lead to a development of their performance.

The final stage of the process requires that candidates review the development work undertaken. Central to this evaluation is to give a description of the effects on performance and the consideration of a future development need.

Centres may find it advantageous to cover all four areas of *Physical Education: Analysis and Development of Performance* but each centre is required to cover a minimum of one of the areas outlined below for the Unit:

1. Performance Appreciation
2. Preparation of the Body
3. Skills and Technique
4. Structures, Strategies and Composition

Where the Unit is taken as part of the Course a minimum of three areas must be covered.

Area 1 requires candidates to adopt a broad perspective on their performance and to demonstrate their knowledge and understanding in the way they plan and manage their training to improve performance.

National Unit Specification: support notes (cont)

UNIT Physical Education: Analysis and Development of Performance (Intermediate 1)

Areas 2, 3 and 4 involve candidates in looking more closely at understanding and improving specific aspects of performance. Aspects of analysis should be addressed at a basic level appropriate to the activities selected. These should arise naturally in the pursuit of improvement to performance in the activities selected. Further definition of the areas is provided in Appendix 3.

Planning for learning and teaching should, therefore, focus on giving candidates a thorough understanding of the key concepts of model performers. This provides them with opportunities to reflect on features of their own performances and the ways in which they can be improved.

GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT

Teachers/lecturers should involve candidates in a range of situations where it is easy to identify suitable forms of analysis. Initially, candidates should carry out analysis of performance in practical situations set up by teachers/lecturers who should stress the role of this analysis in the process of working to improve performance.

Candidates can become familiar and practiced in the processes of analysis and development and should gradually take more responsibility for selecting and applying the appropriate methods to analyse performance under the supervision of teachers/lecturers.

Practical workshops are suggested as the best means of introducing and working with key concept knowledge which can explain performance and inform the development of performance. Workshops should have a practical, problem-solving orientation and should give candidates opportunities to work both alone and with others in order to meet particular challenges. Communication, cooperation and discovery are thus central features of a workshop environment as tasks are explored, and ideas and findings shared.

The importance of data collection and analysis in sport has become more widely recognised in recent years. This has led to the development and availability of a variety of new technologies and recording methods. Teachers/lecturers delivering this unit should be aware of the potential of these new systems for use with their own candidates.

Teachers/lecturers and candidates should work to agreed checkpoints and candidates should receive feedback as each of the stages of the work is completed. Allowance should be made for the differing pace of learning and working within the group. The work of some candidates may require close supervision and more extended support.

GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

Evidence for the assessment of the *Physical Education: Analysis and Development of Performance* Unit should be sufficient to demonstrate that candidates have met all the Performance Criteria for each Outcome. Evidence should be based on a minimum of one selected performance activity and show that candidates have addressed a minimum of one area of analysis and applied a minimum of two key concepts and two key features.

National Unit Specification: support notes (cont)

UNIT Physical Education: Analysis and Development of Performance (Intermediate 1)

The assessment could be in the form of a holistic assignment based on a series of structured questions on the analysis and development process. The National Assessment Bank item for this Unit provides an assignment assessment of this type, which allows the generation of sufficient evidence of the required standard to pass the Unit. Evidence should be gathered on one assessment occasion under supervision lasting no longer than one and a half hours; or on two separate assessment occasions under supervision, lasting no more than 45 minutes each. If a centre wishes to design its own assessment for this Unit, it should be of a comparable standard and capable of being completed in a similar time.

Preparation for assessment will take place throughout the work of the Unit. Candidates will be given a number of assigned tasks. Some candidates will be able to work with minimum supervision from teachers/lecturers, while others will need more structured guidance, support and assistance to get their formative work underway. Teachers/lecturers should support candidates in planning their time effectively to manage all preparatory tasks. Timing of the assessment may vary according to the progress of individual candidates.

For Outcome 1, preparatory tasks will include completing a formal record of both the data gathered on performance and of the information about performance that can be derived from the analysis of the data. The information gathered should be sufficiently detailed to allow candidates to identify performance strengths, weaknesses and development needs.

The information will be used by candidates to answer questions in the final assessment.

The data could be gathered in any one of the following forms:

- ◆ observation schedule/checklist (where appropriate), with related explanation
- ◆ training diary containing data, with related explanation
- ◆ sequence photographs, with related explanation
- ◆ video clips, with related explanation
- ◆ candidate notes (written/audio) with supporting explanation of performance derived from notes
- ◆ computer data, with related explanation
- ◆ other graphic, written or oral records judged to be appropriate by the teacher/lecturer

For Outcomes 2, 3 and 4, preparatory tasks will include the planning and designing of a programme of work to meet identified development needs. The programme of work should be completed and performance development monitored as part of the on-going work of the Unit. The programme designed and completed should be sustained for a sufficient time to allow the candidate to reflect on, discuss and draw conclusions about how performance has been affected. Candidates will maintain a formal record of the training completed. They will also monitor and record the effects of the programme on performance development.

These records, notes, plans and programmes which arise out of the teaching/learning and assigned tasks for the Unit will be used by candidates to complete a holistic supervised assessment which demonstrates that all Outcomes and Performance Criteria have been met.

National Unit Specification: support notes (cont)

UNIT Physical Education: Analysis and Development of
Performance (Intermediate 1)

SPECIAL NEEDS

This Unit Specification is intended to ensure that there are no artificial barriers to learning or assessment. Special needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments or considering special alternative Outcomes for Units. For information on these, please refer to the SQA document *Guidance on Special Assessment Arrangements* (SQA, September, 2003).

National Unit Specification: general information

UNIT Physical Education: Performance (Intermediate 1)

CODE DF2T 10

COURSE Physical Education (Intermediate 1)

SUMMARY

This Unit is designed for candidates following the Intermediate 1 Physical Education Course, but can also be taken as a free-standing Unit. Candidates who have a strong interest in performance will be able to develop their performance in a range of activities. On completion of the Unit, candidates will be able to demonstrate performance in contexts which challenge the individual.

OUTCOME

Demonstrate effective performance in challenging contexts.

RECOMMENDED ENTRY

While entry is at the discretion of the centre, candidates would normally be expected to have attained one of the following or equivalent:

- ◆ Standard Grade Physical Education at Foundation Level
- ◆ the Unit in Performance at Access 3

CREDIT VALUE

1.5 credits at Intermediate 1 (9 SCQF credit points at SCQF level 4*)

**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.*

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National Unit Specification: general information

UNIT Physical Education: Performance (Intermediate 1)

CORE SKILLS

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

National Unit Specification: statement of standards

UNIT Physical Education: Performance (Intermediate 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 SQA.

OUTCOME 1

Demonstrate effective performance in challenging contexts.

Performance Criteria

- a) A basic performance repertoire is apparent.
- b) Appropriate decisions are made in challenging performance contexts.
- c) Control and fluency are occasionally demonstrated in performance.

Evidence Requirements

Performance evidence should be generated which shows that the candidate has achieved the Performance Criteria in a minimum of **one** activity. Candidates may also achieve the Performance Criteria by demonstrating performance to the acceptable standard across more than one activity. At this level, the context for performance should include a limited range of options. Performances must be sustained for a sufficient time to allow the assessor to make clear decisions against the Performance Criteria. This will vary depending on the activity selected. Performance may be in a solo or group activity. Where the selected activity is a group activity, assessors should make judgements only on the performance of the candidate being assessed.

Assessors should complete and retain a **written record** of each candidate's performance. This may be supplemented by video-taped evidence. The National Assessment Bank item for the Unit provides a record sheet, the Performance Marking Scale for Physical Education and further guidance on Unit assessment. If a centre wishes to design its own assessment records, these must reflect the standard for a Unit pass at Intermediate 1 as exemplified in the National Assessment Bank item for *Physical Education: Performance Intermediate 1—Advanced Higher*.

National Unit Specification: support notes

UNIT Physical Education: Performance (Intermediate 1)

This part of the Unit Specification is offered as guidance. These support notes are not mandatory. While the exact time allocated to this Unit is at the discretion of the centre, the notional design length is 60 hours.

GUIDANCE ON THE CONTENT AND CONTEXT FOR THIS UNIT

The Unit is designed to provide opportunities for candidates to develop their individual abilities, expertise and interests in a variety of ways. The activities selected should take account of expertise, facilities and available resources. A minimum of four activities is recommended to encourage the teacher/lecturer to provide candidates with a range of performance experiences. Examples of these experiences could be from individual/team activities, indoor or outdoor; gymnastics, dance, water-based or outdoor pursuits.

GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT

Performance should be challenging and, as often as possible, exciting and enjoyable. Appropriate models of performance should be used as reference points to develop understanding. Regular practice should allow for the development of performance standards in the selected activities.

Teachers/lecturers should prepare candidates for a performance occasion in one of these activities where they can show their performance at its best. Where this Unit is being taken as part of the Intermediate 1 Physical Education Course, there are opportunities to integrate parts of the *Physical Education: Analysis of Development of Performance* Unit within Performance contexts.

GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

To achieve this Unit, candidates should present Performance Evidence for a minimum of one activity which demonstrates that they have met the Performance Criteria for the Unit. Acceptable activities are listed in the Catalogue of National Qualifications and a full definition of ‘activity’ is given in Appendix 1 of the Intermediate 1 Physical Education Course Specification.

It is likely that the evidence will be presented in an assessment event towards the end of the Unit when candidates have had time to develop their performance to the required standard. Assessors should make sure that sufficient time is left for remediation and re-assessment if necessary.

Assessors should maintain written records with details of each candidate’s attainment in the selected activity or activities presented for assessment evidence. Video-taped evidence to supplement this would also be useful for internal and external moderation purposes.

The National Assessment Bank (NAB) item for this Unit provides an assessor’s record sheet, the Performance Marking Scale for Physical Education and further guidance on Unit assessment. Assessors are advised to refer to the NAB when assessing this Unit. However, if a centre wishes to design its own assessment records, these must reflect the standard for a Unit pass at Intermediate 1 as exemplified in the National Assessment Bank item for *Physical Education: Performance (Intermediate 1-Advanced Higher)*.

National Unit Specification: support notes (cont)

UNIT Physical Education: Performance (Intermediate 1)

Where the Unit is being taught and assessed as part of the Intermediate 1 Physical Education Course, a minimum of two activities have to be assessed and recorded, using the Performance Marking Scale in the National Assessment Bank item for *Physical Education: Performance (Intermediate 1 – Advanced Higher)*. The Performance Marking Scale is also included as Appendix 2c of the Intermediate 1 Physical Education Course Specification.

Assessment decisions should be based on the Performance Criteria for the Unit. Assessors will find it helpful to refer to the description and illustration of the national standard at Intermediate 1 level given in the videos and support material produced by Learning and Teaching Scotland: *Assessing Performance at Intermediate 1 Level* and *Case Studies in Performance at Intermediate 1 Level*.

SPECIAL NEEDS

This Unit Specification is intended to ensure that there are no artificial barriers to learning or assessment. Special needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments or considering special alternative Outcomes for Units. For information on these, please refer to the SQA document *Guidance on Special Assessment Arrangements* (SQA, September 2003).

Physical Education

DEFINITION OF AN ACTIVITY IN THE CONTEXT OF A COURSE AND A UNIT

Definition of activity in the context of a Course award

- 1 A Course activity is one which forms part of the teaching and learning of a centre's overall Course for Higher Physical Education. As such, an integrated approach which combines selected activities with selected areas and forms of analysis and development of performance is required.
- 2 The balance of time allocated to selected activities which feature in the Course design will be a matter for individual centres to decide.
- 3 When teacher/lecturers are negotiating with candidates the activities for the Course, account must be taken of the assessment requirements in relation to each activity and whether these can be accommodated in the Course. An activity in which a candidate has a particular interest or expertise may only be brought into the Course provided satisfactory negotiation has taken place to ensure acceptable management of the activity and valid assessment arrangements.
- 4 An activity undertaken in extra-curricular time only cannot contribute to the candidate's assessment in Performance.
- 5 It is the responsibility of the teacher/lecturer in charge of the Course to collate appropriate assessment evidence and submit Performance marks. Evidence should be recorded in relation to the criteria associated with the performance scale. Evidence on which assessment is based should be generated during the Course.
- 6 Centres will be required to submit to SQA the names of the activities which have been used to compile each candidate's Performance mark. It will be part of the Visiting Moderator's duties to advise the SQA of circumstances where activities appear to have been assessed in situations not in keeping with the requirements described above.

Definition of an activity in the context of a Unit only

- 1 When teacher/lecturers are negotiating with candidates the activities for the Unit, account must be taken of the assessment requirements in relation to each activity and whether these can be accommodated in the Unit. An activity in which a candidate has a particular interest or expertise may only be brought into the Unit provided satisfactory negotiation has taken place to ensure acceptable management of the activity and valid assessment arrangements.
- 2 An activity undertaken in extra-curricular time only cannot contribute to the Unit assessment in Performance.

Definition of an activity in the context of a Unit only (cont)

- 3 It is the sole responsibility of the teacher/lecturer in charge of the Unit to collate appropriate assessment evidence. Evidence should be recorded in relation to the criteria associated with the performance scale. Evidence on which assessment is based should be generated during the Unit.

- 4 Centres will be required to submit to SQA the names of the activities which have contributed towards each candidate's unit assessment. It will be part of the Visiting Moderator's duties to advise the SQA of circumstances where activities appear to have been assessed in situations not in keeping with the requirements described above.

Physical Education

PHYSICAL EDUCATION HIGHER PERFORMANCE SCALE

Marking performance in an activity for a Course award

Assessors should award a mark using the scale for each of the two activities selected to contribute to the Course award. The performance in each of these two activities should be marked out of 20, with a total mark of 40 being submitted to SQA for each candidate. Centres will also be required to submit the names of the two activities selected to SQA. Marks submitted to contribute to the Course award must be at the level of the Course for which the candidate is entered.

HIGHER PERFORMANCE SCALE

Mark Allocation	Marking Criteria
18 - 20	<ul style="list-style-type: none"> ◆ demonstrate a broad and well established performance repertoire ◆ show a high level of control and fluency in selecting, adapting and combining skills and technique to perform at a high level in contexts offering a variety of options
14 - 17	
11 - 13	<ul style="list-style-type: none"> ◆ demonstrate a broad performance repertoire ◆ select and combine skills to perform with control and fluency within contexts which offer a variety of options
8 - 10	<ul style="list-style-type: none"> ◆ demonstrate clear evidence of increasing control of situations and show refinement in some actions ◆ sometimes demonstrate and sustain for a time, a higher level of performance ◆ demonstrate comfortable ease and assurance in reasonably challenging situations involving options
4 - 7	
1 - 3	<ul style="list-style-type: none"> ◆ show a consolidated basic performance repertoire ◆ select and combine skills to perform with control and fluency, within contexts offering options

Performance Unit assessment should only be recorded as a PASS or FAIL. Candidates who achieve 11 or more marks on this scale will achieve a Pass in the Unit. Candidates may achieve a **Unit Pass** at the level above, but centres should note that performance marks for the Course must be submitted at the level for which the candidate is entered.

Physical Education

PHYSICAL EDUCATION INTERMEDIATE 2 PERFORMANCE SCALE**Marking performance in an activity for a Course award**

Assessors should award a mark using the scale for each of the two activities selected to contribute to the Course award. The performance in each of these two activities should be marked out of 20, with a total mark of 40 being submitted to SQA for each candidate. Centres will also be required to submit the names of the two activities selected to SQA. Marks submitted to contribute to the Course award must be at the level of the Course for which the candidate is entered.

INTERMEDIATE 2 PERFORMANCE SCALE

Mark Allocation	Marking Criteria
18 - 20	<ul style="list-style-type: none"> ◆ demonstrate clear evidence of increasing control of situations and show refinement in some actions ◆ sometimes demonstrate and sustain for a time, a higher level of performance ◆ demonstrate comfortable ease and assurance in reasonably challenging situations involving options
14 - 17	
11 - 13	<ul style="list-style-type: none"> ◆ show a consolidated basic performance repertoire ◆ select and combine skills to perform with control and fluency, within contexts offering options
8 - 10	<ul style="list-style-type: none"> ◆ select and combine skills to perform with more evidence of improving control ◆ establish movement patterns and rhythms more firmly ◆ demonstrate increasing ability to cope with more variables
4 - 7	
1 - 3	<ul style="list-style-type: none"> ◆ reproduce accurate movement patterns and rhythms with increasing frequency ◆ select and combine skills to perform within contexts offering a limited number of options

Performance Unit assessment should only be recorded as a PASS or FAIL. Candidates who achieve 11 or more marks on this scale will achieve a Pass in the Unit. Candidates may achieve a **Unit Pass** at the level above, but centres should note that performance marks for the Course must be submitted at the level for which the candidate is entered.

Physical Education

PHYSICAL EDUCATION INTERMEDIATE 1 PERFORMANCE SCALE

Marking performance in an activity for a Course award

Assessors should award a mark using the scale for each of the two activities selected to contribute to the Course award. The performance in each of these two activities should be marked out of 20, with a total mark of 40 being submitted to SQA for each candidate. Centres will also be required to submit the names of the two activities selected to SQA. Marks submitted to contribute to the Course award must be at the level of the Course for which the candidate is entered.

INTERMEDIATE 1 PERFORMANCE SCALE

Mark Allocation	Marking Criteria
18 - 20	<ul style="list-style-type: none"> ◆ select and combine skills to perform with more evidence of improving control ◆ establish movement patterns and rhythms more firmly ◆ demonstrate increasing ability to cope with more variables
14 - 17	
11 - 13	<ul style="list-style-type: none"> ◆ reproduce accurate movement patterns and rhythms with increasing frequency ◆ select and combine skills to perform within contexts offering a limited number of options
8 -10	<ul style="list-style-type: none"> ◆ marks in this range reflect the achievement of candidates who are consistently performing well above the minimum competency at Access 3 level, as illustrated in the 1-3 range below
4 - 7	
1 - 3	<ul style="list-style-type: none"> ◆ an appropriate performance repertoire is apparent ◆ appropriate decisions are made in challenging performance contexts ◆ the pattern of the action is usually identifiable

Performance Unit assessment should only be recorded as a PASS or FAIL. Candidates who achieve 11 or more marks on this scale will achieve a Pass in the Unit. Candidates may achieve a **Unit Pass** at the level above, but centres should note that performance marks for the Course must be submitted at the level for which the candidate is entered.

Physical Education

AREAS OF ANALYSIS OF PERFORMANCE

Analysis of Performance in Physical Education Courses at all levels comprises four areas. Area 1 requires candidates to adopt a broad perspective on their performance and to demonstrate their knowledge and understanding in the way they plan and manage their training to improve performance.

Areas 2, 3 and 4 require candidates to demonstrate knowledge and understanding of specific aspects of performance and how they relate to overall improvement of performance.

For each area of analysis, key concepts are listed below.

Performance Appreciation

(Area 1)

Provides general parameters which may be used in each of the other areas.

Key Concepts

- ◆ The overall nature and demands of quality performance.
- ◆ Technical, physical, personal and special qualities of performance.
- ◆ Mental factors influencing performance.
- ◆ The use of appropriate models of performance.
- ◆ Planning and managing personal performance improvement.

Preparation of the Body

(Area 2)

The candidate's status and fitness requirements pertaining to performance goals.

Key Concepts

- ◆ Fitness assessment in relation to personal performance and the demands of activities.
- ◆ Application of different types of fitness in the development of activity specific performance.
- ◆ Physical, skill-related and mental types of fitness.
- ◆ Principles and methods of training.
- ◆ Planning, implementing and monitoring training.

Skills and Techniques

(Area 3)

The development of refined technique in pursuit of performance improvement.

Key Concepts

- ◆ The concept of skill and skilled performance.
- ◆ Skill/technique improvement through mechanical analysis or movement analysis or consideration of quality.
- ◆ The development of skill and the refinement of technique, in terms of:
 - Stages of learning
 - Methods of practice
 - Principles of effective practice
 - Motivation, concentration and feedback.

Structures, Strategies and Composition

(Area 4)

The influence of shape, form and design on the candidate's performance.

Key Concepts

- ◆ The structures, strategies and/or compositional elements that are fundamental to activities.
- ◆ Identification of strengths and weaknesses in performance in terms of:
 - roles and relationships
 - formations
 - tactical or design elements
 - choreography and composition
- ◆ Information processing, problem-solving and decision-making when working to develop and improve performance.

Physical Education

Following National consultation, this document clarifies the content that should be considered when developing knowledge of any area and its relevant concepts. It is important to remember that examination questions will be focused on the concepts (Appendix 3).

Candidates should acquire knowledge related to the features (Appendix 4) under each of the concepts to be able to fully answer questions in the examination.

This will allow teachers/lecturers to continue with other content which they have used through learning and teaching approaches to develop further understanding of the concepts.

INTERMEDIATE 1 KEY FEATURES

AREA 1

AREA	PERFORMANCE APPRECIATION
Key Concept 1	The overall nature and demands of quality performance

At Intermediate 1 candidates should have an introductory knowledge and understanding of the key concept.

Key feature

The importance of performance in relation to its **nature**, for example:

- ◆ public nature
- ◆ individual, team or group activities.

Key feature

The importance of performance in relation to its **demands**, for example:

Classification of:

- ◆ competitive or non competitive
- ◆ rules, codes, conduct
- ◆ scoring systems
- ◆ different roles within activities.

Key feature

The importance of recognising that **quality performance** depends on, for example:

- ◆ fluency
- ◆ accuracy
- ◆ control.

AREA	PERFORMANCE APPRECIATION
Key Concept 2	Technical, physical, personal and special qualities of performance

At Intermediate 1 candidates should have an introductory knowledge and understanding of the key concept.

Key feature

The **qualities** required by observing and describing strengths and weaknesses of individual or group performance in relation to **quality** performance:

- ◆ technical (refinement, timing, consistency)
- ◆ physical (strong, light)
- ◆ personal (determination, motivation)
- ◆ special (imagination, flair).

Key feature

The performance of individual/group performances to best maximise strengths and minimise weaknesses.

AREA	PERFORMANCE APPRECIATION
Key Concept 3	Mental factors influencing performance

At Intermediate 1 candidates should have an introductory knowledge and understanding of the key concept.

Key feature

The importance of managing emotions – mental state – **during** performance, for example:

- ◆ control of aggression
- ◆ codes of conduct (rules/etiquette)
- ◆ maintaining motivation, confidence and concentration throughout performance.

Key feature

The importance of examining different methods available to improve managing emotions and mental state, for example:

- ◆ deep breathing
- ◆ relaxation techniques
- ◆ rehearsal.

AREA	PERFORMANCE APPRECIATION
Key Concept 4	The use of appropriate models of performance

At Intermediate 1 candidates should have an introductory knowledge and understanding of the key concept.

Key feature

Consider the relevance of comparing the effectiveness of different models of performance to determine personal strengths and weaknesses with regard to performance development.

Key feature

Examine the importance of using relevant types of feedback to compare performance with model performer, for example:

- ◆ knowledge of previous results
- ◆ knowledge of previous performance
- ◆ use of video.

Key feature

The importance of models of performance in establishing training priorities.

AREA	PERFORMANCE APPRECIATION
Key Concept 5	Planning and managing personal performance improvement

At Intermediate 1 candidates should have an introductory knowledge and understanding of the key concept.

Key feature

The importance of planning for improvement of the **‘whole performance’** by setting short, medium and long term goals, for example:

- ◆ planning blocks of time
- ◆ preparation for competition.

Key feature

The importance of planning for improvement of the **‘whole performance’** through an integrated training approach which reflects work covered in all analysis areas. For example a combination of some of the following:

- ◆ physical aspects (preparation of the body)
- ◆ technical aspects (skills and techniques)
- ◆ personal aspects (motivation, personal goals)
- ◆ strategic/compositional planning (structures, strategies and composition).

Key feature

The importance of personal monitoring, reviewing and evaluating progress to inform development needs, for example goals should:

- ◆ be specific
- ◆ be recorded for feedback
- ◆ have a specific date for completion to ensure improvement.

Following National consultation, this document clarifies the content that should be considered when developing knowledge of any area and its relevant concepts. It is important to remember that examination questions will be focused on the concepts (Appendix 3).

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This will allow teachers/lecturers to continue with other content which they have used through learning and teaching approaches to develop further understanding of the concepts.

AREA 2

AREA	PREPARATION OF THE BODY
Key Concept 1	Fitness assessment in relation to personal performance and the demands of activities

At Intermediate 1 candidates should have an introductory knowledge and understanding of the key concept.

Key feature

Consider how fitness assessment can contribute to performance and training through either of the following:

- ◆ the accurate collection and recording of data in standard tests or in full performance context.

For example:

Physical – 12 min Cooper, Leger, Sit and Reach

Skill-related – Ruler drop, Alternate hand throw

- ◆ identifying strengths and weaknesses in relation to physical, mental or skill-related fitness.

Key feature

Consider the use of test results to help planning and monitoring of training programmes for performance improvement.

AREA	PREPARATION OF THE BODY
Key Concept 2	Application of different types of fitness in the development of activity specific performance

At Intermediate 1 candidates should have an introductory knowledge and understanding of the key concept.

Key feature

Consider the differences between general and activity specific fitness for selected activities.

- ◆ selected activities
- ◆ role within the activity.

Key feature

Consider the benefits of activity specific training programmes.

AREA	PREPARATION OF THE BODY
Key Concept 3	Physical, skill-related and mental types of fitness

At Intermediate 1 candidates should have an introductory knowledge and understanding of the key concept.

Key feature

All types of fitness should be covered with **one or two** aspects selected from each type.

Relevant **physical aspects** of fitness:

- ◆ cardio respiratory endurance
- ◆ local muscular endurance
- ◆ strength
- ◆ speed
- ◆ power
- ◆ flexibility.

Relevant **skill-related** aspects of fitness:

- ◆ reaction time
- ◆ agility
- ◆ co-ordination
- ◆ balance.

Relevant **mental aspects** of fitness:

- ◆ rehearsal
- ◆ managing emotion.

Key feature

The relationships between different types/aspects of fitness in the development of activity specific performance.

AREA	PREPARATION OF THE BODY
Key Concept 4	Principles and methods of training

At Intermediate 1 candidates should have an introductory knowledge and understanding of the key concept.

Key feature

Relevant principles of training:

- ◆ specificity:
 - ◆ activity
 - ◆ person
 - ◆ performance.

- ◆ progressive overload:
 - ◆ frequency
 - ◆ intensity
 - ◆ duration
 - ◆ adaptation.

Key feature

Selection of appropriate training methods to improve physical, skill-related and mental fitness, for example:

- ◆ circuit training
- ◆ weight training
- ◆ conditioning
- ◆ relaxation.

AREA	PREPARATION OF THE BODY
Key Concept 5	Planning , implementing and monitoring training

At Intermediate 1 candidates should have an introductory knowledge and understanding of the key concept.

Key feature

Different phases of training including phases within a single training session and in the longer term, for example:

- ◆ pre-season
- ◆ competition
- ◆ close season.

Key feature

The importance of planning and monitoring progress in pursuit of personal goals using **one or more** of the methods listed below:

- ◆ video
- ◆ observation schedules
- ◆ training diary/logbook
- ◆ personal evaluation
- ◆ game analysis.

Following National consultation, this document clarifies the content that should be considered when developing knowledge of any area and its relevant concepts. It is important to remember that examination questions will be focused on the concepts (Appendix 3).

Candidates should acquire knowledge related to the features (Appendix 4) under each of the concepts to be able to fully answer questions in the examination.

This will allow teachers/lecturers to continue with other content which they have used through learning and teaching approaches to develop further understanding of the concepts.

AREA 3

AREA	SKILLS AND TECHNIQUES
Key Concept 1	The concept of skill and skilled performance

At Intermediate 1 candidates should have an introductory knowledge and understanding of the key concept.

Key feature

An understanding of how basic skills and techniques are learned before more complex skills and techniques, for example:

- ◆ a forward roll is a basic technique; however, a handstand forward roll is a complex technique because it is more difficult to learn and requires specific practice.

Key feature

An understanding of how a skilled performance can be used to develop performance, for example:

- ◆ ability to select the correct options to cope with various performance demands

AREA	SKILLS AND TECHNIQUES
Key Concept 2	Skill/technique improvement through mechanical analysis or movement analysis or consideration of quality

At Intermediate 1 candidates should have an introductory knowledge and understanding of the key concept.

Key feature

In relation to performance, the purposes of collecting relevant and detailed information through using **one or more** of the following approaches:

Mechanical analysis: information relating to the mechanics of performance in **one or more** of the following:

- ◆ centre of gravity
- ◆ resistance
- ◆ force
- ◆ transfer of weight.

Movement analysis: information relating to movement within performance in **one or both** of the following:

- ◆ preparation, action and recovery when applying skill(s) and technique(s)
- ◆ specific movement patterns.

Consideration of quality: information relating to consideration of qualities in **one or more** of the following:

- ◆ economy of movement
- ◆ disguise
- ◆ technical, physical, personal and special qualities.

Key feature

In relation to technique improvement, carry out a plan related to information gathered from the specific approach used in mechanical analysis, movement analysis or consideration of quality.

Key feature

The importance of monitoring improvements through relevant training programmes using mechanical analysis, movement analysis or consideration of quality.

AREA	SKILLS AND TECHNIQUES
Key Concept 3	The development of skill and the refinement of technique in terms of: Stages of Learning, Methods of practice, Principles of effective practice and motivation, concentration and feedback

At Intermediate 1 candidates should have an introductory knowledge and understanding of the key concept

Key feature

How skills and/or techniques are learned in different stages. This should include understanding about the following **stages**:

- ◆ preparation
- ◆ practice
- ◆ automatic

or other terminology used to describe these stages.

At each stage of learning, when developing skills or techniques, select the most relevant **methods of practice** from the following:

- ◆ solo/shadow/partner/group
- ◆ opposed/unopposed
- ◆ gradual build up/whole part whole
- ◆ drills/repetition practices
- ◆ conditioned games/small sided games.

The method of practice selected should show an understanding of the following **principles of effective practice**:

- ◆ setting clear objectives
- ◆ consideration of strengths and weaknesses
- ◆ awareness of model performer
- ◆ intensity of practice
- ◆ work to rest ratio.

An understanding of the **influential factors** that affect performance:

- ◆ motivation
- ◆ concentration
- ◆ feedback.

Key feature

An understanding of how skill(s) and technique(s) are refined through practice.

Following National consultation, this document clarifies the content that should be considered when developing knowledge of any area and its relevant concepts. It is important to remember that examination questions will be focused on the concepts (Appendix 3).

Candidates should acquire knowledge related to the features (Appendix 4) under each of the concepts to be able to fully answer questions in the examination.

This will allow teachers/lecturers to continue with other content which they have used through learning and teaching approaches to develop further understanding of the concepts.

AREA 4

AREA	STRUCTURES, STRATEGIES AND COMPOSITION
Key Concept 1	The structures, strategies and/or compositional elements that are fundamental to activities

At Intermediate 1 candidates should have an introductory knowledge and understanding of the key concept.

Key feature

From the **structure and strategy fundamentals** listed select **one or both** of the following:

The importance of:

- ◆ tempo of play, for example using speed in attack/delay in defence.
- ◆ principles of individual and team play (width/depth).

AND/OR

From the **structures and compositional considerations fundamentals** listed select **one or more** of the following:

The importance of:

- ◆ design form and style as compositional considerations
- ◆ developing motifs in performance
- ◆ using space effectively in performance
- ◆ using creativity in performance.

AREA	STRUCTURES, STRATEGIES AND COMPOSITION
Key Concept 2	Identification of strengths and weaknesses in performance in terms of: roles and relationships; formations; tactical or design elements; choreography and composition

At Intermediate 1 candidates should have an introductory knowledge and understanding of the key concept.

Key feature

In terms of **roles and relationships** select **one or both** of the following:

- ◆ recognising individual strengths and weaknesses in a structure/strategy/composition
- ◆ recognising the demands of individual roles during performance.

OR

In terms of **formations** select **one or more** of the following:

- ◆ the structure of relevant systems of play in selected activities
- ◆ the benefits of various systems of play in allowing teams/individuals, for example to create space, put opposition under pressure, attack areas of weakness in opposition
- ◆ the need to co-operate and support others in team or group situations.

OR

In terms of **tactical or design elements** select **one or more** of the following:

- ◆ some set plays and their application in some different situations
- ◆ recognising the need to maximise strengths within chosen structure/strategy/composition
- ◆ how to develop movement motifs, phrases, themes.

OR

In terms of **choreography and composition** select **one or more** of the following:

The importance of:

- ◆ using space
- ◆ improvising performance.
- ◆ expression within performance
- ◆ mood within performance.

AREA	STRUCTURES, STRATEGIES AND COMPOSITION
Key Concept 3	Information processing, problem-solving and decision making when working to develop and improve performance

At Intermediate 1 candidates should have an introductory knowledge and understanding of the key concept.

Key feature

Using information on team/individual performance to make appropriate decisions when developing and monitoring performance.

Key feature

The importance during performance of continually:

- ◆ being creative
- ◆ making effective decisions under pressure
- ◆ making good judgements.

Key feature

The importance of adapting/changing structures, strategies and composition in response to performance demands.