

PHYSICAL EDUCATION
Intermediate 1

Third edition – published November 1999

**NOTE OF CHANGES TO ARRANGEMENTS
THIRD EDITION PUBLISHED ON CD-ROM NOVEMBER 1999**

COURSE TITLE: Physical Education (Intermediate 1)

COURSE NUMBER: C068 10

National Course Specification

Course Details: Core skills statements expanded

National Unit Specification

All Units: Core skills statements expanded

National Course Specification

PHYSICAL EDUCATION (INTERMEDIATE 1)

COURSE NUMBER C068 10

COURSE STRUCTURE

This course comprises four mandatory units as follows:

D367 10	<i>Performance A (Int 1)</i>	<i>1 credit (40 hours)</i>
D368 10	<i>Performance B (Int 1)</i>	<i>1 credit (40 hours)</i>
D369 10	<i>Analysis of Performance (Int 1)</i>	<i>0.5 credit (20 hours)</i>
D370 10	<i>Investigation of Performance (Int 1)</i>	<i>0.5 credit (20 hours)</i>

In common with all courses, this course includes 40 hours over and above the 120 hours for the component units. This is for induction, extending the range of learning and teaching approaches, support, consolidation, integration of learning and preparation for external assessment. This time is an important element of the course and advice on its use is included in the course details.

The physical activities in a course should arise from a process of negotiation between staff 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, staff must take account of managing assessment. To integrate work within the course it is recommended that the *Performance* and *Analysis of Performance* units are delivered concurrently. As candidates require knowledge and skills associated with the *Analysis of Performance* unit; in order to complete the *Investigation of Performance* unit, a level of integration is also recommended here.

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National Course Specification: general information (cont)

COURSE Physical Education (Intermediate 1)

RECOMMENDED ENTRY

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

- a Foundation level award in Standard Grade Physical Education
- a coherent group of units at Access 3 in Physical Education
- other relevant prior experience in physical education, including experience gained outwith certificated courses

CORE SKILLS

This course gives automatic certification of the following:

Complete core skills for the course Problem Solving Int 1

Additional core skills components for the course None

For information about the automatic certification of core skills for any individual unit in this course, please refer to the general information section at the beginning of the unit.

Additional information about core skills is published in *Automatic Certification of Core Skills in National Qualifications* (SQA, 1999).

National Course Specification: course details

COURSE Physical Education (Intermediate 1)

RATIONALE

Performance is the prime focus of the Intermediate 1 course in Physical Education. Practical experiential learning provides the opportunity for personal fulfilment through the development of performance and the skills and technique, knowledge and understanding required to achieve this.

The course provides opportunities for candidates to develop their individual interests and talents in a variety of ways. Physical Education provides opportunities for candidates to engage in activities which are, in themselves, competitive, creative, co-operative and individual.

The course is designed to serve the needs of candidates who may wish to:

- study physical education at a level which will offer personal challenge
- use the course as a stepping stone towards the Physical Education course offered at Intermediate 2

Emotional, social and moral challenges permeate learning in Physical Education and particular emphasis is placed on the development of personal and interpersonal skills. Positive attitudes and values are promoted during the interactions candidates have with staff and peers.

The course makes an important contribution to a balanced general education. Additionally, it may assist candidates to progress towards further education and vocational destinations.

COURSE CONTENT

The Intermediate 1 course enables the four mandatory component units, *Performance A* and *Performance B* (two units), *Analysis of Performance* and *Investigation of Performance*, to be integrated in a flexible way. The course provides candidates with opportunities to integrate knowledge and to establish a broad conceptual base and a more thorough understanding of the full nature of performance.

Performance A and Performance B (2 units)

Centres may offer a range of practical activities from which the candidate is required for each unit to participate in a minimum of one in order to fulfil the requirements of the unit. Each Performance unit must be achieved in different activities. The activities undertaken should be the result of negotiation between candidates and staff, balanced against the expertise, facilities and resources available. A course activity is one which is part of the learning and teaching of a centre's overall course plan. Additional information on what is acceptable as a course activity is given in *Appendix 1* to the Higher Arrangements document – *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.

Analysis of Performance

In analysing performance at Intermediate 1, candidates are required to observe and reflect upon performance, then apply their understanding to bring about improvements. In addition to the negotiated *Performance* activities, 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. These may not form part of the assessment of *Performance*.

National Course Specification: course details (cont)

COURSE Physical Education (Intermediate 1)

The process of assessing, appraising, evaluating and appreciating performance should arise naturally from the pursuit of improved standards of performance in the specific activities agreed for the course, together with any additional activity inserts included to extend, enhance or reinforce knowledge.

Analysis 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.

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* to the Higher Arrangements document – *Areas of Analysis of Performance*.

Investigation of Performance

Candidates undertake an investigation of performance with staff support throughout. The main focus of investigation is an appropriate feature of performance in an activity from the course. The investigation involves candidates in planning and carrying out a programme to improve performance. Candidates are required to record this process, on an on-going basis, in a log book.

ASSESSMENT

To gain the award of the course, the candidate must achieve all the component units of the course as well as the external assessment. External assessment, including moderation, will provide the basis for grading attainment in the course award.

When units are taken as component parts of a course, candidates will have the opportunity to demonstrate achievement beyond that required to attain each of the unit outcomes. This attainment may, where appropriate, be recorded and used to contribute towards course estimates and to provide evidence for appeals. Further information on the key principles of assessment is provided in the paper, *Assessment*, published by HSDU in May 1996.

The assessment of course activities in Performance will be carried out by the teachers/lecturers or lecturers presenting the course with one being responsible for overall assessment. A system of external moderation will operate in order to finalise the assessment for each candidate, and this will form part of their overall assessment for the course award.

National Course Specification: course details (cont)

COURSE Physical Education (Intermediate 1)

DETAILS OF INSTRUMENTS FOR EXTERNAL ASSESSMENT

Performance A and B

Candidates' performance will be internally assessed, with the dual purpose of determining both unit achievement (pass/fail) and course assessment. Performance should be assessed in each candidate's best two activities from the course. Each *Performance* unit must be achieved in different activities. These internal assessments will be subject to external moderation. Procedures for moderation will be issued separately by the Scottish Qualifications Authority (SQA).

Assessment is directly linked to the quality of personal practical performance which candidates demonstrate in relation to grade descriptions shown on the *Physical Education Performance Scale* (Appendix 2) of the Higher Arrangements document.

Assessment will be carried out for *Performance A* and *Performance B* using the Physical Education Performance Scale. This information will be passed on to the SQA, who will ensure that the candidate's better activity (*Performance A*) is double-weighted. This procedure allows the particular performance strengths of candidates to be recognised and rewarded. Further details will be provided by the SQA. Candidates being presented for the Intermediate 1 course may demonstrate a standard of performance, in their course assessment, which goes beyond Intermediate 1 level. This will be credited by the SQA with the maximum mark available for *Performance* at Intermediate 1 (the level at which they are being presented for the course). *Performance* marks are carried forward for aggregation with the marks awarded for the other two elements of external course assessment.

Analysis of Performance

Candidates will be externally assessed for *Analysis of Performance* by a written examination paper comprising structured questions. The duration of this examination will be 1 hour. The examination paper will be grouped into four sections corresponding to the four areas of *Analysis of Performance*. Candidates will be required to answer questions in three of the four sections. Arrangements for candidates with special needs to use alternative approaches, such as extra time, reader, scribe, enlarged-print scripts or use of facilitative technology, should be agreed with the SQA.

Investigation of Performance

Candidates will be required to complete a log book, on an on-going basis, which records the process undertaken during the course to investigate performance. Further guidance on the nature and structure of this log will be provided by the SQA at a later date. The log book will be submitted to the SQA for external assessment.

National Course Specification: course details (cont)

COURSE Physical Education (Intermediate 1)

GRADE DESCRIPTIONS

The descriptions below are of expected performances at grade C and at grade A. They are intended to assist candidates, teachers, lecturers and users of the certificate and to help establish standards when question papers are being set. The grade of the award will be based on the total score obtained in the examination paper and the portfolio. The paper will carry a 60% weighting, and the portfolio will carry a 40% weighting of the overall external weighting.

Grade C

At Grade C, the candidate should, in performing:

- select and combine skills to perform with basic control within contexts offering a limited number of options
- control and fluency are occasionally demonstrated in performance

In analysing performance:

- describe performance in broad terms
- use knowledge and understanding to identify some features of performance
- make broad suggestions which might lead to improvement in a feature of performance

In investigating performance:

- select and carry out a simple programme of work to improve performance
- record and comment on performance
- make observations on the effect of the investigation on performance

Grade A

At Grade A the candidate should, in performing:

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

In analysing performance:

- give a clear description of the main features of selected performance examples
- use knowledge and understanding to identify strengths and weaknesses accurately
- make specific suggestions for a course of action which might lead to improvement in performance

In investigating performance:

- select and carry out an appropriate programme of work
- record and comment more precisely on information about performance
- make more precise observations on the effect of the investigation on performance

National Course Specification: course details (cont)

COURSE Physical Education (Intermediate 1)

APPROACHES TO LEARNING AND TEACHING

The learning and teaching process in Physical Education should stimulate and harness candidates' energy and enthusiasm. Staff should adopt a flexible approach to course planning and design to facilitate opportunities for candidates. Activities which feature in a course should reflect a balanced physical education experience and should be taught in an integrated way. Consideration should be given to how the delivery of the two *Performance* units (A & B) might be combined to maximise opportunities for candidates.

In planning for learning and teaching, staff 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 appreciation
- balance class teaching with opportunities for individual, partner and group work
- provide opportunities for candidates to practise to improve personal performance
- promote the development of knowledge and understanding in contexts where candidates are physically active
- guide and support candidates throughout the process of investigating performance
- ensure candidates apply the most appropriate methods to analyse performance in activities used
- support candidates in the *Analysis of Performance*
- include planning for special performance eg real performance, production opportunities and visits
- allow candidates time to write up their Investigation of Performance log books
- support candidates in their progress towards taking more responsibility for their own learning
- consolidate all work in preparation for the *Analysis of Performance* examination

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 such 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.

Where appropriate, arrangements should be made to ensure that there will be no artificial barriers to learning and assessment. The nature of candidates' special needs should be taken into account when planning learning experiences and selecting assessment instruments. Alternative arrangements can be made as necessary.

National Course Specification: course details (cont)

COURSE Physical Education (Intermediate 1)

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 and Certification Arrangements for Candidates with Special Needs/Candidates whose First Language is not English* (SQA, 1998).

SUBJECT GUIDES

A Subject Guide to accompany the Arrangements documents has been produced by the Higher Still Development Unit (HSDU) in partnership with the Scottish Consultative Council on the Curriculum (SCCC) and Scottish Further Education Unit (SFEU). The Guide provides further advice and information about:

- support materials for each course
- learning and teaching approaches in addition to the information provided in the Arrangements document
- assessment
- ensuring appropriate access for candidates with special educational needs

The Subject Guide is intended to support the information contained in the Arrangements document. The SQA Arrangements documents contain the standards against which candidates are assessed.

National Unit Specification: general information

UNIT	Performance A (Intermediate 1)
NUMBER	D367 10
COURSE	Physical Education (Intermediate 1)

SUMMARY

On completion of the unit the candidate should be able to select and combine skills to perform with basic control, in one or more activities, within contexts offering a limited number of options.

The unit is a mandatory component of the Physical Education course at Intermediate 1.

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:

- a Foundation level award in Standard Grade Physical Education
- the unit in Performance at Access 3
- other relevant prior experience in physical education, including experience gained outwith certificated courses

Administrative Information

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National Unit Specification: general information (cont)

UNIT Performance A (Intermediate 1)

CREDIT VALUE

1 credit at Intermediate 1.

CORE SKILLS

There is no automatic certification of core skills or core skills components in this unit.

Additional information about core skills is published in *Automatic Certification of Core Skills in National Qualifications* (SQA, 1999).

National Unit Specification: statement of standards

UNIT Performance A (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

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.

Note on range for the outcome

Repertoire: technical skills and general movement patterns as appropriate to the activity.

Challenging performance contexts: appropriate to the activities used, involves limited options, familiar situations, new situations where well-rehearsed skills are being applied.

Control and fluency: relevant to performance contexts.

Evidence requirements

Performance evidence in a minimum of one activity. For those candidates presented for the course at Intermediate 1, the performance evidence must be based on a different activity to that in the *Performance B* unit.

Staff should record written evidence of achievement which may be supported by video clips.

National Unit Specification: support notes

UNIT Performance A (Intermediate 1)

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

While the time allocated to this unit is at the discretion of the centre, the notional design length is 40 hours.

GUIDANCE ON CONTENT AND CONTEXT FOR THIS UNIT

This 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 be the result of negotiation between staff and candidates. The negotiation process needs to take account of expertise, facilities and available resources. A minimum of one activity in each unit is stipulated; however, the teacher/lecturer may exercise discretion with regard to the number of activities that may be included in this unit.

GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT

Performance opportunities should be challenging and exciting. Appropriate models of performance should be used as important reference points to develop performance understanding. Regular practice opportunities should be provided to develop technique and raise performance standards. Staff may plan a series of events with a view to preparing candidates for an ultimate ‘special performance’, with all the associated demands of such an occasion.

GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

To achieve this unit, candidates are required to demonstrate that they have met the performance criteria for the expressed outcome within the range specified. Evidence from a minimum of one activity is required. Further information on how performance attainment should be recorded for course purposes can be found in the Intermediate 1 course details.

Assessment decisions should be based upon the teacher/lecturer’s professional judgements of the candidate’s performance. It is important to remember that the standards applied in the assessment of performance in Physical Education must be realistic.

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 alternative outcomes for units. For information on these, please refer to the SQA document *Guidance on Special Assessment and Certification Arrangements for Candidates with Special Needs/Candidates whose First Language is not English* (SQA, 1998).

National Unit Specification: general information

UNIT	Performance B (Intermediate 1)
NUMBER	D368 10
COURSE	Physical Education (Intermediate 1)

SUMMARY

On completion of the unit the candidate should be able to select and combine skills to perform with basic control, in one or more activities, within contexts offering a limited number of options.

The unit is a mandatory component of the Physical Education course at Intermediate 1.

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:

- a Foundation level award in Standard Grade Physical Education
- the unit in Performance at Access 3
- other relevant prior experience in physical education, including experience gained outwith certificated courses

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National Unit Specification: general information (cont)

UNIT Performance B (Intermediate 1)

CREDIT VALUE

1 credit at Intermediate 1.

CORE SKILLS

There is no automatic certification of core skills or core skills components in this unit.

Additional information about core skills is published in *Automatic Certification of Core Skills in National Qualifications* (SQA, 1999).

National Unit Specification: statement of standards

UNIT Performance B (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

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.

Note on range for the outcome

Repertoire: technical skills and general movement patterns as appropriate to the activity.

Challenging performance contexts: appropriate to the activities used, involves limited options, familiar situations, new situations where well-rehearsed skills are being applied.

Control and fluency: relevant to performance contexts.

Evidence requirements

Performance evidence in a minimum of one activity. For those candidates presented for the course at Intermediate 1, the performance evidence must be based on a different activity to that in the Performance A unit.

Staff should record written evidence of achievement which may be supported by video clips.

National Unit Specification: support notes

UNIT Performance B (Intermediate 1)

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

While the time allocated to this unit is at the discretion of the centre, the notional design length is 40 hours.

GUIDANCE ON CONTENT AND CONTEXT FOR THIS UNIT

This 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 be the result of negotiation between staff and candidates. The negotiation process needs to take account of expertise, facilities and available resources. A minimum of one activity in each unit is stipulated; however, the teacher/lecturer may exercise discretion with regard to the number of activities that may be included in this unit.

GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT

Performance opportunities should be challenging and exciting. Appropriate models of performance should be used as important reference points to develop performance understanding. Regular practice opportunities should be provided to develop technique and raise performance standards. Staff may plan a series of events with a view to preparing candidates for an ultimate ‘special performance’, with all the associated demands of such an occasion.

GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

To achieve this unit, candidates are required to demonstrate that they have met the performance criteria for the expressed outcome within the range specified. Evidence from a minimum of one activity is required. Further information on how performance attainment should be recorded for course purposes can be found in the Intermediate 1 course details.

Assessment decisions should be based upon the teacher/lecturer’s professional judgements of the candidate’s performance. It is important to remember that the standards applied in the assessment of performance in Physical Education must be realistic.

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 alternative outcomes for units. For information on these, please refer to the SQA document *Guidance on Special Assessment and Certification Arrangements for Candidates with Special Needs/Candidates whose First Language is not English* (SQA, 1998).

National Unit Specification: general information

UNIT	Analysis of Performance (Intermediate 1)
NUMBER	D369 10
COURSE	Physical Education (Intermediate 1)

SUMMARY

Ability to use knowledge and understanding to record, describe and suggest improvements to performance.

This unit is a mandatory component of the Physical Education course at Intermediate 1.

OUTCOMES

- 1 Describe performance.
- 2 Use knowledge and understanding to analyse performance.
- 3 Suggest improvements to performance.

RECOMMENDED ENTRY

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

- a Foundation level award in Standard Grade Physical Education
- the unit in Analysis of Performance at Access 3
- other relevant prior experience in physical education, including experience gained outwith certificated courses

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National Unit Specification: general information (cont)

UNIT Analysis of Performance (Intermediate 1)

CREDIT VALUE

0.5 credit at Intermediate 1.

CORE SKILLS

This unit gives automatic certification of the following:

Complete core skills for the unit	None
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Additional core skills components for the unit Critical Thinking Int 1

Additional information about core skills is published in *Automatic Certification of Core Skills in National Qualifications* (SQA, 1999).

National Unit Specification: statement of standards

UNIT Analysis 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.

Note on the range for this unit

For each outcome explanations and evidence should be drawn from a minimum of three of the following four areas of Analysis of Performance:

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

OUTCOME 1

Describe performance.

Performance criteria

- (a) Methods used to record information about the performance are appropriate.
- (b) The main features of performance are described.

Note on range for the outcome

Methods: selected from a limited range provided by staff.

Main features: selected by candidate as appropriate to activity.

Evidence requirements

Evidence which satisfies the performance criteria. This may be oral, written, visual or graphic evidence and may take the following forms:

- 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 explanation
- observation schedule/checklist (where appropriate), with related explanation
- a short presentation talk to peers, referring to data recorded
- description to teacher, referring to data recorded
- any other graphic, written or oral evidence judged to be appropriate by the teacher/lecturer

National Unit Specification: statement of standards (cont)

UNIT Analysis of Performance (Intermediate 1)

OUTCOME 2

Use knowledge and understanding to analyse performance.

Performance criteria

- (a) Use appropriate knowledge and understanding.
- (b) Identify strengths and weaknesses.

Note on range for the outcome

Knowledge and understanding: main features of performance derived from personal or observed performance.

Evidence requirements

Evidence which satisfies the performance criteria. This may be oral, written, visual or graphic evidence.

OUTCOME 3

Suggest improvements to performance.

Performance criteria

- (a) A relevant feature of performance is identified for improvement.
- (b) A method of improving this feature of performance is suggested.

Note on range for the outcome

The range is fully expressed in the performance criteria.

Evidence requirements

Evidence which satisfies the performance criteria. This may be oral, written, visual or graphic evidence.

National Unit Specification: support notes

UNIT Analysis of Performance (Intermediate 1)

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

While the time allocated to this unit is at the discretion of the centre, the notional design length is 20 hours.

GUIDANCE ON CONTENT AND CONTEXT FOR THIS UNIT

This unit should be delivered in a practical context. The central purpose of the unit is to examine performance closely with a view to improvement. In any analysis of performance, the minimum form of the activity that allows for meaningful analysis and reliable assessment should be used.

The content addressed in this unit will be drawn from the areas of analysis:

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

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 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.

It is recommended that aspects of a minimum of three areas of analysis are incorporated at a basic level, as appropriate to the activities selected. This provides a broad base of knowledge which can be further developed in more depth at levels above Intermediate 1. Candidates should be engaged in using a range of analysis techniques, presented by staff, to try to improve performance.

National Unit Specification: support notes (cont)

UNIT Analysis of Performance (Intermediate 1)

GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT

Staff 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 staff who should stress the role of this analysis in the process of working to improve performance. Candidates should gradually take more responsibility for selecting and applying the appropriate methods to analyse performance under the supervision of staff.

Practical workshops are suggested as an effective means of re-inforcing facts and principles which emerge from the performance. Workshops should have a practical, problem solving orientation. In a workshop setting, candidates may be given the opportunity to work alone, or with others to meet a particular challenge. Ideas may be shared, tasks can be explored, candidates may experiment and share findings. Dialogue, co-operation and discovery are central features of a workshop environment. Video and other technology can add an important dimension to learning and teaching in this unit.

GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

Analysis of Performance evidence should be generated through practical approaches. Candidates should be made aware of assessment criteria and instruments of assessment. The timing of assessments may vary according to the progress of individual candidates. While a variety of assessment instruments are available, staff are encouraged to adopt an integrated approach to assessment in the unit.

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 alternative outcomes for units. For information on these, please refer to the SQA document *Guidance on Special Assessment and Certification Arrangements for Candidates with Special Needs/Candidates whose First Language is not English* (SQA, 1998).

National Unit Specification: general information

UNIT	Investigation of Performance (Intermediate 1)
NUMBER	D370 10
COURSE	Physical Education (Intermediate 1)

SUMMARY

Select and carry out, with teacher/lecturer support, a plan of action to investigate performance; making observations on the investigation.

This unit is a mandatory component of the Physical Education course at Intermediate 1.

OUTCOMES

- 1 Select a plan of action to investigate performance.
- 2 Carry out the selected plan to investigate performance.
- 3 Make observations on the investigation.

RECOMMENDED ENTRY

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

- a Foundation level award in Standard Grade Physical Education
- an Access 3 award in Physical Education or the Investigation of Performance unit at Access 3
- other relevant prior experience in physical education, including experience gained outwith certificated courses

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National Unit Specification: general information (cont)

UNIT Investigation of Performance (Intermediate 1)

CREDIT VALUE

0.5 credit at Intermediate 1.

CORE SKILLS

There is no automatic certification of core skills or core skills components in this unit.

Additional information about core skills is published in *Automatic Certification of Core Skills in National Qualifications* (SQA, 1999).

National Unit Specification: statement of standards

UNIT Investigation 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

Select a plan of action to investigate performance.

Performance criteria

- (a) Select an appropriate feature of performance to investigate.
- (b) Select a plan of action relevant to the performance.

Note on range for the outcome

Plan of action: selected from a number of possibilities offered by staff; small number of straightforward steps.

Evidence requirements

Evidence which satisfies the performance criteria. This may be oral, written, visual or graphic evidence.

OUTCOME 2

Carry out the selected plan to investigate performance.

Performance criteria

- (a) Record information about performance.
- (b) Identify strengths and weaknesses.
- (c) Complete an appropriate programme of work.

Note on range for the outcome

The range of the outcome is fully expressed in the performance criteria.

Evidence requirements

Evidence which satisfies the performance criteria. This may be oral, written, visual or graphic evidence.

National Unit Specification: statement of standards (cont)

UNIT Investigation of Performance (Intermediate 1)

OUTCOME 3

Make observations on the investigation.

Performance criterion

(a) Describe the effect on performance.

Note on range for the outcome

Effect: improvement or not.

Evidence requirements

Evidence which satisfies the performance criteria. This may be oral, written, visual or graphic evidence.

National Unit Specification: support notes

UNIT Investigation of Performance (Intermediate 1)

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

While the time allocated to this unit is at the discretion of the centre, the notional design length is 20 hours.

GUIDANCE ON CONTENT AND CONTEXT FOR THIS UNIT

Candidates require to apply skills of analysis to investigate a selected feature of performance. Candidates taking this unit as part of the Intermediate 1 course require to use an activity which forms part of their course.

The feature of performance chosen should be selected with staff support. The investigation should be a practical exercise, with teacher/lecturer support involving candidates in carrying out a range of methods for training and/or practices designed to improve the selected performance. This process should be recorded by candidates, on an on-going basis, in a log book. Staff should ensure that staff-led programmes of work continue for time sufficient to generate meaningful information and allow development of understanding of the process as well as reflection, by the candidates, on the effects on the selected performance.

In pursuing this investigation within the practical situation, it is anticipated that the process, in addition to providing evidence for assessment, will lead to improvement in performance. This will be particularly beneficial to those candidates undertaking the Physical Education course or the Performance unit at this level.

GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT

The feature of performance selected must be agreed between candidate and teacher/ lecturer. Candidates engaged in this unit will work to a large extent with staff supervision but may be encouraged to work independently at times. Staff should provide support for candidates in completing their log-book entries to record the process of investigation which they have undertaken. Time should be made available for candidates to complete their entries.

In delivering the unit, staff should try to ensure that a wide variety of approaches for analysing, assessing and improving performance are explored.

GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

Candidates should be made aware of assessment criteria and instruments of assessment. On-going assessment should take place to inform and support candidate progress. Staff are encouraged to adopt an integrated approach to assessment in the unit.

National Unit Specification: support notes (cont)

UNIT Investigation 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 alternative outcomes for units. For information on these, please refer to the SQA document *Guidance on Special Assessment and Certification Arrangements for Candidates with Special Needs/Candidates whose First Language is not English* (SQA, 1998).