

National Unit Specification: general information

UNIT Physical Education: Analysis and Development of Performance (Intermediate 2)

CODE DF2R 11

COURSE Physical Education (Intermediate 2)

SUMMARY

While this Unit can be taken as a free-standing Unit, it is designed primarily for candidates following the Intermediate 2 Physical Education Course.

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

- ◆ the processes involved in observing and explaining performance
- ◆ the body of knowledge that can be used to inform training and develop performance

This Unit is a mandatory Unit of the Physical Education Course at Intermediate 2.

OUTCOMES

- 1 Explain performance in an activity.
- 2 Use knowledge and understanding to analyse performance
- 3 Monitor a programme of work.
- 4 Review the analysis and 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 General Level
- ◆ Intermediate 1 Physical Education
- ◆ the *Physical Education: Analysis and Development of Performance* Unit at Intermediate 1

Administrative Information

Superclass: MA

Publication date: April 2004

Source: Scottish Qualifications Authority

Version: 01

© Scottish Qualifications Authority 2004

This publication may be reproduced in whole or in part for educational purposes provided that no profit is derived from reproduction and that, if reproduced in part, the source is acknowledged.

Additional copies of this unit specification can be purchased from the Scottish Qualifications Authority. The cost for each unit specification is £2.50. (A handling charge of £1.95 will apply to all orders for priced items.)

National Unit Specification: general information (cont)

UNIT Physical Education: Analysis and Development of Performance (Intermediate 2)

CREDIT VALUE

1.5 credits at Intermediate 2 (9 SCQF credit points at SCQF level 5*)

**SCQF 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 2
Core Skills components for the Unit	None

National Unit Specification: statement of standards

UNIT Physical Education: Analysis and Development of Performance (Intermediate 2)

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

Explain performance in an activity.

Performance Criteria

- a) Methods selected and used for observing and recording data are valid.
- b) Data gathered are valid.
- c) Performance strengths and weaknesses are explained.
- d) Development needs are explained.

OUTCOME 2

Use knowledge and understanding to analyse performance.

Performance Criteria

- a) Relevant key concepts and key features are selected and used to analyse performance.
- b) Relevant information sources are used to plan performance development.
- c) A programme of work is designed to meet identified needs.

OUTCOME 3

Monitor a programme of work.

Performance Criteria

- a) A relevant programme of work to meet identified needs is completed.
- b) The content of the programme of work is monitored.
- c) Performance development is monitored.

OUTCOME 4

Review the analysis and development process.

Performance Criteria

- a) The effectiveness of the analysis and development process is explained.
- b) The effects on performance are explained.
- c) Future development needs are described.

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

UNIT Physical Education: Analysis and Development of Performance (Intermediate 2)

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 2 Physical Education Course Specification, Appendix 3: Areas of Analysis and Key Concepts).

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 2)

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 taken as part of the Physical Education 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 interpretations about what has been observed are drawn.

In order to know how to proceed from this point and make informed decisions about how performance might be improved, candidates must acquire an understanding of the body of knowledge associated with the analysis and development of performance. For this purpose candidates require to consider the four *areas of analysis* and their related key concepts and key features. Once clearly understood this subject knowledge can be applied to the design of 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 evaluate the effectiveness of the analysis and development work undertaken. Central to this evaluation is the identification of positive effects on performance that can be attributed to the development programme and the consideration of future development needs.

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 Physical Education Course, a minimum of three of these areas must be covered.

National Unit Specification: support notes (cont)

UNIT Physical Education: Analysis and Development of Performance (Intermediate 2)

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 and developed in differing ways. 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 quality performance, and providing 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

The stimulus for the analysis and development of performance should arise from the pursuit of improved standards of performance in the activities selected for the Unit. Practical experiential learning provides not only a rich environment to develop high standards of performance but also gives candidates the opportunity to undertake a range of analysis of performance tasks with partners and groups. In these situations candidates can become familiar and practiced in the processes of analysis and development, and well prepared for the more substantial analysis and development of their own performance required in order to achieve the Unit Outcomes.

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. These 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. Workshops embody investigative methods which are appropriate to stimulate the development of conceptual and critical thinking which is vital in the analysis of performance. Independent learning should be encouraged at all times.

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.

During work on the *Physical Education: Analysis and Development of Performance* Unit assessment, candidates should be encouraged to work independently and take on a measure of responsibility for the completion of the task. The shift from directed learning to work on individual analysis and development should be supported through opportunities for consultation and discussion. The teacher/lecturer should act as more of a co-ordinator and consultant when supervising this section of the Unit, rather than an organiser and manager of candidates' work. Guidance and assistance on how best to use information sources both within and outwith the centre may be required at an early stage. 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.

National Unit Specification: support notes (cont)

UNIT Physical Education: Analysis and Development of Performance (Intermediate 2)

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.

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.

National Unit Specification: support notes (cont)

UNIT Physical Education: Analysis and Development of Performance (Intermediate 2)

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.

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).