

National Unit Specification: General Information

UNIT	Sporting Activity - Sailing (Higher)
NUMBER	D698 12
COURSE	This is a freestanding unit that may be used as part of a Scottish Group Award or be associated with other programmes of study in schools, colleges of further education or other centres.

SUMMARY

On successful completion of this unit, the candidate will be able to refine performance skilfully in a demanding context, analyse performance with regard to strategy, design a long term fitness programme and analyse effectiveness at applying skill in demanding contexts.

OUTCOMES

- 1 Refine performance in the sporting activity in demanding contexts.
- 2 Complete an analysis of performance with regard to overall strategy in the sporting activity.
- 3 Design a relevant long term fitness training programme for the sporting activity.
- 4 Analyse personal effectiveness with regard to skilful performance in a demanding context within the sporting activity.

RECOMMENDED ENTRY

While entry is at the discretion of the centre, candidates would find it advantageous to have attained one or more of the following:

- D698 11 Sporting Activity - Sailing (Intermediate 2)
- a Credit level award in Standard Grade Physical Education
- a unit, units or course in Physical Education at Intermediate 2
- other relevant prior experience in physical education, including experience gained outwith certificated courses.

Administrative Information

Superclass:	MC
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CREDIT VALUE

1 Credit at Higher.

CORE SKILLS

Information on the automatic certification of any core skills in this unit is published in *Automatic Certification of Core Skills in National Qualifications* (SQA, 1999).

National unit specification: statement of standards

UNIT Sporting Activity - Sailing (Higher)

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

Refine performance in the sporting activity in demanding contexts.

Performance Criteria

- a) Techniques appropriate to refining performance in demanding contexts are performed skilfully in the sporting activity with a high degree of consistency.
- b) Appropriate decisions during performance are made that relate to refining performance in demanding contexts.
- c) Control and fluency are demonstrated in refining performance in demanding contexts.

Evidence Requirements

Evidence should be generated through candidates' active participation that satisfies the three performance criteria.

The tutor should record evidence of performance, for example through a marked checklist or brief explanatory comment.

The tutor should record for performance criterion (a) the essential elements that are required in a minimum of six relevant techniques.

The tutor should record for performance criteria (b) and (c) the decisions in context and application of control and fluency that are required for refining performance in demanding contexts.

OUTCOME 2

Complete an analysis of performance with regard to overall strategy in the sporting activity.

Performance Criteria

- a) Record relevant information about the strengths and weaknesses of the strategy.
- b) Suggest improvements to the strategy based on analysed and recorded information on strengths and weaknesses.

Evidence Requirements

Evidence which satisfies both performance criteria. This may be oral, written, graphic or video evidence for methods of collecting information for performance criterion (a). It is most likely to be oral or written evidence for performance criterion (b). The analysis may relate to the candidate's own performance either as an individual or as part of a group or team.

National unit specification: statement of standards (cont)

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OUTCOME 3

Design a relevant long term fitness training programme for the sporting activity.

Performance Criteria

- a) Relevant fitness factors are correctly chosen for the sporting activity.
- b) Appropriate training programmes for improving physical fitness in the sporting activity are described.
- c) Information is recorded about fitness development.
- d) A long term training programme is completed.
- e) The effects of the fitness programme on performance are discussed in detail.

Evidence Requirements

Oral or written evidence that correctly shows how relevant physical fitness factors and appropriate training programmes were chosen for in the sporting activity.

The tutor should record evidence of oral responses for performance criteria (a) and (b).

For performance criterion (c) information is required to be recorded by candidates about their fitness development. This could be in the form of a training diary, video clips, computer data or a personal evaluation of fitness development. This should be confirmed by the tutor.

For performance criterion (d) candidates will be required to complete a long term training programme over a minimum of six weeks.

For performance criterion (e) the effectiveness of the long term training programme should be discussed. The analysis of the training programme should use the information collected in performance criterion (c) combined with the candidates' judgements about the training programme through completing the fitness sessions.

The tutor should record evidence of achievement for performance criteria (d) and (e), for example through a marked checklist or brief explanatory comment.

National unit specification: statement of standards (cont)

UNIT Sporting Activity - Sailing (Higher)

OUTCOME 4

Analyse personal effectiveness with regard to skilful performance in a demanding context within the sporting activity.

Performance Criteria

- a) Personal effectiveness in skilful performance is accurately assessed with regard to personal technique in a demanding context within the sporting activity.
- b) Personal effectiveness in skilful performance is accurately assessed with regard to decision making in a demanding context within the sporting activity.
- c) Personal effectiveness in skilful performance is accurately assessed with regard to control and fluency in a demanding context within the sporting activity.
- d) Suggestions for improvements are made for skilful performance in a demanding context within the sporting activity.

Evidence Requirements.

Evidence which satisfies all performance criteria. This may be oral, written, graphic or video evidence for methods of collecting information for performance criteria (a), (b) and (c). It is most likely to be oral or written evidence for performance criterion (d).

The tutor should record evidence of oral responses, for example through a marked checklist or short explanatory comment.

National unit specification: support notes

UNIT Sporting Activity - Sailing (Higher)

This part of the unit specification is offered as guidance. None of the sections of the support notes is mandatory.

GUIDANCE ON CONTENT AND CONTEXT

Candidates will refine their performance skilfully in a single activity. Consideration should be given to candidate's interest, motivation and expertise and the centre's available facilities and resources. The refinement of performance and analysis of performance with regard to overall strategy should take place in practical contexts. Likewise the specific value of different fitness factors and skill effectiveness within the activity should take place in practical contexts.

This unit refers to the term 'skill' as being able to be performed or applied. Techniques are demonstrated within skilful performance contexts. Hence in outcome 1 the term used is 'perform skilfully' whilst the performance criterion refer to 'techniques appropriate to refining performance'.

The notion of 'refining performance' is crucial to improvement at this level. Candidates in the majority of sporting activities will be refining existing techniques rather than being introduced to new techniques in their progress towards performing with a high degree of consistency.

GUIDANCE ON TEACHING AND LEARNING APPROACHES

Candidates should learn in familiar contexts which provide opportunities to work individually, with a partner and in groups when practising techniques that are relevant to refining performance in demanding contexts. Candidates should be provided with accurate and appropriate feedback that is relevant to their development. Regular practice opportunities should be provided in order to refine technique and improve performance standards.

The tutor should involve candidates in a range of practical contexts that are relevant to developing an activity specific understanding of refining performance, and analysis of performance with regard to overall strategy should take place in practical contexts. These contexts should also be relevant for identifying and understanding key aspects of fitness and the nature of the techniques required for refining skill at a demanding level. A variety of methods for recording information about performance should be included by the tutor in the practical opportunities offered to candidates.

The nature and demands of the training programme will vary in accordance with different activities. A minimum time for the long term fitness training programme is six weeks. This is to allow the effects of the fitness programme to be discussed in detail.

National unit specification: support notes (cont)

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GUIDANCE ON APPROACHES TO ASSESSMENT

Candidates should demonstrate their competence in practical situations and should be assessed when they are ready. Opportunities for re-assessment are available throughout this unit. Evidence for assessment should arise naturally from the range of tutor-led situations in which candidates are engaged, and should be recorded by the tutor as appropriate. Sufficient evidence requires to be provided to indicate that all outcomes and performance criteria have been met within any range specified. While a variety of assessment instruments is available, the tutor is 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* (SQA, 1998).