

## National Unit Specification: General Information

<b>UNIT</b>	Sporting Activity - Snowboarding (Intermediate 1)
<b>NUMBER</b>	D711 10
<b>COURSE</b>	This is a free-standing unit that may be associated with 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 perform skilfully at an introductory level in the sporting activity, identify the appropriate facility and equipment requirements for safe participation and identify the value of the sporting activity towards personal fitness.

This unit is designed for those with little or no previous experience of the sporting activity.

### OUTCOMES

- 1 Perform skilfully in the sporting activity at an introductory level.
- 2 Prepare correctly for participation and apply the principal rules and procedures in the sporting activity.
- 3 Describe the specific value of the sporting activity to personal fitness.
- 4 Describe the nature of the techniques required in 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:

- D685 09 Sporting Activities - An Introduction (Access 3)
- a Foundation level award in Standard Grade Physical Education
- a unit or units in Physical Education at Access 3
- other relevant prior experience in physical education, including experience gained outwith certificated courses.

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### Administrative Information

<b>Superclass:</b>	MF
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<b>Version:</b>	01

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**CREDIT VALUE**

1 credit at Intermediate 1

**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**

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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**

Perform skilfully in the sporting activity at an introductory level

#### **Performance Criteria**

- a) Techniques appropriate to an introductory level are performed skilfully in the sporting activity with occasional consistency.
- b) Appropriate decisions during performance are made in contexts that relate to an introductory level.
- c) Appropriate movement patterns during performance at an introductory level are used.

#### **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 movement patterns that are required at an recreational level.

### **OUTCOME 2**

Prepare correctly for participation and apply the principal rules and procedures in the sporting activity.

#### **Performance Criteria**

- a) Select personal equipment for the sporting activity.
- b) Use appropriate procedures to check that facility equipment is safe.
- c) Comply with the essential rules for active participation in the sporting activity.
- d) Comply with recommended safety procedures throughout participation in the sporting activity.

#### **Evidence Requirements**

Oral or written evidence that correctly identifies appropriate personal equipment and facility equipment for safe participation in the sporting activity for performance criteria (a) and (b).

## **National unit specification: statement of standards (cont)**

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Evidence should be generated through candidates' active participation that satisfies performance criteria (c) and (d).

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

### **OUTCOME 3**

Describe the specific value of the sporting activity to personal fitness

#### **Performance Criteria**

- a) Physical fitness factors are correctly identified for the sporting activity.
- b) Appropriate training programmes for improving physical fitness in the sporting activity are described.

#### **Evidence Requirements**

Oral or written evidence that correctly identifies appropriate physical fitness factors and describes appropriate training programmes for safe participation in the sporting activity.

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

### **OUTCOME 4**

Describe the nature of the techniques required in the sporting activity.

#### **Performance Criteria**

- a) Relevant techniques are correctly described for the sporting activity.
- b) Suggestions for improving relevant techniques are described for the sporting activity.

#### **Evidence Requirements**

Oral or written evidence that correctly identifies and suggests improvements to relevant techniques in the sporting activity.

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

## **National unit specification: support notes**

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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 develop their performance at an introductory level in a single activity. Consideration should be given to candidates' interest, motivation and expertise and the centre's available facilities and resources. The development of performance with regard to participation and applying the principal rules of the activity should take place in practical contexts. Likewise the specific value of different fitness factors and techniques within the selected 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 refers to 'techniques appropriate to an introductory level'.

The term 'introductory' is used to refer to a candidate who is new to the sporting activity and who is developing a sports specific introduction to the nature and demands of the sporting activity.

### **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 developing skill at an introductory level. Candidates should be provided with accurate and appropriate feedback that is relevant to their development. Regular practice opportunities should be provided in order to develop 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 correct preparation and applying rules correctly when performing. These practical contexts should also be relevant for identifying and describing the key aspects of fitness and the nature of the techniques required for developing skill at a introductory level. A variety of methods for recording information about performance should be included by the tutor in the practical opportunities offered to candidates.

## **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. To achieve the unit 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).