

SQA Advanced Unit specification

General information for centres

Unit title: History and Development of Golf

Unit code: HW84 47

Unit purpose: This Unit is designed to enable candidates to develop knowledge of the development of golf and the broader factors which contributed to that history.

On completion of the Unit the candidate should be able to identify the different phases of the development of golf, explain and evaluate the characteristics of the developments within these phases, and identify the main factors, personalities and organisations involved in the phases of development.

- 1 Describe the theories of folk-game origins of golf.
- 2 Describe the processes of formalisation, standardisation and organisation of the game of golf until 1850 and analyse the factors which contributed to these developments.
- 3 Evaluate the adoption and development of golf from 1850 to the present.

Credit points and level: 1 SQA Credit at SCQF level 8: (8 SCQF credit points at SCQF level 7*)

**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 National 1 to Doctorates.*

Recommended prior knowledge and skills: Access this Unit is at the discretion of the centre. There are no formal entry requirements to this Unit, but a basic knowledge and interest in the game of golf would be an advantage.

Core Skills: There are opportunities to develop the Core Skill of *Communication* at SCQF level 6 in this Unit, although there is no automatic certification of Core Skills or Core Skills components.

Context for delivery: If this Unit is delivered as part of a Group Award, it is recommended that it should be taught and assessed within the subject area of the Group Award to which it contributes.

Assessment: This Unit is assessed by three Instruments of Assessment. Outcome 1 is assessed by a report. Outcome 2 is assessed by Restricted Response questions. Outcomes 3 and 4 are assessed jointly by a Project.

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The sections of the Unit stating the Outcomes, Knowledge and/or Skills, and Evidence Requirements are mandatory.

Where evidence for Outcomes is assessed on a sample basis, the whole of the content listed in the Knowledge and/or Skills section must be taught and available for assessment. Candidates should not know in advance the items on which they will be assessed and different items should be sampled on each assessment occasion.

Outcome 1

Describe the theories of folk-game origins of golf

Knowledge and/or Skills

- ◆ Folk game antecedents
- ◆ Historical evidence

Evidence Requirements

Candidates must be able to outline and evaluate the folk-game antecedents of golf and the evidence which supports them. This must include:

- ◆ identification of early stick and ball games
- ◆ discussion of the characteristics of play of these games including the influence of the geographical locations of these games
- ◆ description of the links from these locations with the east of Scotland
- ◆ discussion of the language and cultural inferences relating these games to modern golf

Assessment Guidelines

A report of 750–1,000 words or equivalent to cover all the Evidence Requirements. The assessment task should be introduced to the candidate and a deadline for submission negotiated which allows sufficient time for the necessary research to be undertaken. The assessment could be combined with those of other Outcomes in order to provide a more holistic approach to assessment by integrating this evidence into a fuller account of golf history.

Outcome 2

Describe the processes of formalisation, standardisation and organisation of the game of golf until 1850 and analyse the factors which contributed to these developments

Knowledge and/or Skills

- ◆ The sportisation process
- ◆ Emergence of societies
- ◆ Standardisation of rules
- ◆ National governing body
- ◆ Influencing factors

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Evidence Requirements

Candidates will need to provide evidence to demonstrate their Knowledge and/or Skills by showing that they can:

- ◆ describe the phases by which ‘sportisation’ takes place, using an appropriate model.
- ◆ discuss specific events within the development of golf with reference to a model of ‘sportisation’. These specific events must include, but are not restricted to, formation of societies, adoption of standard rules, adoption of standard features of the golf course eg size of the hole, number of holes and emergence of national administration ie Royal and Ancient Golf Club of St Andrews (R & A).
- ◆ describe the influencing factors.

Assessment Guidelines

This Outcome could be assessed by ten restricted response questions under closed-book, invigilated conditions. A maximum of 1.5 hours should be scheduled for this assessment. Minimum Evidence Requirements for each question should be set and an overall pass mark set.

The support notes contain details of suggested models of sportisation eg John Bale’s ‘Sportisation Process’ or Allan Guttman’s ‘Characteristics of Modern Sport’.

Outcome 3

Describe and evaluate the adoption and spread of golf from 1850 to World War 1, and evaluate the contributing factors

Knowledge and/or Skills

- ◆ National development from 1850 to World War 1 (WW1)
- ◆ International development from late 19th century to World War 2 (WW2)
- ◆ International development from World War 2 to the present
- ◆ Factors contributing to development

Evidence Requirements

Candidates will need to provide evidence to demonstrate their Knowledge and/or Skills by showing that they can:

- ◆ describe the national golf boom in Scotland from 1850 to World War 1, identifying and evaluating the factors contributing to this boom
- ◆ describe the international development from late 19th century to World War 2
- ◆ describe the international development from World War 2 to the present
- ◆ evaluate the contributing factors to golf development with reference to significant milestones and the impact of commercialisation on the development of golf

Assessment Guidelines

Evidence could be generated through the development of a portfolio of information, duly referenced, with a commentary provided by the candidate summarising the evidence and evaluating it with reference to the factors considered significant in precipitating or accompanying golf development. The assessment task should be introduced to the candidate and a deadline for submission negotiated which allows sufficient time for the necessary research to be undertaken. As a guide, the information should require a 1,000 word count or equivalent to exclude any reference materials, diagrams etc. See Support Notes for further details of factors and milestones.

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Administrative Information

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Unit title: History and Development of Golf
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Version	Description of change	Date

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SQA Advanced Unit specification: support notes

Unit title: History and Development of Golf

This part of the Unit specification is offered as guidance. The 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 40 hours.

Guidance on the content and context for this Unit

The Unit is intended to provide candidates with knowledge of the history of golf and understanding of the factors which have contributed to its development. The development of any sport does not take place in a social or cultural vacuum, and models of sport's development have been proposed by eg John Bale (Sports Geography, 1989, Spon) or Allen Guttman (From Ritual to Record, 2004, Columbia University Press). The development of golf can be compared to these models and it is this approach that is proposed here.

Outcome 1 deals with folk games and their nature, some of which, it is claimed, are antecedents of modern golf. Candidates are asked to describe the folk game antecedents of modern golf, and to evaluate the evidence, not just of the 'stick and ball' nature of the games, but on the likelihood that they could have been transposed to and developed on Scotland's east coast.

The assessment task should be introduced to the candidate and a deadline for submission negotiated which allows sufficient time for the necessary research to be undertaken.

Outcome 2 is about the ways in which the folk game antecedents of golf developed into modern golf. Bale's model of sportisation proposes five phases: these can be examined for golf, including the formalisation of the game through societies, rules, competitions, national and international administration, changes to golf courses and emergence of champions.

Suggested models of sportisation eg John Bale's 'Sportisation Process' or Allan Guttman's 'Characteristics of Modern Sport'.

Outcome 3 deals with the development of golf both nationally and internationally. The 'facts and figures' and significant milestone events did not occur in isolation from other facets of society. The impact of industrialisation, emerging middle classes, improved and cheaper transport, improved and cheaper golf equipment, emergence of nationally and internationally recognised personalities, the exploitation of these personalities, the role of the media, and increasing administration and organisation, can be seen as recurrent themes within the development of the game. Candidates are encouraged to identify phases and events within golf history, and to reflect them against these broader social and economic phenomena. This will provide understanding not just of past events within golf, but of current and future development of the game.

Factors could include the roles of organisations and individuals, and the changing social and economic climate associated with golf development.

Significant milestones, can include but not limited to, the first open championship, the first amateur championship, the first US Open, the emergence of the PGA, the LPGA, the Walker Cup, the Ryder Cup, the Curtis Cup, the Solheim Cup, and the golf unions.

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The effects of commercialisation on the development of golf, can include but need not be limited to early industrial club and ball manufacture, the development of golf as a tourist product, the impact of media, the use of golf personalities for commercial ends, and the internationalisation of the game at amateur and professional level.

Guidance on the delivery and assessment of this Unit

This Unit is suitable as a stand-alone Unit, but will most often be delivered as part of a Group Award. It integrates, or has the potential to integrate, with other Units relating to golf development eg emergence of governance and management structures within the game and its institutions, development of golf course design and construction, development of greenkeeping practices, golf and society. If delivered as part of a Group Award it should be early in the curriculum programme, or concurrent with other relevant or related Units.

Delivery will be through a variety of means, including didactic delivery, question and answer, site visits and museum visits, guest speakers, internet and literature searches and discussion. Assessment is through a written report, restricted response questions, and the development of a portfolio of evidence supported by either a written or verbal commentary.

Opportunities for developing Core Skills

There are opportunities to develop the Core Skill of *Communication* at SCQF level 6 in this Unit, although there is no automatic certification of Core Skills or Core Skills components.

Open learning

The Unit is suitable for open learning. However it would require planning by the centre to ensure the sufficiency and authenticity of candidate evidence. For information on open learning, please refer to *SQA guide assessment and quality assurance of open and distance learning (A1030, Feb 2001)*.

Equality and inclusion

This Unit specification has been designed to ensure that there are no unnecessary barriers to learning or assessment. The individual needs of learners should be taken into account when planning learning experiences, selecting assessment methods or considering alternative evidence.

Further advice can be found on our website www.sqa.org.uk/assessmentarrangements.

General information for candidates

Unit title: History and Development of Golf

This Unit is designed to help you learn about the history and development of golf, based on a couple of ideas or models of how sports develop and what are the factors that lead to their development. You will identify important events within the development of golf, and relate these to the factors that allowed them to happen eg it is often said that the golf boom in Scotland in the late 19th century occurred because the courses became accessible and the equipment became affordable. You will consider these developments against wider changes in society, and identify and discuss the impact of important individuals and other innovations in the game.

Outcome 1 deals with folk games and their nature, some of which, it is claimed, are antecedents of modern golf. In Outcome 2 the candidate is encouraged to examine ways in which the folk game antecedents of golf developed into modern golf. Outcome 3 deals with the development of golf both nationally and internationally. The impact of industrialisation, emerging middle classes, improved and cheaper transport, improved and cheaper golf equipment, emergence of nationally and internationally recognised personalities, the exploitation of these personalities, the role of the media, and increasing administration and organisation, can be seen as recurrent themes within the development of the game.

Candidates are encouraged to identify phases and events within golf history, and to reflect them against these broader social and economic phenomena. This will provide understanding not just of past events within golf, but of current and future development of the game.