

National Unit Specification: general information

UNIT	Physical Education: Analysis of Performance (Access 3)
NUMBER	D369 09
CLUSTER	Physical Education (Access 3)

SUMMARY

Describe and analyse performance in straightforward terms and suggest ways of improving performance.

This is a component unit of the Access 3 cluster in Physical Education.

OUTCOMES

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

RECOMMENDED ENTRY

Entry is at the discretion of the centre.

CREDIT VALUE

0.5 credit at Access 3.

Administrative Information

Superclass:	MA
Publication date:	November 1999
Source:	Scottish Qualifications Authority
Version:	02

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National Unit Specification: general information (cont)

UNIT Physical Education: Analysis of Performance (Access 3)

CORE SKILLS

This unit gives automatic certification of the following:

Complete core skills for the unit	None	
Core skills components for the unit	Critical Thinking	Acc 3

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 Physical Education: Analysis of Performance (Access 3)

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

Describe performance.

Performance criteria

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

Note on range for the outcome

Methods: suitable methods provided by staff.

Main features: identified by staff as appropriate to the activity.

Evidence requirements

Successful completion of two methods (provided by staff) to satisfy the criteria, for example:

- observation schedule/checklist with appropriate detail
- candidate notes (normally text/audio)
- photographs with related comments
- video clips with related comments
- oral explanation

National Unit Specification: statement of standards (cont)

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OUTCOME 2

Use knowledge and understanding to analyse performance.

Performance criteria

- (a) Use simple knowledge and understanding.
- (b) Identify some obvious strengths and weaknesses.

Note on range for the outcome

Simple knowledge and understanding: main features of performance derived from practical experience.

Evidence requirements

Two pieces of evidence which satisfy the performance criteria, for example:

- observation schedule/checklist with appropriate detail
- candidate notes (normally text/audio)
- sequence photographs with related comments
- video clips with related comments
- oral explanation

Evidence should be gathered using the following areas of analysis:

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

OUTCOME 3

Suggest improvements to performance.

Performance criteria

- (a) An obvious feature of performance needing improvement is identified.
- (b) A way of improving this performance is suggested.

Note on range for the outcome

Way of improving: general suggestion, eg, practise, improve fitness.

Evidence requirements

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

National Unit Specification: support notes

UNIT Physical Education: Analysis of Performance (Access 3)

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 with a view to improvement. Analysis of Performance should arise naturally in the pursuit of this improvement.

The content addressed in this unit should be drawn from the four 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 aspects of performance. Each of the four areas allows performance to be analysed in differing ways. Further definition of the areas is provided in Appendix III.

It is recommended that a minimum of three of the four areas of Analysis of Performance are addressed to develop breadth and to provide a basis for later progression to other levels.

At Access 3, the key concepts of Analysis of Performance are addressed and analysed at a basic level.

GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT

Staff should involve the candidates in a range of situations where aspects of analysis from the main areas may be readily identified. Candidates should carry out analysis of performance in practical situations set up by the teacher/lecturer who should highlight the purpose of this analysis in the process of improving performance. Candidates should also be involved in analysing observed performance using a range of methods, provided by the teacher/lecturer, for recording information about the performance. The observed performance could be that of self or another performer. Opportunities should be given for individual, partner and group work.

National Unit Specification: support notes (cont)

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GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

Candidates should demonstrate their competence in practical situations and should be assessed when they are ready. Evidence for assessment should arise naturally from the range of staff-led situations in which candidates are engaged, and should be recorded by staff as appropriate. To achieve the unit, sufficient evidence requires to be provided to indicate that all outcomes and performance criteria have been met within the ranges specified. While a variety of assessment instruments is 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).