

National Unit Specification: general information

UNIT Physical Education: Analysis and Development of Performance (Access 3)

CODE DF2R 09

CLUSTER Physical Education (Access 3)

SUMMARY

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

- ◆ the process involved in observing and recording information on performance
- ◆ the ability to give a simple analysis using appropriate knowledge to complete a programme of work and review performance.

This Unit is a mandatory Unit of the Access 3 Cluster in Physical Education, but may also be taken as a free-standing Unit. This Unit is a suitable introduction for candidates wishing to progress to Intermediate 1 Units or the Intermediate 1 Course in Physical Education.

OUTCOMES

1. Observe and record performance
2. Use knowledge and understanding to analyse performance
3. Complete a programme of work to develop performance
4. Review performance.

RECOMMENDED ENTRY

Entry is at the discretion of the centre.

Administrative Information

Superclass: MA

Publication date: August 2005

Source: Scottish Qualifications Authority

Version: 01

© Scottish Qualifications Authority 2005

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 (Access 3)

CREDIT VALUE

1 credit at Access 3 (6 SCQF credit points at SCQF level 3*)

**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 Access 1 to Doctorates.*

CORE SKILLS

Core Skills Component for this Unit:

Critical Thinking at Access 3

National Unit Specification: statement of standards

UNIT Physical Education: Analysis and Development 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

Observe and record performance.

Performance Criteria

- a) Methods for observing and recording data are used correctly.
- b) Data gathered are appropriate.
- c) Obvious performance strengths and weaknesses are recognised.
- d) An obvious development need is recognised.

OUTCOME 2

Use knowledge and understanding to analyse performance.

Performance Criteria

- a) A selected key concept and key feature are used to help analyse performance.
- b) An appropriate programme of work is planned.

OUTCOME 3

Complete a programme of work to develop performance.

Performance Criteria

- a) A relevant programme of work is followed.
- b) Performance development is recorded.

OUTCOME 4

Review performance.

Performance Criteria

- a) Comment is made on the effect of development work on performance.
- b) A future development need is recognised.

National Unit Specification: statement of standards (cont)

UNIT Physical Education: Analysis and Development of Performance (Access 3)

EVIDENCE REQUIREMENTS FOR THIS 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.

This Unit should be assessed by an assignment based on structured questions on investigating, analysing, developing and evaluating performance in one activity which is part of the teaching and learning. Candidates will have access to their notes, records, plans and data gathered throughout the course of the Unit work when undertaking the assessment.

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 a key concept and key feature in the analysis and description of performance.

(See Access 3 Physical Education Cluster Specification, Appendix 3: Areas of Analysis and Key Concepts; Appendix 4: Key Features).

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 for this Unit'.

National Unit Specification: support notes (cont)

UNIT Physical Education: Analysis and Development of Performance (Access 3)

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 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.

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 descriptions about what has been observed are drawn. Candidates should be engaged in using a range of analysis techniques, led by teachers/lecturers, to try to improve performance.

In order to know how to proceed from this point, candidates must acquire a broad base of knowledge associated with the analysis and development of performance. For this purpose candidates require to consider the areas of analysis and their related key concepts and key features. Once understood, this subject knowledge then can be applied to outline 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 review the development work undertaken. Central to this review is to recognise the effect of analysis and development on performance and to consider a future development need.

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 Techniques
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 3.

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

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

National Unit Specification: support notes (cont)

UNIT Physical Education: Analysis and Development of Performance (Access 3)

GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT

Teachers/lecturers should involve candidates in a range of situations where it is easy to identify suitable forms of analysis. Candidates should carry out analysis of performance in practical situations set up by teachers/lecturers who should stress the role of this analysis in the process of working to improve performance.

Candidates can become familiar and practised in the processes of analysis and development of performance and so gradually take more responsibility for selecting and applying the appropriate methods to analyse performance under the supervision of teachers/lecturers.

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. 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.

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.

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 many candidates at this level will require close supervision and extended support.

National Unit Specification: support notes (cont)

UNIT Physical Education: Analysis and Development of Performance (Access 3)

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 one area of analysis and applied a key concept and a key feature.

The assessment will 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 a number of occasions as suits the centre and the candidates. 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 and under close supervision by teachers/lecturers. Candidates at this level 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 allow candidates to recognise 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. This can be done individually, with partners or in groups with teacher/lecturer input. A programme of work should be followed and performance development recorded as part of the on-going work of the Unit. The programme planned and followed should be sustained for a sufficient time to allow the candidate to make comment about how performance has been affected.

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.

National Unit Specification: support notes (cont)

UNIT Physical Education: Analysis and Development of
Performance (Access 3)

CANDIDATES WITH ADDITIONAL SUPPORT NEEDS

This Unit Specification is intended to ensure that there are no artificial barriers to learning or assessment. The additional support 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 Assessment Arrangements for Candidates with Disabilities and/or Additional Support Needs* (SQA, September, 2004).