

## National Unit Specification: general information

**UNIT** Physical Education: Analysis and Development of Performance (Intermediate 1)

**CODE** DF2R 10

**COURSE** Physical Education (Intermediate 1)

### SUMMARY

While this Unit can be taken as a free-standing Unit, it is designed primarily for candidates following the Intermediate 1 Physical Education Course.

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

- ◆ the processes involved in observing and describing performance
- ◆ the ability to use knowledge to inform training and develop performance

This is a mandatory Unit of the Physical Education Course at Intermediate 1.

### OUTCOMES

- 1 Describe performance in an activity.
- 2 Use knowledge and understanding to analyse performance.
- 3 Monitor a programme of work.
- 4 Review the development process.

### RECOMMENDED ENTRY

While entry is at the discretion of the centre, candidates would normally be expected to have attained one of the following or equivalent:

- ◆ Standard Grade Physical Education at Foundation Level
- ◆ Access 3 Physical Education

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### Administrative Information

**Superclass:** MA

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### CREDIT VALUE

1.5 credits at Intermediate 1 (9 SCQF credit points at SCQF level 4\*)

*\*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

This unit gives automatic certification of the following:

<b>Complete Core Skills for the Unit</b>	Problem Solving	Intermediate 1
<b>Core Skills components for the Unit</b>	None	

## **National Unit Specification: statement of standards**

### **UNIT**      Physical Education: Analysis and Development of Performance (Intermediate 1)

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 in an activity.

##### **Performance Criteria**

- a) Methods used for observing and recording data are described.
- b) Data gathered are mainly valid.
- c) Performance strengths and weaknesses are identified.
- d) A development need is described.

#### **OUTCOME 2**

Use knowledge and understanding to analyse performance.

##### **Performance Criteria**

- a) Relevant key concepts and key features are used to analyse performance.
- b) A programme of work is planned to meet an identified need.

#### **OUTCOME 3**

Monitor a programme of work.

##### **Performance Criteria**

- a) A relevant programme of work to meet an identified need is completed.
- b) Performance development is monitored with some accuracy.

#### **OUTCOME 4**

Review the development process.

##### **Performance Criteria**

- a) The effects on performance are described.
- b) A future development need is identified.

#### **EVIDENCE REQUIREMENTS FOR THE 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.

## **National Unit Specification: statement of standards (cont)**

### **UNIT      Physical Education: Analysis and Development of Performance (Intermediate 1)**

This Unit could be assessed by an assignment based on structured questions on investigating, analysing, developing and evaluating performance in one activity. Candidates may have access to notes, records, plans and data gathered throughout the course of the Unit work when undertaking the assessment. Evidence should be gathered on one open-book assessment occasion under supervision lasting no longer than one and a half hours; or on two separate open-book assessment occasions under supervision, lasting no more than 45 minutes each.

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 and applied at least two key concepts and two key features in the analysis and description of performance.

(See Intermediate 1 Physical Education Course 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 in this Unit'.

## National Unit Specification: support notes

### UNIT      Physical Education: Analysis and Development of Performance (Intermediate 1)

This part of the Unit Specification is offered as guidance. These 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 60 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.

Where the Unit is being taken as part of the Course, there will be time available for integrated learning and teaching in *Physical Education: Performance* and *Physical Education: Analysis and Development of Performance*. It is anticipated that candidates will be engaged in a number of ‘cycles of analysis’ or similar learning experiences as they seek to develop their performance.

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 meaningful descriptions about what has been observed are drawn. Candidates should be engaged in using a range of analysis techniques, presented 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 clearly 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 evaluation is to give a description of the effects on performance and the consideration of a future development need.

Centres may find it advantageous to cover all four areas of *Physical Education: Analysis and Development of Performance* but each centre is required to cover a minimum of one of the areas outlined below for the Unit:

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

Where the Unit is taken as part of the Course a minimum of three areas must be covered.

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.

## National Unit Specification: support notes (cont)

### UNIT Physical Education: Analysis and Development of Performance (Intermediate 1)

Areas 2, 3 and 4 involve candidates in looking more closely at understanding and improving specific aspects of performance. Aspects of analysis should be addressed at a basic level appropriate to the activities selected. These should arise naturally in the pursuit of improvement to performance in the activities selected. Further definition of the areas is provided in Appendix 3.

Planning for learning and teaching should, therefore, focus on giving candidates a thorough understanding of the key concepts of model performers. This provides them with opportunities to reflect on features of their own performances and the ways in which they can be improved.

#### **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. Initially, 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 practiced in the processes of analysis and development and should 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 some candidates may require close supervision and more extended support.

#### **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 a minimum of one area of analysis and applied a minimum of two key concepts and two key features.

## National Unit Specification: support notes (cont)

### UNIT Physical Education: Analysis and Development of Performance (Intermediate 1)

The assessment could 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 one assessment occasion under supervision lasting no longer than one and a half hours; or on two separate assessment occasions under supervision, lasting no more than 45 minutes each. 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. Candidates will be given a number of assigned tasks. Some candidates will be able to work with minimum supervision from teachers/lecturers, while others 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 be sufficiently detailed to allow candidates to identify 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. The programme of work should be completed and performance development monitored as part of the on-going work of the Unit. The programme designed and completed should be sustained for a sufficient time to allow the candidate to reflect on, discuss and draw conclusions about how performance has been affected. Candidates will maintain a formal record of the training completed. They will also monitor and record the effects of the programme on performance development.

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 (Intermediate 1)

### **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 special alternative Outcomes for Units. For information on these, please refer to the SQA document *Guidance on Special Assessment Arrangements* (SQA, September, 2003).