

## National Unit Specification: general information

**UNIT** Physical Education: Analysis and Development of Performance  
(Advanced Higher)

**CODE** DF2R 13

**COURSE** Physical Education (Advanced Higher)

### SUMMARY

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

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

- ◆ the nature and demands of quality performance in the selected activity
- ◆ the precise nature of problems in their personal performance
- ◆ the planning of specific training
- ◆ methods to monitor and evaluate work.

This is a mandatory Unit of the Physical Education Course at Advanced Higher.

### OUTCOMES

- 1 Analyse the nature and demands of performance.
- 2 Analyse personal performance.
- 3 Monitor and evaluate the analysis and 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:

- ◆ Higher Physical Education
- ◆ *Physical Education: Analysis and Development of Performance* Unit at Higher.

It is recommended that candidates be enrolled for the Unit:

- ◆ *Physical Education: Performance* at Advanced Higher.

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### Administrative Information

**Superclass:** MA

**Publication date:** August 2005

**Source:** Scottish Qualifications Authority

**Version:** 01

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## **National Unit Specification: general information (cont)**

**UNIT**        Physical Education: Analysis and Development of Performance  
                  (Advanced Higher)

### **CREDIT VALUE**

1 credit at Advanced Higher (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 Access 1 to Doctorates.*

### **CORE SKILLS**

This Unit gives automatic certification of the following:

The Core Skills Component for this Unit:

Critical Thinking at Intermediate 2

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

### **UNIT Physical Education: Analysis and Development of Performance (Advanced Higher)**

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 SQA.

#### **OUTCOME 1**

Analyse the nature and demands of performance.

##### **Performance Criteria**

- a) The nature of performance is discussed
- b) The demands of performance are discussed
- c) Features which characterise quality performance are discussed.

#### **OUTCOME 2**

Analyse personal performance.

##### **Performance Criteria**

- a) Methods used for observing and recording performance data are valid
- b) Data gathered are interpreted
- c) Development needs are established and discussed in detail.

#### **OUTCOME 3**

Monitor and evaluate the analysis and development process.

##### **Performance Criteria**

- a) The content and demand of the programme of work is monitored
- b) The effects on performance are discussed
- c) The analysis and development process is evaluated.

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

### **UNIT Physical Education: Analysis and Development of Performance (Advanced Higher)**

#### **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 the selected 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 will be assessed by a holistic assignment based on structured questions demonstrating an understanding of the nature and demands of quality performance, analysing personal performance and 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 for these Outcomes should be gathered on one open-book assessment occasion under supervision lasting no longer than one hour; or on two separate open-book assessment occasions under supervision, lasting no more than 30 minutes each.

Evidence for assessment must relate to the candidate's chosen performance activity. It must also relate to a minimum of one of the four perspectives on performance areas; there must be evidence that the candidate has understood and applied at least one key concept and one key feature in their analysis and discussion of performance development. The perspectives on performance areas and key concepts are included as Appendix 3 of the Advanced Higher Physical Education Course Specification.

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

### UNIT Physical Education: Analysis and Development of Performance (Advanced Higher)

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 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 a selected activity with the consideration of selected perspectives on performance and forms of analysis is strongly recommended.

Where the Unit is being taken as part of the Course, there will be time available for integrating the learning and teaching of the three Units: *Physical Education: Performance*, *Physical Education: Perspectives on Performance Development* and *Physical Education: Analysis and Development of Performance*. This integration is an essential feature of planning for learning and teaching.

It is anticipated that candidates will be engaged in ‘cycles of analysis and development’ or similar learning experiences as they seek to analyse and develop their performance in selected aspects of their performance in a chosen activity.

The process of analysing and developing performance can be regarded as having a number of stages. Initially candidates must understand the overall nature and demands of quality performance in the activity of their choice and appreciate the qualities that performers require to perform at a high level. They must also learn to use powers of observation and valid and reliable analysis methods as they gather information about their own performance and attempt to record and understand what is happening during performance.

The analysis process continues on from this stage as the information gathered is then considered alongside relevant underpinning knowledge. Meaningful interpretations of what has been observed are made and development needs are established.

This body of knowledge is also used by candidates as they research and develop their knowledge of relevant concepts and try to acquire information that will help them understand and address performance issues. This important part of the process is completed in the work of the *Perspectives on Performance Development* Unit.

The final stage of the process requires that candidates monitor and evaluate the effectiveness of the analysis and development work undertaken. Central to this evaluation is the identification of positive effects on performance that can be attributed to the development programme and the consideration of future development needs.

## National Unit Specification: support notes (cont)

### UNIT Physical Education: Analysis and Development of Performance (Advanced Higher)

#### **GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT**

The stimulus for the analysis and development of performance should arise from the pursuit of improved standards of performance in the activity selected for the Unit. Practical experiential learning provides not only a rich environment to develop high standards of performance but also gives candidates the opportunity to undertake a range of analysis of performance tasks individually or with the aid of partners and groups. In these situations candidates can become familiar and practised in the processes of analysis and development of performance required to achieve the Unit Outcomes.

Candidates should enrol on the *Physical Education: Performance* Unit at Advanced Higher to provide the practical experiential learning opportunities required in this Unit.

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. These 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. Workshops embody investigative methods which are appropriate to stimulate the development of conceptual and critical thinking which is vital in the analysis of performance. Independent learning should be encouraged at all times.

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.

During work on the *Physical Education: Analysis and Development of Performance* Unit, candidates should be encouraged to work independently and take responsibility for the completion of tasks. The shift from directed learning to work on individual analysis and development should be supported by teaching staff through opportunities for consultation and discussion. The teacher/lecturer should act as more of a co-ordinator and consultant when supervising this section of the Unit, rather than an organiser and manager of candidates' work. Guidance and assistance on how best to use information sources both within and outwith the centre may be required at an early stage. Teachers/lecturers and candidates should work to agreed checkpoints and candidates should receive feedback as each of the stages of the work is completed.

## National Unit Specification: support notes (cont)

### UNIT Physical Education: Analysis and Development of Performance (Advanced Higher)

#### GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

Evidence for the assessment of the *Physical Education: Perspectives on Performance Development* Unit should be sufficient to demonstrate that candidates have met all the Performance Criteria for each Outcome. Evidence should be based on one selected performance activity and show that candidates have addressed a minimum of one perspectives area and applied a minimum of one key concept and one key feature.

The assessment could be in the form of a holistic assignment based on a series of structured questions on the analysis and development process. Candidates may have access to notes, records, plans and data gathered throughout the course of the Unit work when undertaking the assessment. The National Assessment Bank item for this Unit provides an 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 hour; or on two separate assessment occasions under supervision, lasting no more than 30 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 as they analyse the nature and demands of performance in their chosen activity, analyse their personal performance and monitor and evaluate each stage of the analysis and development process. 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.

In the assessment of Outcome 1 candidates will be required to complete a formal account of the nature and demands of performance in their selected activity and also consider features which characterise quality performance in the activity. The physical, technical, personal and special features of a performance should all be considered.

In the assessment of Outcome 2, candidates must use valid and reliable methods to gather, analyse and interpret personal performance data. The information gathered should be sufficiently detailed to allow candidates to identify performance strengths, weaknesses and establish development needs.

## National Unit Specification: support notes (cont)

### UNIT Physical Education: Analysis and Development of Performance (Advanced Higher)

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.

In the assessment of Outcome 3 candidates must discuss how the content and demand of development work undertaken was monitored and explain how each stage of the analysis and development process was evaluated. 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 should maintain a formal record of the training completed. They should 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.

Structured questions that focus on each of the Performance Criteria and which are applicable to all activities is the suggested assessment means and sample questions are included in the National Assessment Bank item.

#### **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 document *Guidance on Assessment Arrangements for Candidates with Disabilities and/or Additional Support Needs* (SQA, September 2004).