

## National Unit Specification: General Information

<b>UNIT</b>	Sporting Activity - Trampolining (Intermediate 2)
<b>NUMBER</b>	D704 11
<b>COURSE</b>	This is a free standing unit that may be used as part of a Scottish Group Award or be associated with other programmes of study in schools, colleges of further education or other centres.

### SUMMARY

On successful completion of this unit, the candidate will be able to perform skilfully at a recreational level, explain the role of different rules and procedures, complete a relevant short term fitness programme and analyse the requirements of skilful performance in the sporting activity.

### OUTCOMES

- 1 Perform skilfully in the sporting activity at a recreational level.
- 2 Explain the role of different rules and procedures in the sporting activity.
- 3 Complete a relevant short term training programme for the sporting activity.
- 4 Analyse the requirements of skilful performance in the sporting activity.

### RECOMMENDED ENTRY

While entry is at the discretion of the centre, candidates would find it advantageous to have attained one or more of the following:

- D704 10 Sporting Activity - Trampolining (Intermediate 1)
- a General level award in Standard Grade Physical Education
- a unit, units or course in Physical Education at Intermediate 1
- other relevant prior experience in physical education, including experience outwith certificated courses.

### CREDIT VALUE

1 credit at Intermediate 2.

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## Administrative Information

<b>Superclass:</b>	MD
<b>Publication date:</b>	December 1998
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<b>Version:</b>	01

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## **CORE SKILLS**

Information on the automatic certification of any core skills in this unit is published in *Automatic Certification of Core Skills in National Qualifications* (SQA, 1999).

## **National unit specification: statement of standards**

**UNIT**            Sporting Activity - Trampolining (Intermediate 2)

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**

Perform skilfully in the sporting activity at a recreational level.

#### **Performance Criteria**

- a) Techniques appropriate to a recreational level are performed skilfully in the sporting activity with overall consistency.
- b) Appropriate decisions during performance are made in contexts that relate to a recreational level.
- c) Appropriate movement patterns during performance at a recreational level are used.

#### **Evidence Requirements**

Evidence should be generated through candidates' active participation that satisfies the three performance criteria.

The tutor should record evidence of performance, for example through a marked checklist or brief explanatory comment.

The tutor should record for performance criterion (a) the essential elements that are required in a minimum of six relevant techniques.

The tutor should record for performance criteria (b) and (c), the decisions in context and movement patterns that are required at an recreational level.

### **OUTCOME 2**

Explain the role of different rules and procedures in the sporting activity.

#### **Performance Criteria**

- a) Explain the purpose of the major rules that define performance in the sporting activity.
- b) Explain the purpose of the major procedures that define performance in the sporting activity.
- c) Explain the purpose of appropriate sporting behaviour in enhancing participation in the sporting activity.

#### **Evidence Requirements**

Oral or written evidence that explains the purpose of six major rules and procedures and three examples of sporting behaviour that enhances participation in the sporting activity.

The tutor should record evidence of oral responses, for example through a marked checklist or brief explanatory comment.

## National unit specification: statement of standards (cont)

**UNIT** Sporting Activity - Trampolining (Intermediate 2)

### OUTCOME 3

Complete a relevant short term training programme for the sporting activity.

#### Performance Criteria

- a) Relevant fitness factors are correctly chosen for the sporting activity.
- b) Appropriate training programmes for improving physical fitness in the sporting activity are described.
- c) Information is recorded about fitness development.
- d) A short term training programme is completed.
- e) The effects of the fitness programme on performance are discussed.

#### Evidence Requirements

Oral or written evidence that correctly shows how relevant physical fitness factors and an appropriate training programme were chosen for the sporting activity.

The tutor should record evidence of oral responses for performance criteria (a) and (b), for example through a marked checklist or brief explanatory comment.

For performance criterion (c) information is required to be recorded by candidates about their fitness development. This could be in the form of a training diary, video clips, computer data or a personal evaluation of fitness development. This should be confirmed by the tutor.

For performance criterion (d) candidates will be required to complete a minimum of three fitness sessions.

For performance criterion (e) the effectiveness of the short term training programme should be discussed. The analysis of the training programme should use the information collected in performance criterion (c) combined with the candidates' judgements about the training programme through completing the fitness sessions. The effectiveness of the short term training programme as part of a longer term programme should be discussed.

The tutor should record evidence of performance for performance criteria (d) and (e), for example through a marked checklist or brief explanatory comment.

### OUTCOME 4

Analyse the requirements of skilful performance in the sporting activity.

#### Performance Criteria

- a) Key features of skilful performance are correctly explained for the sporting activity.
- b) Suggestions for improving the key features of skilful performance are accurate for the sporting activity.

## **National unit specification: statement of standards (cont)**

**UNIT**            Sporting Activity - Trampolining (Intermediate 2)

### **Evidence Requirements**

Oral or written evidence that correctly explains the key features of skilful performance in the sporting activity and suggestions for improving them. These key features should be used for suggesting improvements to performance.

The tutor should record evidence of oral responses, for example through a marked checklist or brief explanatory comment.

## **National unit specification: support notes**

**UNIT**            Sporting Activity - Trampolining (Intermediate 2)

This part of the unit specification is offered as guidance. None of the sections of the support notes is mandatory.

### **GUIDANCE ON CONTENT AND CONTEXT**

Candidates will develop their performance at a recreational level in a single activity. Consideration should be given to candidates' interest, motivation and expertise and the centre's available facilities and resources. The development of performance and applying the principal rules of the activity should take place in practical contexts. Likewise the specific value of different fitness factors and techniques within the selected activity should take place in practical contexts.

This unit refers to the term 'skill' as being able to be performed or applied. Techniques are demonstrated within skilful performance contexts. Hence in outcome 1 the term used is 'perform skilfully' whilst the performance criterion refers to 'techniques appropriate to a recreational level'.

The term 'recreational' is used to refer to candidates who are further developing their performance within a sporting activity and who are able to perform with greater overall consistency.

### **GUIDANCE ON TEACHING AND LEARNING APPROACHES**

Candidates should learn in familiar contexts which provide opportunities to work individually, with a partner and in groups when practising techniques that are relevant to developing skill at a recreational level. Candidates should be provided with accurate and appropriate feedback that is relevant to their development. Regular practice opportunities should be provided in order to develop technique and improve performance standards.

The tutor should involve candidates in a range of practical contexts that are relevant to developing an activity specific understanding of developing performance and applying rules correctly when performing. These practical contexts should also be relevant for explaining key aspects of fitness and the nature of the techniques required for developing skill at a recreational level. A variety of methods for recording information about performance should be included by the tutor in the practical opportunities offered to candidates.

The nature and demands of the training programme will vary in accordance with different activities. A minimum of three fitness sessions is stated in outcome 3 in order to allow the effects of the fitness programme on performance to be discussed.

## **National unit specification: support notes (cont)**

**UNIT**            Sporting Activity - Trampolining (Intermediate 2)

### **GUIDANCE ON APPROACHES TO ASSESSMENT**

Candidates should demonstrate their competence in practical situations and should be assessed when they are ready. Opportunities for re-assessment are available throughout this unit. Evidence for assessment should arise naturally from the range of tutor-led situations in which candidates are engaged, and should be recorded by the tutor as appropriate. Sufficient evidence requires to be provided to indicate that all outcomes and performance criteria have been met within any range specified. While a variety of assessment instruments is available, the tutor is 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* (SQA, 1998).