

## National Unit Specification: general information

**UNIT** Introduction to the Game of Golf (Intermediate 2)

**NUMBER** D6DN 11

### COURSE

### SUMMARY

Developing knowledge and understanding of the growth and development of golf globally, the factors which affected this process, and the current position of the game.

### OUTCOMES

- 1 Describe and evaluate the growth and spread of golf since 1800.
- 2 Describe and evaluate the current position of golf internationally.
- 3 Describe the developments in golfing equipment and appraise the impact this has had on the game.

### RECOMMENDED ENTRY

Access to this unit is at the discretion of the centre.

### CREDIT VALUE

1 Credit at Intermediate 2.

### 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).

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### Administrative Information

**Superclass:** SF

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## National Unit Specification: statement of standards

### UNIT Introduction to the Game of Golf

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 and evaluate the growth and spread of golf since 1800.

##### Performance criteria

- a) Golf in the early 19<sup>th</sup> century is researched and accurately described.
- b) Development of golf through the 19<sup>th</sup> century is described accurately.
- c) The factors contributing to the growth of golf in the UK are clearly identified.
- d) The development of golf overseas in the 20<sup>th</sup> century is clearly described.
- e) The factors contributing to this overseas development are clearly identified.
- f) The development of golf through the 20<sup>th</sup> century is clearly described.
- g) The factors affecting development through the 20<sup>th</sup> century are clearly identified.

##### Note on range for the outcome

The range is fully expressed in performance criteria.

##### Evidence requirements

Please refer to *Evidence requirements for the unit* at the end of the Statement of Standards.

#### OUTCOME 2

Describe and evaluate the current position of golf internationally.

##### Performance criteria

- a) Golfing countries and their numbers of golf courses and golfers are identified.
- b) The factors affecting the development of golf internationally are identified clearly.
- c) Significant professional golf circuits are accurately described.
- d) The impact of media coverage of golf is described accurately.

##### Note on range for the outcome

Golfing countries: European; Asian; American; Oceanic.

Development factors: economic; demand; media influence.

Professional circuits: USPGA; European PGA; Asian tour; Australasian tour; LPGA tour (USA); European LGPA tour.

Media coverage: TV; magazines; Internet.

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

**UNIT** Introduction to the Game of Golf

### **Evidence requirements**

Please refer to *Evidence requirements for the unit* at the end of the Statement of Standards.

### **OUTCOME 3**

Describe the developments in golfing equipment and appraise the impact this has had on the game.

### **Performance criteria**

- a) Golfing equipment in the 19<sup>th</sup> century is described accurately.
- b) Significant advances in golf equipment technology since 1850 are clearly described.
- c) The impact of these advances upon the game of golf are clearly explained.

### **Note on range for the outcome**

The range is fully expressed within the performance criteria.

### **Evidence requirements**

Please refer to *Evidence requirements for the unit* at the end of the Statement of Standards.

## **EVIDENCE REQUIREMENTS FOR THE UNIT**

### **Outcome 1**

ALL PCs – written and/or oral evidence that the candidate has a knowledge and understanding of the ideas within the outcome.

### **Outcome 2**

Written and/or oral evidence which supports the performance criteria.

### **Outcome 3**

Written and/or oral evidence which supports the performance criteria.

## **National Unit Specification: support notes**

### **UNIT** Introduction to the Game of Golf

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 unit is largely concerned with candidates developing knowledge and understanding of the recent development of golf. Candidates are expected to develop a minds-eye view of golf historically. Significant factors in the development of golf, and the implications of these should be identified and candidates should be able to explain them clearly. This should refer to the development of the railway network in Scotland, the development of the gutta percha ball, and more recently the explosion of the media interest in professional golf. Candidates should be encouraged to read about golf historically, to visit golfing museums, and to consider the landscapes in which early golf took place. Candidates should be encouraged to think about the spread and development of golf overseas, and the factors which led to such spread. Some of the economic factors should be described, and candidates should be encouraged to consider the reasons for current development in golf overseas. On equipment, candidates should be encouraged to find out about historical golfing equipment, and to identify the major developments which have taken place. They should be encouraged to discuss the effects these have had on the game, and whether these have been good or bad. They should be asked to do some crystal ball gazing about how golf might continue to develop and the implications for these possibilities.

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

The tutor's/trainer's role will be to facilitate the discovery of information. He or she will also be able to provide information when required. The tutor/trainer may also act as a general mentor should the candidate require support and encouragement. The tutor should encourage discussion among candidates, particularly on the implications of any important events.

It is expected that in the course of the unit each candidate will compile a folder of information on golf, from its historic aspects to up to date media coverage.

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

During the unit the candidate is required to contribute to the planning and to complete a work programme during which he or she should assemble a folder of assessment evidence in relation to outcomes. Personal interviews are central to the assessment and will be used to explore the candidate's experiences in relation to the stated performance criteria.

The tutor/trainer may conduct personal interviews with individual candidates or with groups, as appropriate. The interviews will take place on an on-going basis throughout the unit and should draw on relevant evidence from the candidate's assessment folder.

## **National Unit Specification: support notes (cont)**

**UNIT** Introduction to the Game of Golf

Centres may use the Instruments of Assessment which are considered by tutors/trainers to be the most appropriate. Examples of Instruments of Assessment which could be used are as follows:

Corresponding to Outcomes 1-3:

### **Outcome 1**

Short answer questions on key dates and events with brief explanation of their significance.

### **Outcome 2**

Production of a portfolio of evidence of having collected, interpreted and presented information about the subject matter.

### **Outcome 3**

Completion of a portfolio describing the appropriate advances in club and ball technology.

## **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 and Certification Arrangements for Candidates with Special Needs/Candidates whose First Language is not English* (SQA, 1998).