

## National Unit Specification: General Information

<b>UNIT</b>	Sporting Activity - Association Football (Higher)
<b>NUMBER</b>	D712 12
<b>COURSE</b>	This is a freestanding 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 refine performance skilfully in a demanding context, analyse performance with regard to strategy, design a long term fitness programme and analyse effectiveness at applying skill in demanding contexts.

### OUTCOMES

- 1 Refine performance in the sporting activity in demanding contexts.
- 2 Complete an analysis of performance with regard to overall strategy in the sporting activity.
- 3 Design a relevant long term fitness training programme for the sporting activity.
- 4 Analyse personal effectiveness with regard to skilful performance in a demanding context within 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:

- D712 11 Sporting Activity Association Football (Intermediate 2)
- a Credit level award in Standard Grade Physical Education
- a unit, units or course in Physical Education at Intermediate 2
- other relevant prior experience in physical education, including experience gained outwith certificated courses.

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### Administrative Information

<b>Superclass:</b>	MG
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<b>Version:</b>	01

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**CREDIT VALUE**

1 Credit at Higher.

**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 - Association Football (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 Scottish Qualifications Authority.

### **OUTCOME 1**

Refine performance in the sporting activity in demanding contexts.

#### **Performance Criteria**

- a) Techniques appropriate to refining performance in demanding contexts are performed skilfully in the sporting activity with a high degree of consistency.
- b) Appropriate decisions during performance are made that relate to refining performance in demanding contexts.
- c) Control and fluency are demonstrated in refining performance in demanding contexts.

#### **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 application of control and fluency that are required for refining performance in demanding contexts.

### **OUTCOME 2**

Complete an analysis of performance with regard to overall strategy in the sporting activity.

#### **Performance Criteria**

- a) Record relevant information about the strengths and weaknesses of the strategy.
- b) Suggest improvements to the strategy based on analysed and recorded information on strengths and weaknesses.

#### **Evidence Requirements**

Evidence which satisfies both performance criteria. This may be oral, written, graphic or video evidence for methods of collecting information for performance criterion (a). It is most likely to be oral or written evidence for performance criterion (b). The analysis may relate to the candidate's own performance either as an individual or as part of a group or team.

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

**UNIT** Sporting Activity - Association Football (Higher)

### OUTCOME 3

Design a relevant long term fitness 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 long term training programme is completed.
- e) The effects of the fitness programme on performance are discussed in detail.

#### Evidence Requirements

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

The tutor should record evidence of oral responses for performance criteria (a) and (b).

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 long term training programme over a minimum of six weeks.

For performance criterion (e) the effectiveness of the long 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 tutor should record evidence of achievement for performance criteria (d) and (e), for example through a marked checklist or brief explanatory comment.

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

**UNIT**            Sporting Activity - Association Football (Higher)

### **OUTCOME 4**

Analyse personal effectiveness with regard to skilful performance in a demanding context within the sporting activity.

#### **Performance Criteria**

- a)        Personal effectiveness in skilful performance is accurately assessed with regard to personal technique in a demanding context within the sporting activity.
- b)        Personal effectiveness in skilful performance is accurately assessed with regard to decision making in a demanding context within the sporting activity.
- c)        Personal effectiveness in skilful performance is accurately assessed with regard to control and fluency in a demanding context within the sporting activity.
- d)        Suggestions for improvements are made for skilful performance in a demanding context within the sporting activity.

#### **Evidence Requirements.**

Evidence which satisfies all performance criteria. This may be oral, written, graphic or video evidence for methods of collecting information for performance criteria (a), (b) and (c). It is most likely to be oral or written evidence for performance criterion (d).

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

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

**UNIT**            Sporting Activity - Association Football (Higher)

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 refine their performance skilfully in a single activity. Consideration should be given to candidate's interest, motivation and expertise and the centre's available facilities and resources. The refinement of performance and analysis of performance with regard to overall strategy should take place in practical contexts. Likewise the specific value of different fitness factors and skill effectiveness within the 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 refer to 'techniques appropriate to refining performance'.

The notion of 'refining performance' is crucial to improvement at this level. Candidates in the majority of sporting activities will be refining existing techniques rather than being introduced to new techniques in their progress towards performing with a high degree of 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 refining performance in demanding contexts. Candidates should be provided with accurate and appropriate feedback that is relevant to their development. Regular practice opportunities should be provided in order to refine 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 refining performance, and analysis of performance with regard to overall strategy should take place in practical contexts. These contexts should also be relevant for identifying and understanding key aspects of fitness and the nature of the techniques required for refining skill at a demanding 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 time for the long term fitness training programme is six weeks. This is to allow the effects of the fitness programme to be discussed in detail.

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

**UNIT**            Sporting Activity - Association Football (Higher)

### **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.

## **Sporting Activity Units**

### **Performance Exemplification**

#### *Notes for Guidance and Interpretation:*

The purpose of these exemplifications is to add definition about performance qualities required at different levels within the sporting activity units. The standards described for sporting activity units equate with the standards described in the performance units within Physical Education at the five different levels within Higher Still. The evidence generated for the sporting activity units could be utilised as evidence towards achieving units of Higher Still courses in Physical Education.

The rationale used for describing performance is that the sporting activity units are performance driven. As such it is the whole view of performance that is described. This is in preference to a technique specific model of performance with only the associated movement patterns that accompany the techniques being described. This is considered to have limitations as a model of whole performance. Instead a model that describes in a more detailed way the demands, environments and practical contexts that candidates would typically be working in is offered. As such terms like 'perform skilfully' are used. Techniques are demonstrated through being selected, developed and refined in building towards performing in skilful contexts.

These definitions of performance contexts relate to outcome 1 in each unit. Following this, the definition of performance is specified according to the detail of each of the performance criteria at each level. This allows a description of the competences required within each performance criterion.

The performance qualities described are an exemplification of the performance standards associated with the different levels. They are issued as guidance for practitioners in delivering these units. They attempt to show a clear logical exemplification of standard as well as how progression could feasibly occur between different levels. The described qualities are not prescribed mandatory requirements that each candidate must exactly match. Instead the qualities described aim to paint a picture of the performance level required and, crucially, an insight into the context and demands that candidates are likely to be working in.



## ASSOCIATION FOOTBALL

### Sporting Activities: An Introduction (Access 3) - Outcome 1 “Perform skilfully in three different activities at novice level”

<p>PC(a) Techniques appropriate to a novice level are performed skilfully in each of the three different sporting activities.</p>	<p>PC (b) Relevant rules and procedures are adhered to during participation in the three activities.</p>	
<p>At this level, the participant is being introduced to and developing some of the basic skills that define this particular activity. Small sided games should allow for these basic skills of the game to be in evidence.</p> <p>For example; <b>passing</b> should show a degree of accuracy with some indications of timing and weighting although this may not always be in evidence. Use of different passes at this stage will be limited. Under active pressure, passing may tend to break down. However passes in “open play” should be effective.</p> <p>Similarly, their control may be reasonable when not under pressure, but will tend to be rushed and break down when under active pressure.</p>	<p>At this level the participant should be developing the ability to play the game and incorporate skills within that game at a novice level. In small sided games changes from attacking to defending should be explained and then fed back into the game. This should include some understanding of positional awareness.</p> <p>1 v 1 situations should be used to refine the skills of <b>tackling</b> and <b>heading</b> as these will be elements within the game.</p> <p>Small sided games should be encouraged to engage the performers in more ball contact. This is particularly relevant for novice performers when skills are being developed and refined.</p>	<p>At this level the participant should be able to follow relevant rules and procedures that allow passages of play to develop both in practices and small games.</p> <p>At this level players should play according to the basic rules of fair play and safety and well being of others.</p> <p>They should begin to realise the demanding but not overly physical nature of the game and should avoid unnecessary contact.</p> <p>They should be aware of the team nature of the game and play with this concept in mind. They should play according to the rules which have been determined for their particular setting.</p>

<p>PC(a) Techniques appropriate to a novice level are performed skilfully in each of the three different sporting activities.</p>	<p>PC (b) Relevant rules and procedures are adhered to during participation in the three activities.</p>
<p>They should be familiar with <b><u>receiving</u></b> and <b><u>controlling</u></b> with various parts of the body and use these techniques in an identifiable way. Some techniques will appear laboured and many areas in need of refinement. The skills of passing, receiving and controlling should be demonstrated effectively in unopposed play.</p>	<p>They should be aware of the importance of simple procedures that support the rules of the game such as safe playing areas, correct equipment.</p>

## ASSOCIATION FOOTBALL

### Sporting Activity (Intermediate 1) – Outcome 1 “Perform skilfully in the sporting activity at an introductory level”

PC (a) Techniques appropriate to an introductory level are performed skilfully in the sporting activity with occasional consistency.	PC (b) Appropriate decisions during performance are made in contexts that relate to an introductory level.	PC (c) Appropriate movement patterns during performance at an introductory level are used.
<p>At this level the participant is developing some of the sport specific movements necessary for later progression. The techniques of performance should show effective control/footwork and an ability to retain possession of the ball in “open areas”. Footwork should demonstrate balance and close control albeit to a limited degree with passive opposition.</p> <p>At this stage passing should show reasonable accuracy with effective timing and weighting, however it may be relatively limited in terms of use of different passes. Similarly, variation and penetration when under active pressure or in “areas of compression” will be limited also.</p> <p>Most of their “safe passes” round the periphery (“open areas”) are usually effective.</p>	<p>At this level the participant should be able to select and combine options that show decision-making in both attack and defence. For example setting up attacks or closing down opponents.</p> <p>Participants may show a limited number of options for creating space/outmanoeuvring opponents both individually or as part of a team play. Participants may make decisions during play about opponents strengths/weaknesses and react to these, e.g. man-marking or certain attacking roles.</p> <p>Participants should begin to recognise the benefits of passing – <b>“two touch game”</b>.</p> <p>This is in preference to a problematic option such as “dribbling” in defence or “dwelling” on the ball.</p>	<p>At this level the participant should be developing ability to follow game patterns of play at an introductory level. They should begin to anticipate changing from defence to attack (where fitness permits) and move accordingly.</p> <p>Participants can take on some of the responsibilities of a simple team strategy. They can adopt the positioning on the pitch which in defence and attack reflects these responsibilities.</p> <p>Posture, stance, balance, fluency, etc., is beginning to allow their techniques of passing, shooting, control, etc., to benefit.</p> <p>In man to man marking in defence they can follow opponents movements but may be dragged out of position or alternatively “lose an opponent” through ball watching.</p>

<p>PC (a) Techniques appropriate to an introductory level are performed skilfully in the sporting activity with occasional consistency.</p>	<p>PC (b) Appropriate decisions during performance are made in contexts that relate to an introductory level.</p>	<p>PC (c) Appropriate movement patterns during performance at an introductory level are used.</p>
<p>“Dribbling”/Ball control should be reasonably fluent and controlled, however it may be over-used – “peripheral vision absent” and show a lack of control when under active pressure.</p> <p>They should be aware of shooting techniques and use these techniques in an identifiable but limited way. Shots may be rushed/forced, inaccurate and many areas of refinement necessary.</p> <p>1 vs 1 can be used for shooting as can running with the ball, both without opposition. These can then be re-integrated within the small game.</p>		

## ASSOCIATION FOOTBALL

### Sporting Activity (Intermediate 2) – Outcome 1 “Perform skilfully in the sporting activity at a recreational level”

PC (a) Techniques appropriate to a recreational level are performed skilfully in the sporting activity with overall consistency.	PC (b) Appropriate decisions during performance are made in contexts in contexts that relate to a recreational level.	PC (c) Appropriate movement patterns during performance at a recreational level are used.
<p>At this level the participant is developing and partly refining some of the sport specific movements necessary for later progression. Techniques/Ball Skills should show effective fluent techniques necessary to retain possession as an individual or as a team.</p> <p>The skills developed should mean continuous, fluent passages of play can be sustained and possession retained.</p> <p>Passing should show reasonable accuracy with delivery <b>to feet</b> with effective timing and weighting. However it may be relatively limited in terms of use of different passes and variation when under active pressure. Most safe passes in “open” play are effective.</p>	<p>At this level the participant should be able to select and combine options that show effective decision making in either attack or defence. On occasion the participant may instigate changes in team play. For example – setting up an attack or closing down opponents or space.</p> <p>Options may be in evidence for creating space or out- manoeuvring opponents either individually or as part of a team tactic.</p> <p>Improvisation will figure largely in the “top third” as situations develop.</p> <p>Players can, with guidance, employ a basic strategy and take decisions during play by reacting to opponents strengths/weaknesses, e.g. man to man marking, fast break - counter attack.</p>	<p>At this level the performer should demonstrate an effective ability to follow game patterns of play at a recreational level. They should anticipate moving from defense to attack and move accordingly.</p> <p>They should be able to set up simple plays.</p> <p>Participants take some responsibility for simple team strategies. They can adopt the positioning in defence and attack reflecting the role or, in small sided games, the area they are covering.</p>

<p>PC (a) Techniques appropriate to a recreational level are performed skilfully in the sporting activity with overall consistency.</p>	<p>PC (b) Appropriate decisions during performance are made in contexts that relate to a recreational level.</p>	<p>PC (c) Appropriate movement patterns during performance at a recreational level are used.</p>
<p>Their “dribbling”/control should be reasonably controlled and fluent but once again over-used and show a lack of control under active pressure.</p> <p>They should be familiar with different shooting techniques in play as appropriate. Shots may be rushed and in need of refinement.</p> <p>Taking people on 1 v 1 becomes an option, especially in the “top third” of the park/playing area. They can dribble quite quickly against passive opposition and finish with a shot recognising the techniques appropriate in each instance.</p>	<p>Participants at this level should recognise the overall benefits of high percentage passing as part of team play and make decisions during play which will make this apparent.</p> <p>This is in preference to the problematic options, dribbling in defence/too deliberate in shooting option.</p>	<p>Positions and formations help dominate and control space in different parts of the playing area. Control of space allows the techniques of passing, ball control and shooting etc., to benefit by resisting pressure placed on them by opponents.</p> <p>When defending they may drop deeper and “man mark” when the opposition becomes more of an attacking threat with a spare man covering “space” in front of goal.</p>

## ASSOCIATION FOOTBALL

### Sporting Activity (Higher) – Outcome 1 ‘Refine performance skilfully in the sporting activity in demanding contexts’

<p>PC (a) Techniques appropriate to refining performance in demanding contexts are performed skilfully in the sporting activity with a high degree of consistency.</p>	<p>PC (b) Appropriate decisions during performance are made that relate to refining performance in demanding contexts.</p>	<p>PC (c) Control and fluency are demonstrated in refining performance in demanding contexts.</p>
<p>The importance of refining different techniques to perform skilfully will be dependent, to a degree, upon the participant’s role within a team. For example as a forward/defender. However, <b>all skills</b> should be part of any participant’s repertoire.</p> <p>At this level the participant’s should demonstrate refined performance in demanding contexts in ball control, passing, shooting, defensive and attacking effectiveness.</p> <p>These contexts are likely to be demanding through the level of opposition and the degree of pressure applied in practices and conditioned games.</p>	<p>At this level the participant can make decisions in demanding performance contexts, e.g. as a defender to ‘hold’ or commit the challenge, as attacker to commit the defender.</p> <p>Participants can mostly select correct options and set up definite planned set moves in addition to responding to movements of the team players as an attacking option. In defence an ability to make defensive decisions based on reducing space or applying pressure or even both.</p> <p>Participants usually show an ability to manoeuvre/outmanoeuvre opponents both individually and as part of a linked team strategy. The ability to improvise in expected situations is a decisive factor.</p>	<p>At this level the participant can show control and fluency in demanding performance contexts that are often related to their team position. For example forward, midfield, defender.</p> <p>At this level the participant can show reasonable control and fluency when adopting strategies either in attack or defence. When playing in a particular position they can link effectively with other team players on most occasions. They can adapt to both a planned game plan but also adjust game plans when necessary during play.</p>

<p>PC (a) Techniques appropriate to refining performance in demanding contexts are performed skilfully in the sporting activity with a high degree of consistency.</p>	<p>PC (b) Appropriate decisions during performance are made that relate to refining performance in demanding contexts.</p>	<p>PC (c) Control and fluency are demonstrated in refining performance in demanding contexts.</p>
<p>Movement techniques of the participant should show increasing effectiveness. Personal ball-skill techniques should be very good and they should be able to find space both in defence and attack. Many aspects of movement in the playing area should become increasingly automatic and effective.</p> <p>In attack, <b>passing</b> and <b>movement</b> opens up space through its variety and deception/delay. They can pass accurately into tightly marked colleagues or spaces.</p> <p>They can dribble comfortably when required and in combination with other plays. For example controlling, dribbling and shooting. Thus shooting shows increasing control, accuracy and success.</p> <p>Shots are increasingly ‘on target’, rarely forced and show composure in pressured areas.</p>	<p>Participants can, with guidance, adapt to changes in strategy and make decisions during play about opponents strengths/weaknesses. For example changing between different formations, raising the tempo, etc.</p>	<p>They apply techniques effectively during the game. They are also aware of the various options during play before deciding which one. They can execute their individual role with a responsibility towards their role within the team unit. All of these attributes are apparent when working in very demanding contexts, e.g. conditioned games 3 v 3; 5 v 5; limited space, one/two touch to full team competitive matches.</p>



## ASSOCIATION FOOTBALL

### Sporting Activity (Advanced Higher) – Outcome 1 “Refine performance in the sporting activity in increasingly demanding contexts”.

PC(a) Techniques appropriate to refining performance in increasingly demanding contexts are performed skilfully and consistently in the sporting activity.	PC (b) Appropriate decisions during performance are made that relate to refining performance increasingly demanding contexts.	PC (c) Control and fluency are demonstrated in refining performance in increasingly demanding contexts.
<p>The relative importance of refining performances in increasingly demanding contexts are performed skilfully in the selected sporting activity with a high degree of consistency.</p> <p>The relative importance of refining different techniques to perform skilfully will be dependent upon participant’s role within a team. For example defender, midfield, forward (wing back).</p> <p>At this level the participant should demonstrate refined performance in increasingly demanding contexts in ball control/possession, passing, shooting, defensive and attacking options and opportunities. These contexts are likely to be increasingly demanding through the level of opposition and the degree of pressure applied in practice and conditioned games.</p>	<p>At this level the participant can make decisions in demanding performance contexts that are often related to their specialist position within the team unit. For example, as a defender, midfield or forward. As such, some of the following descriptions are more applicable to some roles than others.</p> <p>Participants can select options correctly and set up definite planned set plays as well as responding to the movements of other team players in initiating attacks, e.g. diagonal ball and support from attacking midfield players/overlapping wing backs.</p> <p>In defence they show ability to make relevant defensive decisions based on managing space and applying degrees of pressure as necessary.</p>	<p>At this level the participant can show control and fluency in demanding performance contexts that are often related to their position within the team, e.g. defender, midfield, forward.</p> <p>At this level the participant can show reasonable control and fluency when adopting particular tactics in both defence and attack. When performing in their identified role they can link effectively to other team players to ensure that tactics are successfully adopted. They can adapt to both a planned game plan and adjusting this when necessary during play.</p> <p>They apply techniques effectively during the game. They take into account a number of viable options during play in deciding next moves. They execute their individual roles with a clear responsibility towards their greater role within the team unit.</p>

<p>PC (a) Techniques appropriate to refining performance in increasingly demanding contexts are performed skilfully and consistently in the sporting activity.</p>	<p>PC (b) Appropriate decisions during performance are made that relate to refining performance in increasingly demanding contexts.</p>	<p>PC (c) Control and fluency are demonstrated in refining performance in increasingly demanding contexts.</p>
<p>Movement techniques of the participant show a high degree of effectiveness. Their personal ball-playing techniques are excellent and they should be able to dominate areas (space) both in defence and attack.</p> <p>Many aspects of movement are automatic and performed effectively.</p> <p>In attack their passing and runs frequently open up space through its variety and deception. They are effective at passing into tightly marked colleagues and use this attribute often.</p> <p>They can run comfortably with the ball when required and combine this with other techniques. Technical skills such as “dribbling” at speed to get past opponents and shoot.</p>	<p>Participants show an ability to manoeuvre and out-manoevre opponents both individually and as part of a linked team play. This could involve deception, disguise and the ability to improvise in unexpected situations.</p> <p>Participants can adapt to changes in strategy and make decisions during play about opponents strengths/weaknesses.</p>	<p>All of these attributes are apparent when working in very demanding contexts, e.g. conditioned games such as 3 v 3 in tight areas, retaining possession with players of near equal ability and in full team competitive tournaments and events.</p>

<p>PC (a) Techniques appropriate to refining performance in increasingly demanding contexts are performed skilfully and consistently in the sporting activity.</p>	<p>PC (b) Appropriate decisions during performance are made that relate to refining performance in increasingly demanding contexts.</p>	<p>PC (c) Control and fluency are demonstrated in refining performance in increasingly demanding contexts.</p>
<p>Their shooting and passing shows variety an a high degree of control (passing), shots are rarely rushed and show increasing refinement in speed and flight of delivery.</p> <p>Winning the ball in broken play is purposeful and composed.</p>		