



## 10 PASS

# Coaching Assessment Task 2024

<b>TOPIC:</b> Peer Coaching	<b>MARKS:</b> 30
<b>SUBMISSION REQUIREMENTS:</b> <b>Part A: Coaching plan</b> – Monday 20 <sup>th</sup> May at 5pm (Uploaded on Canvas) <b>Part B: Coaching Presentation</b> – Weeks 5 – 8 in class. Individual teachers will assign each pair the date they will be presenting their training session.	<b>WEIGHTING:</b> 25%
<b>OUTCOMES TO BE ASSESSED:</b> <b>5-7 Works collaboratively</b> with others to enhance participation, enjoyment and performance. <b>5-8 Displays</b> management and <b>planning</b> skills to achieve personal and group goals	
<b>DIRECTIONAL VERBS:</b> <b>Works</b> – Engage in a task to achieve an end result <b>Collaboratively</b> - involves two or more parties working together. <b>Displays</b> – The arrangement and choice of type in a style intended to show evidence <b>Planning</b> - the process of making plans for something.	
<b>TASK DESCRIPTION:</b> There will be <b>two</b> components to this assessment task: <b>PART A: Coaching Training Plan (10 Marks)</b> In pairs, you are to <b>plan</b> and provide a written outline of <b>ONE</b> detailed training session of a sport of your choice (this must be negotiated with the classroom teacher). The detailed session should enhance the participation and performance of the students in the particular sport of choice.  <b>Part B: Display the skills practice section of the coaching plan (20 Marks)</b> In pairs, you are required to <b>display</b> management skills and <b>work collaboratively</b> with your partner to run the skills practice component of your training session to your PASS class.	
<b>ASSESSMENT CRITERIA:</b> You will be assessed on your ability to: <b>Part A: Provide ONE detailed training session on their chosen sport. You must include the following information and components:</b> <ul style="list-style-type: none"> <li>• Group names, sport, date, venue, duration and number of participants</li> <li>• Lists the equipment needed for the session</li> <li>• The aim and Introduction to the lesson, including teaching points</li> <li>• Warm up activities</li> <li>• Two drills to improve a chosen skill (Skills Practice)</li> <li>• A modified game</li> <li>• Cool down activities</li> <li>• Diagrams of drills and modified games (on separate A4 paper), coaching tips for each activity</li> </ul> <b>Part B: You will need to work collaboratively to:</b> <ul style="list-style-type: none"> <li>• Organise the equipment for the session.</li> <li>• Explain the drill or skill to the small group, giving clear instructions and demonstrations.</li> <li>• Organise and manage the skills practice component with your small group that should be at least 15-20 minutes in duration.</li> <li>• Demonstrate the skills being taught</li> <li>• Provide feedback to students on their performance</li> <li>• Teach the skills component of the training session which should last for 15-20 minutes.</li> <li>• Effectively get the students attention before explaining the drill or skill.</li> <li>• Give clear instructions and provide demonstrations when necessary.</li> <li>• Set key coaching points to help students engage and participate in the drill or skill.</li> </ul>	

<b>ASSESSMENT MARKING CRITERIA – Part A</b>		
<b>5-8</b> Displays management and <b>planning</b> skills to achieve personal and group goals	Mark	Grade
<b>Plans</b> one extensive and comprehensive training session to enhance the participation and performance of the students. <i>This training plan includes a clear outline of the aim of the session, a detailed list of equipment used in each activity, relevant warm up and cool down procedures, extensive skill development activities and modified game including teaching points, and clear and accurate diagrams.</i>	9-10	A
<b>Plans</b> one substantial and detailed training session to enhance the participation and performance of the students. <i>This training plan includes an outline of the aim of the session, a list of equipment used in each activity, relevant warm up and cool down procedures, thorough skill development activities and modified game including teaching points, and clear and accurate diagrams. Aspects of the training session may be incorrect/incomplete.</i>	7-8	B
<b>Plans</b> one training session with sound detail to enhance the participation and performance of the students. <i>This training plan includes an outline of the aim of the session, a list of equipment, a warm up and cool down which may be relevant, some skill development activities and modified game, and diagrams. Some aspects of the plan may be incorrect/incomplete.</i>	5-6	C
<b>Plans</b> a basic training session that attempts to enhance the participation and performance of the students. <i>This training plan identifies the aim of the session, a basic list of equipment, a warm up and cool down which may be relevant, basic skill development activities and/ or modified game, and diagrams. Many aspects of the plan may be incorrect/incomplete.</i>	3-4	D
<b>Plans</b> a limited training session that attempts to enhance the participation and performance of the students. <i>This training plan includes a limited list of equipment, little evidence of relevant warm up/ cool down, limited skill development activities and diagrams. Most of the training session may be incorrect/incomplete.</i>	1-2	E
Task not attempted	0	N

**ASSESSMENT MARKING CRITERIA – Part B**

<p><b>5-7 Works collaboratively</b> with others to enhance participation, enjoyment and performance.  <b>5-8 Displays</b> management and planning skills to achieve personal and group goals</p>	Mark	Grade
<p><b>Works Collaboratively</b> to present a relevant and effective skills practice component of the session that enhances the participation and performance of students in the group and <b>displays</b> comprehensive management and planning. <i>This includes being well organised with appropriate equipment, selecting comprehensive activities that are appropriate for the group, clear and detailed instructions and demonstration of skills, positioning themselves exceptionally to manage the skills session and providing explicit feedback on student performances throughout the session.</i></p>	17-20	A
<p>Works collaboratively to present an effective skills session that enhances the participation and performance of students in the group and <b>displays</b> thorough management and planning. <i>This includes being organised with appropriate equipment, selecting good activities that are appropriate for the group, clear instructions and demonstration of skills, positioning themselves well to manage the skills session and providing feedback on student performances during the session. Although aspects of planning and management of the session may be incorrect or incomplete.</i></p>	13-16	B
<p><b>Works collaboratively</b> to present a skills session that demonstrates sound ability to increase participation and performance of the group and <b>displays</b> sound management and planning. <i>This includes being organised with equipment, selecting activities that are appropriate for the group, providing some instruction and demonstration of skills, attempting to position themselves correctly to manage the skills session and providing some feedback on student performances that may not always be positive and constructive. Some aspects of planning and management of the session may be incorrect or incomplete.</i></p>	9-12	C
<p><b>Works collaboratively</b> to present a skills session that demonstrates a basic ability to increase participation and performance of the students in the group and may lack relevance to the selected sport/skills, <b>displaying</b> elementary management and planning. <i>This includes selecting activities that may not be appropriate for the group, providing basic instruction and demonstration of skills, poor positioning throughout the session to manage the small group and basic feedback on student performance that may not always be positive and constructive. There is a basic attempt to be organised with equipment and many aspects of planning and management of the session may be incorrect or incomplete.</i></p>	5-8	D
<p><b>Works collaboratively</b> to present a skills session that demonstrates a limited ability to increase the participation and performance of the students in the group and lacks relevance to the selected sport/skills and <b>displaying</b> inadequate management and planning. <i>This includes activities that may not be appropriate for the group, providing limited skill instruction and/ or demonstration of skills, poor positioning throughout the session to manage the small group and limited feedback on student performance. There is a lack of preparation with equipment and most aspects of planning and management of the session may be incorrect or incomplete</i></p>	1-4	E
Task not attempted	0	N