Year 11 Sports, Lifestyle & Recreation

Task 2: Games & Sports Application I Assessment Task

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| **TOPIC**: Games and Sport Applications One | **MARKS:** /40 |
| **SUBMISSION REQUIREMENTS:**  **Part A:** Coaching Written Task to be submitted on Canvas – due Monday 20th June  **Part B:** Coaching class presentation due Week 9.  Grouppresentation dates to be assigned by classroom teacher. They will begin on Tuesday 20th June. | **WEIGHTING:**  35% |
| **OUTCOMES TO BE ASSESSED:**  **1.1 analyses the rules and conventions that relate to participation in a range of physical activities**  **2.1 explains the principles of skill development and training**  **3.2 designs programs that respond to performance needs** | |
| **DIRECTIONAL VERBS**  **Analyse -** identify components and the relationship between them  **Explain –** relate cause and effect, make the relationships between things evident  **Design –** the art or process of planning or making something | |
| **TASK DESCRIPTION:**  There will be two components to this assessment task. There is one theory component (training plan developed) and one practical component (training plan presented to the class).   1. In pairs, you need to **design** one detailed training plan for a sport that we studied in this unit (Games and sports application 1), **explaining** all components of the training session. The training plan requires a detailed warm up, two skill development activities – demonstrating the principles of skill development, a skills-based game with offensive and defensive strategies, cool down/review of the session and an equipment list. The pairs need to ensure diagrams are presented to reflect the warm-up, skills component and game. The training plan should also **analyse** the rules and safety regulations in relation to the chosen sport. 2. In Pairs, you will need to present the coaching sessions that you have designed, **explaining** each aspect of the training session to the class. The training session will go for a period, approximately 40 minutes. The session must include:  * Clear explanation of the aims, expectations and overview of the session at the beginning of the session * Warm-up and two skill development activities, including demonstrating skill development activities, offensive and defensive strategies and rules for each activity. * Cool down and review of the session * Positive and constructive feedback given during the session * Safety considerations | |
| **ASSESSMENT CRITERIA:**  **Part A – Coaching/Training Plan (10%, 20 Marks) –** A training plan to be submitted on coaching template provided in class  **Part B – Coaching Session (25%, 20 Marks) –** Presentation of your training plan for one lesson during class time | |

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| **ASSESSMENT MARKING CRITERIA** | | |
| **Part A: Coaching/Training Plan:**  *3.2 designs programs that respond to performance needs 1.1 analyses the rules and conventions that relate to participation in a range of physical activities* | **Mark** | **Grade** |
| **Designs** anoutstanding training session that extensively **explains** the components of a training session in detail and **analyses** the rules and convection regulations. *This training plan includes the duration of the training session, correct and appropriate selection of equipment, in-depth introduction and relevant warm-up, extensive skill development activities and skill-based games, in depth cool down procedures, review and labelled diagrams.* | 18-20 | A |
| **Designs** a thorough training session that **explains** the components of a training session and **analyses** the rules and convection regulations. *This training plan includes the duration of the training session, appropriate selection of equipment, introduction and relevant warm-up, detailed skill development activities and skill-based games, cool down procedures, review and labelled diagrams. Although aspects of the training session, explanation and analysis may be incorrect/incomplete.* | 14-17 | B |
| **Designs** a sound training session that provides some **explanation** of the components of a training session, offering some **analysis** of the rules and convention regulations. *This training plan includes some reference to the duration of the session, selection of equipment, introduction and warm-up, skill development activities and skill-based games, cool down procedures, review and labelled diagrams. Although some aspects of the training session, explanation and analysis may be incorrect/incomplete.* | 10-13 | C |
| **Designs** a basic training session that attempts to **explain** the components of a training session, offering a basic **analysis** of the rules and convention regulations. *This training plan may include a basic list of equipment, outline of a warm-up, skill development, skill-based games, cool down and diagrams. Although many aspects of the training session, explanation and analysis may be incorrect/incomplete.* | 6-9 | D |
| **Designs** a limited training session that tries to **explain** the components of a training session, offering a limited **analysis** of the rules and convention regulations. *This training plan includes a limited list of equipment, warm-up, skill development, skill-based games, cool down and diagrams. Although most aspects of the training session, explanation and analysis may be incorrect/incomplete.* | 1-5 | E |
| Non attempt | 0 | N |

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| **ASSESSMENT MARKING CRITERIA** | | |
| **Part B: Coaching Session:**  *2.1 explains the principles of skill development and training* | **Mark** | **Grade** |
| Presents an outstanding coaching session that comprehensively **explains** the principles of skill development and training. *This includes a clear overview of the session, extensive warm up, skill development activities and cool down procedures, the comprehensive use of positive and constructive feedback for participants and an in-depth review of the session. The training session is comprehensively organised, well-paced and all set activities were achieved within the timeframe and all safety considerations were upheld for the duration of the lesson.* | 18-20 | A |
| Presents a thorough coaching session that **explains** the principles of skill development and training. *This includes an overview of the session, warm up, skill development activities and cool down procedures, wide-ranging use of positive and constructive feedback for participants and review of the session. The training session is organised, and activities were achieved within the timeframe with safety considerations maintained for the duration of the lesson, although some aspects of the training session and explanation are incorrect or incomplete.* | 14-17 | B |
| Presents a sound coaching session that provides some **explanation** of the principles of skill development and training. *This includes a satisfactory overview of the session, warm up, skill development activities and cool down procedures, some use of feedback, although not always positive and constructive, and a review of the session. There is an attempt to be organised, pace the activities and take into consideration the safety of the participants, although some aspects of the training session and explanation are incorrect or incomplete.* | 10-13 | C |
| Presents a basic coaching session that attempts to provide some **explanation** of the principles of skill development and training. *This may include a basic overview of the session, warm up, skill development activities and cool down procedures, some use of feedback, although not always positive and constructive, and a review of the session. There is a basic attempt to be organised and consideration of safety, although many aspects of the training session and explanation are incorrect or incomplete.* | 6-9 | D |
| Presents a limited coaching session that attempts to **explain** the principles of skill development and training. *This may include a limited overview of the session, warm up, skill development activities and cool down procedures, limited use of feedback, and a review of the session. Greater emphasis was needed on organisation and safety, although most aspects of the training session and explanation are incorrect or incomplete.* | 1-5 | E |
| Non Attempt | 0 | N |