

<p><u>A learner in Year 10 will know/ have studied:</u> In learning aim A, you will investigate the rules and regulations of a sport and apply the knowledge gained through observing officials in action. You might also decide to take part in national governing body coaching and leadership awards to reinforce and extend your knowledge and qualifications in this area. For learning aim B, you will take part in a variety of sports. These may be sports in which you excel or have a particular interest. You are required to demonstrate the skills, techniques and tactics within each of the sports selected for assessment. For learning aim C, you will review your performance in the sports in which you participated. This review will look at the strengths and areas for development within your own performance. You will also be encouraged to consider plans to develop your performance within the selected sports.</p>		<p><u>A learner in Year 9 will be able to:</u> A understand the rules, regulations and scoring systems for selected sports B practically demonstrate skills, techniques and tactics in selected sports C be able to review sports performance.</p>			
<p>Term 1: Learning aim A: Understand the rules, regulations and scoring systems for selected sports</p>		<p>Term 2: Learning aim B: Practically demonstrate skills, techniques and tactics in selected sports</p>		<p>Learning aim C: Be able to review sports performance</p>	
<p>A: Describe the rules, regulations and scoring systems of a selected sport</p>	<p>B: Apply the rules of a selected sport in four specific situations</p>	<p>C: Describe the components of fitness and technical and tactical demands of two selected sports</p>	<p>D: Demonstrate relevant skills, techniques and tactics effectively, in two selected sports, in competitive situations.</p>	<p>E: Produce an observation checklist that can be used effectively to review own performance in two selected sports</p>	<p>F: Analyse strengths and areas for improvement in two selected sports, justifying recommended activities to improve own performance.</p>
<p>Term 1: Understand the rules, regulations and scoring systems for selected sports</p> <p><u>Knowledge:</u> For this unit, appropriate sports are those that will allow all criteria to be satisfied. The sports should, therefore, have rules, a clear method of victory and a range of skills, techniques and tactics. Learners do not have to fulfil all the criteria using the same two selected sports throughout. The unit assessment criteria give learners the flexibility to explore a variety of different sports should they wish to do so. Alternatively, learners may decide to select the same two sports throughout as evidence to meet the assessment criteria. <u>Skills:</u> For learning aim A, to apply the rules in different situations learners should be encouraged to do this in the role of one of the officials in a selected sport, therefore demonstrating practically the application of rules in each specific situation. When using alternative methods of delivery, it is very important that learners have a range of evidence. For example, assessors should ensure that a wide range of audio and video clips is produced for an</p>		<p>Term 2: Practically demonstrate skills, techniques and tactics in selected sports</p> <p><u>Knowledge:</u> Learners need to ensure they cover the components of physical fitness relevant to their chosen sports, clearly describing how they are used within each sport. <u>Skills:</u> For learning aim B, for the assessment of the demonstration of skills, techniques and tactics (level 2) and skills and techniques (level 1), it is important that assessors understand the differences between the standards For 1B.5, it is expected that learners will have attempted each of the core skills and techniques over the duration of delivery of the sports within isolated practices (skills and techniques used/demonstrated independently without any pressure or external forces). For 2B.P5, learners need to apply relevant skills, techniques and tactics for each of the two selected sports within conditioned practices. A conditioned practice is a situation where players are given the opportunity to demonstrate a specific skill under some</p>		<p>Term 3: Be able to review sports performance</p> <p><u>Knowledge:</u> To understand the different life events which can impact on how an individual copes with different types of change and the support provided during the periods of change. <u>Skills:</u> For learning aim C, learners should be encouraged to complete their self-analysis while watching a recording of their performance; this will support them to complete their observation checklist. Learners can give verbal or written feedback to the assessor as evidence of the attainment of their review of their own performance. Verbal presentations must be supported by an assessor's observation record, which clearly shows learners' achievements against the target assessment criteria <u>Formative Assessment:</u></p>	

	<p>appropriate sample of learners within the centre to support assessment decisions.</p> <p><u>Formative Assessment:</u> The assessment evidence can be submitted in a variety of ways through presentations, written reports, observation records/witness statements.</p> <p>End Assessment: End of Year assessment on the different factors which impact on growth and development</p> <p><u>End point:</u> Students can understand Scoring systems using presentation notes and slides. Observation record, Practical demonstration of the application of the rules in specific situations Video evidence Observation record/witness statement</p>	<p>pressure in a similar environment to a game/competitive situation.</p> <p><u>Formative Assessment:</u> For 2B.M2, learners are required to demonstrate the skills, techniques and tactics applied in a competitive situation. This should be in line with the rules of the sport. The competitive situation should have officials officiating the game/competition and should clearly show the learner participating within the situation.</p> <p>End Assessment: Learners may demonstrate their practical participation through a variety of clips from a variety of different situations, but it is important that each criterion is awarded by assessors only for full coverage of the assessment requirements in each of the two selected sports the learner is demonstrating.</p> <p><u>End point:</u> Students can understand and apply the techniques and tactics for two selected sports Video evidence that demonstrates learners participating in each of the selected sports in specific situations Written commentary Observation record/witness statement theory of growth and development through the life stages and the factors which impact on it through different case studies.</p>	<p>Completion of Task B for Component C to take place</p> <p>End Assessment: Practical demonstration of skills, techniques and tactics for two selected sports Video evidence that demonstrates learners participating in each of the selected sports in specific situations Written commentary Observation record/witness statement Completion of component 1 assignment 2</p> <p><u>End point:</u> Completed observation of the learner's own performance in two selected sports with written summary</p>
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