



Henley High School

Stage 2 Sport Studies

ASSESSMENT TYPE 1: Practical

Task 1: Touch

TASK DESCRIPTION

Students will develop an understanding of Touch. They will be required to demonstrate a broad range of skills and research and apply appropriate tactile and strategic knowledge, leadership and interpersonal skills. Students will maintain a reflective journal on their skill and tactical development

At the completion of the unit students will need to complete a reflection that considers their learning and personal development and the performance checklists completed by their teacher, peer and themselves.

REFLECTION CONSIDERATION

- What have you learnt throughout the unit?
- What type of feedback have you received and how has this impacted on your performance?
- What aspects of your performance do you need to develop?
- How are you going to improve on these things? Why is this the best way to do this?
- What have you felt has been most beneficial to your learning? Why do you think this is the case?
- What has been the most effective practice for your development (skill drill, modified games, full games? Why do you think this is the case?
- What has impacted on your learning (other people, your strengths, illness etc)?
- What have been your strengths throughout the unit?
- Any other relevant info

PERFORMANCE CHECKLIST

Performance Area to be Observed	Specific Performance-Related Criteria	Out of
Passing Skills	<i>Ability to pass with precision in a variety of situations.</i> Ability to identify and pass to an appropriate receiver Ability to disguise or fake pass Recognition of when not to pass Ability to draw opponents	/10
Receiving Skills.	<i>Ability to catch the ball in a variety of situations.</i> Ability to control the ball at speed Ability to time the run Ability to run into gaps Ability to re-align	/10
Evasive Skills	<i>Ability to make correct decisions and implements effective evasive techniques in game situations.</i> Ability to remain balanced whilst evading Ability to evade off either foot	/10
Speed	<i>Ability to use speed to benefit of the team.</i> Ability to create scoring opportunities through speed Ability to use speed defensively	/5
Performance Area to be Observed	Specific Performance-Related Criteria	Out of
General Team Contribution	<i>Performance of specialised roles</i> <i>Positive contribution to the morale and spirit of the team</i> <i>Consistent determination and perseverance in all practical tasks</i> <i>Ability to communicate appropriately</i> <i>Ability to work collaboratively in game scenarios to improve individual and/or team performance</i> <i>Demonstrate respect for rules, opponents and officials</i>	/15
Team Play Defensive	<i>Ability to follow and implement defensive policies.</i> <i>Ability to stick to defensive plan</i> <i>Ability to make correct defensive decisions</i> <i>Control of defensive tempo</i>	/10
Mental approach and Fitness	<i>Ability to maintain physical and mental performance for the duration of the game.</i> <i>Ability to apply the rules to team's advantage</i>	/5
Independence	<i>Ability to act independently</i> <i>Ability to begin and follow through set tasks</i> <i>Ability to demonstrate initiative and self-reliance</i>	/10
Initiation of tactics	<i>Ability to demonstrate leadership skills in a variety of game scenarios</i> <i>Initiate effective tactics in competition or performance</i> <i>Identify weaknesses in opponents' game play, and respond accordingly.</i>	/10
Skills Improvement	<i>Action to improve skill proficiency</i> <i>Ability to identify, and take action, in an area for skill improvement</i> <i>Ability to select and execute appropriate practice activities</i>	/5

	Application	Investigation and Analysis	Communication and Collaboration	Evaluation and Reflection	Understanding
A	<p>Comprehensive development of knowledge, concepts, and skills.</p> <p>Insightful and comprehensive application of a range of knowledge, concepts, and skills for a purpose.</p>	<p>Focused and in-depth investigation into relevant information, concepts, and ideas using a variety of sources.</p> <p>Focused and in-depth analysis of concepts, ideas, and skill development from a variety of perspectives.</p>	<p>Sustained and productive collaboration with others.</p> <p>Clear and comprehensive communication of ideas and informed opinions.</p> <p>Coherent, insightful, and well-informed discussion and justification of ideas and opinions.</p>	<p>Perceptive and critical evaluation of the student's own learning and progress in learning.</p> <p>Perceptive and constructive reflection on learning from peer assessment and self-assessment.</p>	<p>In-depth and clear understanding and explanation of the connections between the program focus and the capability in each chosen key area.</p> <p>Sophisticated development and demonstration of the capability in each chosen key area.</p>
B	<p>Focused development of knowledge, concepts, and skills.</p> <p>Well-considered application of a range of knowledge, concepts, and skills for a purpose.</p>	<p>Some depth in investigation into relevant information, concepts, and ideas using a variety of sources.</p> <p>Thorough analysis of concepts, ideas, and skill development from different perspectives.</p>	<p>Purposeful collaboration with others.</p> <p>Clear and detailed communication of ideas and informed opinions.</p> <p>Clear and informed discussion and justification of ideas and opinions.</p>	<p>Thoughtful and critical evaluation of the student's own learning and progress in learning.</p> <p>Considered and constructive reflection on learning from peer assessment and self-assessment.</p>	<p>Some depth and clarity in an understanding and explanation of the connections between the program focus and the capability in each chosen key area.</p> <p>Well-considered development and demonstration of the capability in each chosen key area.</p>
C	<p>Competent development of knowledge, concepts, and skills.</p> <p>Appropriate application of knowledge, concepts, and skills for a purpose.</p>	<p>Competent investigation into relevant information, concepts, and ideas using a variety of sources.</p> <p>Competent analysis of concepts, ideas, and skill development from different perspectives.</p>	<p>Appropriate collaboration with others.</p> <p>Appropriate and generally clear communication of ideas and informed opinions.</p> <p>Competent discussion and justification of ideas and opinions.</p>	<p>Considered evaluation of the student's own learning and progress in learning.</p> <p>Considered reflection on learning from peer assessment and self-assessment.</p>	<p>Understanding and some explanation of the connections between the program focus and the capability in each chosen key area.</p> <p>Competent development and demonstration of the capability in each chosen key area.</p>
D	<p>Partial development of knowledge and skills.</p> <p>Basic application of some knowledge and skills with some relationship to a purpose.</p>	<p>Incomplete investigation into information, concepts, or ideas, with more emphasis on information than ideas and concepts.</p> <p>Incomplete recount of concepts, ideas, or skills, with identification of more than one perspective.</p>	<p>Some occasional collaboration with others.</p> <p>Partial and unfocused communication of ideas or opinions.</p> <p>Some description, with elements of justification, of ideas or opinions.</p>	<p>Some understanding and description of aspects of the student's own learning and progress in learning.</p> <p>Some description of learning from peer assessment and/or self-assessment.</p>	<p>Basic understanding and awareness of some of the connections between the program focus and the capability in a chosen key area.</p> <p>Some development and demonstration of aspects of the capability in each chosen key area.</p>
E	<p>Attempted development of knowledge and skills.</p> <p>Limited application of some knowledge or skills, with some attempted link to a purpose.</p>	<p>Attempted identification of a concept, idea, or skill.</p> <p>Attempted investigation of information or ideas, in one or more sources, which may have some relevance.</p>	<p>Limited collaboration with others.</p> <p>Some attempted communication of ideas or opinions.</p> <p>Brief description of an idea or opinion.</p>	<p>Some awareness and recognition of the student's own learning or progress in learning.</p> <p>Limited recount of learning from peer assessment and self-assessment.</p>	<p>Limited understanding of isolated connections between the program focus and the capability in a chosen key area.</p> <p>Emerging understanding, development, or demonstration of the capability in each chosen key area.</p>