

2.3

PERFORMANCE REVIEW

- Using your logbook as a record, review your performance in this sport.
- In the table below write down what you think are your strengths and weaknesses. Think carefully about the practices, skills and tactics that you have been working on over the past 4-6 weeks, as a player and as an official.

Strengths	Areas for development
• • • •	• • • •

Identify three ways in which your performance or knowledge has improved since starting the course.

1

2

3

2.3

Give yourself three action points that will help you improve your performance or knowledge in the future. Reference should be made to an appropriate Governing Body course if possible.

1

2

3

Any further comments on the course or the targets that you have set yourself.

2.3

OFFICIATING WORKSHEET

ACTIVITY _____

1. Who is the Governing Body for this Sport & what is there web site address?

2. List & explain below 5 National Governing Body rules for this sport.

a)

b)

c)

d)

e)

2.3

3. In the space below draw a diagram of the playing area, with important specifications

4. What are the timing regulations associated with this sport?

2.3

5. Draw two hand signals in the space below that officials may use in this sport.

--	--

6 Briefly explain how a competitive game is scored in this sport.

7 Explain below 4 health & safety issues concerned with the game – this could be linked to injury/substitution, protective equipment, playing surface, ground design/surveillance.

a)

b)

c)

d)

8 Briefly explain the sanctions applied to players for inappropriate behaviour (e.g. the use of red & yellow cards in football)

2.3

OBSERVATION OF AN OFFICIAL

Observe an official in a game situation. This can be done during a lesson, watching a video or a live match outside of school.

Sport

Fixture

Name of Official

Date

List three roles of the official:

1

2

3

Attempt to judge their performance in making the correct decisions against identified rules and regulations (please tick):

RULE/REGULATION

CORRECT

INCORRECT

-
-
-

Did the official control the game?

2.3

Analyse the performance of the official.

What mark would you give him/her /10? (1 = inept, 6 = competent, 10 = outstanding)

Distinction grade!

From your experience of playing the game and observing an official are there any rules, regulations and scoring systems that you believe to be either very good for the game or, alternatively, any that need changing. Explain your views.

Continue over the page if necessary.

2.3

Comparison of officials

Now watch an official in action in another sport. Compare the two officials from the two sports. Are there any differences in their roles?, how they are treated by players/coaches?, how they deal with difficult situations?, how fit they have to be?. Answer in the box below.

Differences between the officials in two sports	
Sport 1 _____	Sport 2 _____

2.3

ANALYSIS OF PERFORMANCE

ATHLETE 1

ATHLETE 2

OBSERVATION CHECKLIST

This should be constructed and completed by the student so to identify the main strengths and weaknesses and tactical awareness of each athlete.

The results should be compared and critically evaluated to get the higher grades.

2.3

ASSESSMENT FEEDBACK – PRACTICAL SPORT

Student Name:

Overall grade:

Grading criteria					
To achieve a pass grade the evidence must show that the learner is able to:		To achieve a merit grade the evidence must show that the learner is able to:		To achieve a distinction grade the evidence must show that the learner is able to:	
P1 maintain a diary or log book that identifies and demonstrates own use of practical skills, techniques and tactics appropriate for two different sports		M1 compare own performance and application of different skills, techniques and tactics for two different sports		D1 critically analyse own performance and application of different skills, techniques and tactics providing recommendations for changes and/or improvements in two different sports	
P2 list the rules, regulations and scoring systems for play and/or performance as detailed in the appropriate National Governing Body guidelines for two contrasting sports		M2 explain the rules, regulations and scoring systems for play and/or performance as detailed in the appropriate National Governing Body guidelines for two contrasting sports		D2 evaluate the use and application of the rules, regulations and scoring systems for play and/or performance as detailed in the appropriate National Governing Body guidelines for two contrasting sports	
P3 produce and use an observation checklist identifying the roles and responsibilities of officials in two contrasting sports with teacher support		M3 compare the roles and responsibilities of officials in two contrasting sports		D3 critically analyse the performance of officials in two contrasting sports drawing valid conclusions and making recommendations for changes and/or improvements	
P4 produce and use an observation checklist identifying the performance, strengths, weaknesses and tactical awareness of two athletes with teacher support.		M4 compare the performance, strengths, weaknesses and tactical awareness of two athletes.		D4 critically analyse the performance, strengths, weaknesses and tactical awareness of two athletes providing recommendations for changes and/or improvements.	