

**Physical Education
Structures, Strategies &
Composition Student
Workbook**

7894

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HIGHER STILL

Physical Education

Structures, Strategies and
Composition

Student Study Workbook
Intermediate 2 and Higher

Support Materials



Student Study Workbook

AREA 4: STRUCTURES, STRATEGIES AND COMPOSITION

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NOTES

Student Study Workbook

Welcome to the **Structure, Strategies or Composition** student self study workbook. This booklet is designed to help you investigate relevant concepts involved in Physical Education at Intermediate 2 and Higher level. It should be used when reviewing information contained on the CD-ROM or when reflecting on your own performance.

To work through the task-sheets you may work on your own or with a partner.

You may choose to work through the task-sheets in one of two ways.

You can complete the worksheets on screen, compare your answer with the *exemplar answer* and print off a copy for your private study when completed.

OR

You can complete them in your workbook and ask your teacher to review your answers with you.

PLEASE NOTE! The exemplar answers are designed as a *self-check guide* to help you to compare your answer to the type of answer that could be expected in response to the question.

You may find that you that your answer differs from the exemplar answer. Do not worry. Your answer may still be correct. Often you will be able to add to the depth of answer and should always check with your teacher for clarification.

Working through the task-sheets should help you to:

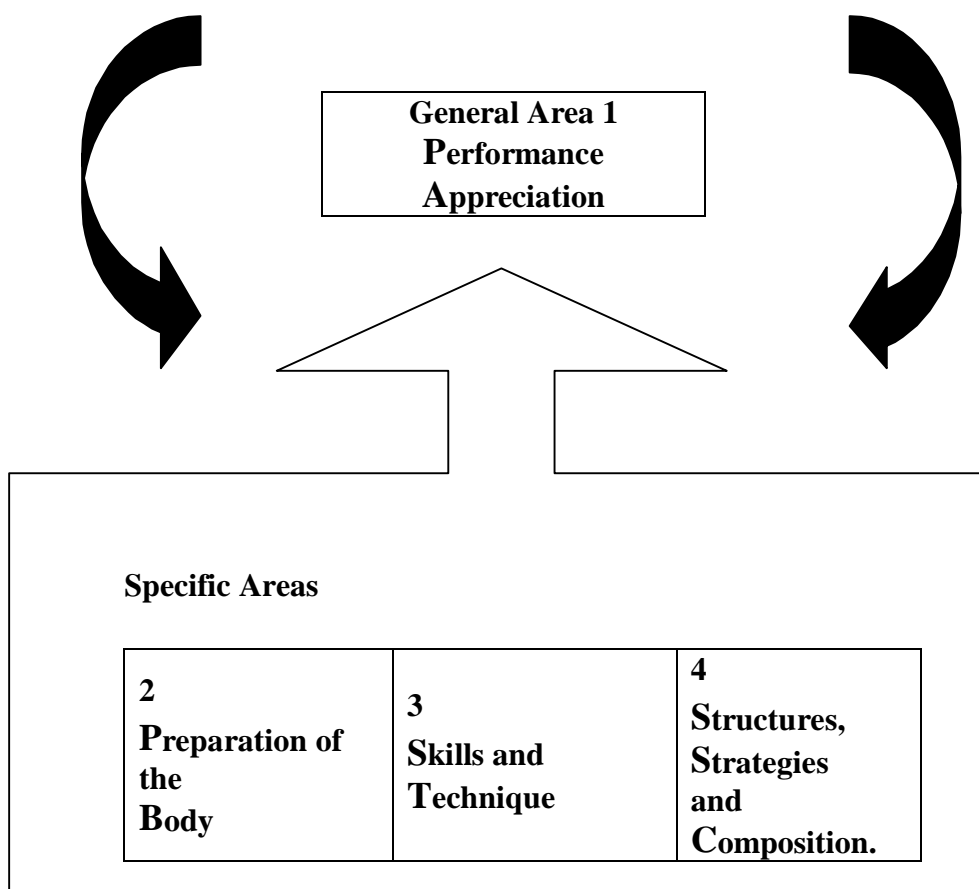
- **STUDY** performance in depth
- **ANALYSE** performance
- **EVALUATE** what you see
- **APPLY** your knowledge to suggest ways of improving what you see
- **IDENTIFY** strengths and weaknesses, qualities of action, strategy and composition,
- **MAKE INFORMED DECISIONS** about the relevance of skills, practices, training programmes, rehearsals, and routines.

REMEMBER! When you are using the CD-ROM it only forms part of your course. Much of what you learn from the tutorials and tasks devised by your teachers, and from your independent study can only be reinforced by:

COMPARISONS and **REFLECTIONS** on your own performance and that of others – in your group, school, in the local community and in national settings.

The **INDEX** indicates the related key concepts and task-sheets used.

What is Analysis of Performance?



Quite simply Analysis of Performance is all about improving your performance.

Throughout your course you will be trying to improve your whole performance. To help you do this you will study different **areas of analysis**, which will give you a deeper understanding and knowledge of how to go about this.

There are **4** areas of analysis, which relate to each other. Area 1 **Performance Appreciation** takes a **general** overview of features about performance whilst the other 3 areas of **Preparation of the Body, Skills & Technique, Structures, Strategies and Composition** take a more **specific** view of features about performance.

You will be expected to study at least **three** of these areas. To **simplify** this and help you to develop your knowledge and understanding, each area has been **sub-divided** into a number of **Key Concepts**. When working practically, these will give you a clearer picture of how to improve and monitor your performance. You will soon find out how helpful analysing your performance can be to the development of your **whole** performance.

Understanding Structures, Strategies and Composition

In this area – **Structures, Strategies and Composition** - whilst **participating** in an activity, you will learn how to improve your performance by observing, analysing and evaluating various aspects of performance.

You will be involved in planning, decision-making, applying and adapting strategies to take account of the demanding changes of performance. **Importantly**, you will learn to review and evaluate the effectiveness of performance and recommend changes to improve performance.

For example, deciding which strategy to employ against your opponent or opponents in a given situation, which maximises your strengths and gives you the best possible strategic advantage.

In **Composition** due to the inventive and creative nature of performance you will learn to look at movement in a more structured way. You will learn how to select combine and appreciate movement patterns, including the effective use of space and effort actions necessary to produce a quality performance.

When studying *Structures, Strategies and Composition*, your Analysis of Performance is likely to cover all the key concepts in this area of Analysis.

Area 4: Structures, Strategies and Composition (SSC)

- the structure, strategies and/or compositional elements that are fundamental to selected activities
- identification of strengths and weaknesses in performance in terms of:
 - roles and relationships
 - formations
 - group and team principles
 - tactical or design elements
 - choreography and composition
- problem-solving and decision-making when working with structures, strategies or compositional elements to develop an improve performance.

HOW TO USE THE CD-ROM

The CD-ROM is designed to help you to investigate relevant concepts involved in Physical Education at Intermediate 2 and Higher level. It is hoped that you will enhance your knowledge and understanding through an interactive and exciting approach.

The disc uses a vast compilation of multimedia techniques with full colour images, diagrams, text and video action that you have full control over.

A tutorial section is provided which will provide you with more information and clear descriptions of each key concept in the four areas of analysis. You may find this will give you useful references to help you answer the task sheets provided.

HOW TO USE THE TASK SHEETS

These task sheets are designed to help you to investigate relevant concepts involved in Physical Education at Intermediate 2 and Higher level. It is hoped that you will enhance your knowledge and understanding by systematically working through the task sheets.

You may work on your own, or with a partner, to work through the task-sheets.

To get started:

- load the CD-ROM disc into your computer's CD drive
- select the key concept that you wish to learn more about
- if you select the task sheet, follow the on screen instructions.

NOTE! It is advisable to watch the video action **more** than once or at a slower speed before attempting your answer. You may also find it useful to study the tutorial section and take notes about your observations **before** attempting your answer.

Once you have completed the task sheet you can use the self-check guide to compare the quality of your answer. Alternatively, you could ask your teacher to review your answers.

If you select to complete the Personal Review Sheet you may find that you will need to complete some of the following before you can attempt your review:

- complete the tables with performance criteria relevant to your activity
- watch video action of your own performance OR have someone observe your performance.

Once you have completed the task sheet you should ask your teacher to review your answers.

AREA 4: STRUCTURES, STRATEGIES AND COMPOSITION

Task 1

Watch the video action of these players applying the *Fast break* strategy. Use the key provided to help you record your observations.

You can pause or replay the video, as you find it necessary to complete the task.

Fast break	Rebound	Outlet pass	Dribble down the middle	Pass to player attempting to score	Basket scored

Key

✓	Successful	U	unsuccessful	N	needs improvement	✗	Interception by opponents
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1. How effective is the overall strategy? Use your data to help you analyse what is happening.

2. Suggest how either an **individual**, or a **group of players**, could make the strategy more effective.

AREA 4: STRUCTURES, STRATEGIES AND COMPOSITION

Task 2

PERSONAL PROFILE

Before you start fill in the criteria **relevant** to the structure or strategy being applied in your activity.

Either watch a video of your own performance or have someone complete this schedule as you perform. Use the data to help you evaluate the effectiveness of your performance.

Strategy being applied _____

Criteria					

Key

√	Successful	×
---	------------	---

1. How effective is **your** overall strategy? Use your data to help you analyse what is happening.

2. Suggest how either an **individual**, or a **group of players**, could make your strategy more effective.

AREA 4: STRUCTURES, STRATEGIES AND COMPOSITION

Task 3

Watch the video action and then answer the following questions to help you evaluate the role of the players involved in this tactic. Use the key below to help you to record your findings.

You can pause or replay the video, as you find it necessary to complete the task.

<input type="checkbox"/> Successful <input checked="" type="checkbox"/> Unsuccessful <input type="checkbox"/> N not relevant
--

THROW IN	Player taking throw in	Player receiving throw in
Anticipates pass		
Moves into space early		
Gives / Receives pass with control		
Looks up court to advance attack		
Dribbles passed opponent		
Passes accurately to team mate		
Moves up to support play		
Tactical awareness contributing to team attack		

1. Give a brief account of how well these **two** players performed their **specific** role.

Player taking the throw in	Player receiving throw in

2. Consider the **key** factors that contribute to the successful application of this tactic.

AREA 4: STRUCTURES, STRATEGIES AND COMPOSITION

Task 4

PERSONAL REVIEW

Before you start fill in the first column with criteria **relevant** to the different role (s) being adopted in **your** tactic.

Either watch a video of your own performance or have someone complete this schedule as you perform. Use the key provided to help you evaluate the effectiveness of your performance.

<input type="checkbox"/> Successful <input checked="" type="checkbox"/> Unsuccessful <input type="checkbox"/> N not relevant
--

Tactic being applied _____

Criteria	Player 1	Player 2 in

1. Give a brief account of how well your players performed their specific role.

Player 1	Player 2

2. Consider the key factors that contribute to the successful application of your tactic.

--

AREA 4: STRUCTURES, STRATEGIES AND COMPOSITION

Task 5

Watch the video action and then answer the following questions to help you evaluate the formations used by the players. Pay specific attention to the double partnership at the **far side** of the net.

You can pause or replay the video, as you find it necessary to complete the task.

1. Describe the formation adopted by the players.

ACTIVITY	FORMATION	EFFECTIVENESS OF FORMATION

2. Consider the **benefits** and **limitations** of using this formation of play.

FORMATION	BENEFITS	LIMITATIONS

3. If this formation was not working what change in formation might these players adopt to ensure that their performance was more effective?

FORMATION CHANGE	EXPECTED INFLUENCE ON PERFORMANCE

AREA 4: STRUCTURES, STRATEGIES AND COMPOSITION

Task 6

PERSONAL REVIEW

Your task is to consider the benefits and limitations of a formation that you have used when attempting to gain strategic advantage. Complete the table below to help you make judgements about your performance.

1. What type of formation did you use to ensure that your strategy was successful?

ACTIVITY	FORMATION	EFFECTIVENESS OF FORMATION

2. Consider the benefits and limitations of using this formation of play.

FORMATION	BENEFITS	LIMITATIONS

3. Think of a situation where this formation did not work. What change in formation did you make to make your performance more successful?

FORMATION CHANGE	EXPECTED INFLUENCE ON PERFORMANCE

AREA 4: STRUCTURES, STRATEGIES AND COMPOSITION

Task 7

Watch the video action and then answer the following questions to help you to consider the quality of teamwork demonstrated by the players.

You can pause or replay the video, as you find it necessary to complete the task.

√ Very Effective	E effective	x less effective
------------------	-------------	------------------

1. Complete the table below:

Communication e.g. clear call	
Good movement to the ball	
Player on ball covered / supported	
Options available	
Confident in offence	
Confident in defence	

2. Give a brief summary about your findings.

--

3. Other principles of play which this team would need to have considered when preparing their game plan would include, width, depth and mobility. Explain why these principles would feature as important when applying a structure or strategy?

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AREA 4: STRUCTURES, STRATEGIES AND COMPOSITION

Task 8:

PERSONAL REVIEW

Your task is to consider the principles of play demonstrated by your team when applying a structure or strategy.

Either watch a video of your own performance **or** have someone complete this schedule as you perform. Use the key provided to help you evaluate the effectiveness of your performance.

√ Very Effective	E effective	x less effective
------------------	-------------	------------------

1. Complete the table below:

Communication e.g. clear call	
Good movement to the ball	
Player on ball covered	
Options available	
Confident in offence	
Confident in defence	

2. Give a brief summary about your findings.

--

3. Other principles of play which this team would need to have considered when preparing their game plan would include, width, depth and mobility. Explain why these principles would feature as important when applying a structure or strategy.

--

AREA 4: STRUCTURES, STRATEGIES AND COMPOSITION

Task 9

Watch the video action and the answer the following questions to help you to identify how these different performers create attacking opportunities. Consider the **tactics** used by players to control and dominate space.

You can pause or replay the video, as you find it necessary to complete the task.

1. Complete the table below.

Activity	Method used to create attacking options e.g. feint dodge, block space.
Badminton	
Basketball	
Hockey	

2. Select one activity and give a brief account about the effectiveness of the player's(s') performance.

Selected Activity
Account

3. Explain why is it important to frequently practice different tactics. Your explanation should relate to the activity selected in 2 above.

Explanation

AREA 4: STRUCTURES, STRATEGIES AND COMPOSITION

Task 10:

PERSONAL PROFILE

In an activity of your choice evaluate the effectiveness of **two different** tactics relevant to your activity.

1. Complete the table below:

Activity	Tactic used =

2. Give a brief account about the effectiveness of your performance.

Selected Activity
Account

3. Explain why is it important to frequently practice the use of different tactics.

Explanation

AREA 4: STRUCTURES, STRATEGIES AND COMPOSITION

Task 11

Watch the video action then answer the following questions to help you to assess the structural design of this dance routine.

You can pause or replay the video, as you find it necessary to complete the task.

1. Complete the sectioned notepad and comment where appropriate on each of the areas.

Selection of skills	
Linking movements (transitions)	
Use of repetition and variation	
Use of levels	
Use of direction and pathway	
Use of dynamics (effort factor combinations)	
Relationship to music	
Features and highlights	
Overall presentation style	

2. In your opinion, explain why this particular method of recording was appropriate?

--

3. This performer demonstrates high levels of concentration throughout her performance. Why is it important to concentrate fully when performing?

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AREA 4: STRUCTURES, STRATEGIES AND COMPOSITION

Task 12:

PERSONAL PROFILE

Either watch a video of your own performance **or** have someone complete this schedule as you perform. Use the data to help you evaluate the effectiveness of your performance.

1. Complete the table and comment where appropriate on each of the areas.

Selection of skills	
Linking movements (transitions)	
Use of repetition and variation	
Use of levels	
Use of direction and pathway	
Use of dynamics (effort factor combinations)	
Relationship to music	
Features and highlights	
Overall presentation style	

2. Suggest another method of recording, which you feel would be valuable when making judgements about your performance

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3. Suggest how you might develop your level of concentration in preparation for you performance.

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AREA 4: STRUCTURES, STRATEGIES AND COMPOSITION

Task 13

Watch the video action then answer the following questions to help you to assess the decision-making skills of this Basketball player (green. No. 11) when practicing attacking tactics.

You can pause or replay the video, as you find it necessary to complete the task.

<input checked="" type="checkbox"/> Successful	<input checked="" type="checkbox"/> Unsuccessful	<input type="checkbox"/> makes no decision stands still
--	--	---

1. Complete the table below:

Reacts to ball	Adjusts body position	Uses V cut to get open	Uses screen to help team-mate.	Delivers a successful pass	Scores basket

2. Give a brief account about the effectiveness of this player's decision-making skills.

3. Suggest why the player may be more effective at making decisions during
 a) practice sessions b) full performance context.

Practice session	Full performance

AREA 4: STRUCTURES, STRATEGIES AND COMPOSITION

Task 14

PERSONAL PROFILE

Before you start fill in the criteria **relevant** to the decision-making options relevant to your performance.

Either watch a video of your own performance **or** have someone complete this schedule as you perform. Use the key provided to help you evaluate the effectiveness of your decision-making skills.

√ Successful	X Unsuccessful	N makes no decision stands still
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1. Complete the table below:

2. Give a brief account about the effectiveness of your decision-making skills in this situation.

3. In your opinion how effectively do you make decisions during?
 a) practice sessions b) full performance context.

Practice session	Full performance

HOW TO USE THE SELF-CHECK GUIDE EXEMPLAR ANSWERS

These exemplar answers are designed to help you to compare the quality of your answer. The content of the exemplar answers reflects the type of answer that could be expected in response to the question.

Due to the nature of this exercise and depending on your own experience, you may find that your answer varies from the exemplar answer. On many occasions you may be able to add to the depth of the answer.

To gain the most benefit from this exercise the following suggestions are made:

- check your answer with the exemplar answer, note any differences and take notes.
- check your answer with a partner (s). Discuss any differences in observations made. Add to your own answer any observations offered by your partner (s) that improve the quality of your answer.
- check with your teacher for further clarification.
- keep a copy of your corrected task-sheet for reference.

AREA 4: STRUCTURES, STRATEGIES AND COMPOSITION

Task 1

Exemplar Answer

The purpose of this review is to provide you with a self check guide about the type of observations that could be offered in response to the task. When comparing your observations you may find that you will be able to add to the comments contained below.

If you are unsure about any aspects of this task you should ask your teacher for further explanation.

Watch the video action of these players applying the *Fastbreak* strategy. Use the key to help you to record your findings.

Fast break	Rebound	Outlet pass	Dribble down the middle	Pass to player attempting to score	Basket scored
√	√	√N	√	√	U N

Key

√ Successful U unsuccessful N needs improvement × Interception by opponents

1. How effective is the overall strategy? Use your data to help you analyse what is happening.

On the whole the applied strategy was quite effective. Each player played his or her role within the strategy, responding immediately to the option to use the fast break. They showed good communication skills by shouting for the ball to indicate the fast break was on.

All channels were immediately filled with the drive in the middle channel. This presented the team with various options to a) attack the basket from the right b) attack the basket from the left or c) for the forward to drive through himself.

The end product of scoring a basket was not too effective with only 1 out of 3 attempts successful. The forwards did vary the attack by driving to basket from the left and right hand side however the lay-up shot was not always scored. This was mainly due to the pressure applied by the defenders. Also the opposition took the follow up rebound.

2. Suggest how either an **individual**, or a **group of players**, could make the strategy more effective.

At the start of the fastbreak, the defensive rebounder could have delivered a stronger outlet pass further up the court.

A more direct approach to the basket by the forward who received the first pass (outlet)

The forward taking the shot needs to take more care to score or at least win the follow up rebound and keep possession.

AREA 4: STRUCTURES, STRATEGIES AND COMPOSITION

Task 3

Exemplar Answer

The purpose of this review is to provide you with a self-check guide about the type of observations that could be offered in response to the task. When comparing your observations you may find that you will be able to add to the comments contained below.

If you are unsure about any aspects of this task you should ask your teacher for further explanation.

√ Successful X Unsuccessful N not relevant

THROW IN	Player taking throw in	Player receiving throw in
Anticipates pass	√√	√√
Moves open early	N	√
Gives / Receives pass with control	√	√√
Looks up court to advance attack	√	√√
Dribbles passed opponent	N	√√
Passes accurately to team mate	N	X√
Moves up to support play	√√	N
Tactical awareness contributing to team attack	N	√√

1. Give a brief account of how well these two players performed their specific role.

Player taking the throw in	Player receiving throw in
<i>In this situation the player was effective in his role. The player taking the throw was not being pressurised and was therefore able to make an easy pass. He did, however, release the ball accurately to the feet of his team-mate. He supported his team-mate by communicating clearly as he moved up the wing to support play. He continually watched play and was available for a back pass should he be needed. He showed good timing and judged the weight of his pass appropriately.</i>	<i>This player effectively performed in her role as a forward. She initiated the attack by moving into space early. She showed good timing and first touch control as she moved forward to receive the pass. She confidently got past her defender and created a good goal scoring opportunity taking the ball deep from midfield to the 18yd box. She showed good awareness of her other players linking well from midfield. Her initial pass was not effective, lacking accuracy in touch. The second cross was much better weighted.</i>

2. Consider the key factors that contribute to the successful application of this tactic.

Some of the key factors that could have contributed to the successful application of this tactic reflect:

- Additional practice at training
- Only one of the players was being put under pressure
- It did not require complex skills to be performed at speed
- Good communication and understanding between the players
- Sound technical ability of players
- Acceptance of role.

AREA 4: STRUCTURES, STRATEGIES AND COMPOSITION

Task 5

Exemplar Answer

The purpose of this review is to provide you with a self-check guide about the type of observations that could be offered in response to the task. When comparing your observations you may find that you will be able to add to the comments contained below.

If you are unsure about any aspects of this task you should ask your teacher for further explanation.

Watch the video action and then answer the questions to help you evaluate the formations used by the players.

Pay specific attention to the double partnership at the **far side** of the court

1. Describe the formation adopted by the players.

ACTIVITY	FORMATION	EFFECTIVENESS OF FORMATION
Badminton Related to partnership on far side of net	<i>Predominantly front back formation</i>	<i>Throughout the rallies shown this formation works effectively. The gent covered the deep shots to the rear of the court and the lady covered the front of the court. This formation provides width and depth.</i>

2. Consider the benefits and limitations of using this formation of play.

FORMATION	BENEFITS	LIMITATIONS
Front and back.	<i>Provides a strong attacking force. Powerful attacks e.g. smash or subtle net shots can be made anywhere on court The positioning of the net player is crucial to a) force high return b) seize attacking point. If the shot is played high at net it is easily punished. The width and depth of the court are easily covered. Adaptation to a defensive side-by-side formation can be easily made.</i>	<i>Over reliance on back player to get depth in return shots. If there is poor communication both players can sometimes cover same shot. Requires good back hand play. Weak if used in defence for any length of time. Depending on opponents' strengths the width of court can be left exposed. Weak if double pairing do not have good communication.</i>

3. If this formation was not working what change in formation might these players adopt to ensure that their performance was more effective?

FORMATION CHANGE	EXPECTED INFLUENCE ON PERFORMANCE
<i>Switch to side-by-side formation both in attack and defence.</i>	<i>Both players have responsibility for covering one side of court thus making communication easier. Both players have the mobility to move to rear to cover deep shots. Provided both players are similar in technical execution of shots they can dominate play from the centre of the court.</i>

AREA 4: STRUCTURES, STRATEGIES AND COMPOSITION

Task 7

Exemplar Answer

The purpose of this review is to provide you with a self-check guide about the type of observations that could be offered in response to the task. When comparing your observations you may find that you will be able to add to the comments contained below.

If you are unsure about any aspects of this task you should ask your teacher for further explanation.

Your task is to consider the quality of teamwork demonstrated by the players on the **far side** of the net. Watch the video action use the key below to help you to record your findings.

√ Very effective	E effective	N less effective
------------------	-------------	------------------

Communication e.g. clear call	√√√
Good movement to the ball	√E
Player on ball covered	√E√
Options available to spike/dump	√
Options available to block	√

2. Give a brief summary about your findings.

During the rallies the team demonstrated good teamwork skills. They called to each other stating their intent and availability for a pass. This stopped confusion and showed that each player was aware of the role they had to play.

When in offence they supported each other by giving accurate passes. The setter (the girl in the blue shirt) took a leading role and dictated play. The others responded and fell back off the net ready for the setters' pass.

When a player moved to play the ball, at least one other team-mate moved to support play.

At the net players were available to cover the spike. When the opposition were in attack both the setter and No.2 worked co-operatively to form a solid block.

3. Other principles of play, which this team would need to have considered when preparing their game plan would include, width, depth and mobility. Explain why these principles would feature as important when applying a structure or strategy?

It is essential to consider the principles and width and depth when applying a structure or strategy. This must be regarded as being equally important to offensive and defensive play. In offence, it is essential to have width on court to enable the attack to be executed from anywhere on the front line. It is advantageous to have the long spike and short spike options available to confuse the opposition.

In defence it is important that the team cover the width and depth of the court making it difficult for the opposition to ground the ball.

Mobility must also feature as important to allow the team to adapt and respond to either a change in team strategy or to the actions of the opposition.

By considering these principles the strategy will maximise the teams' strengths whilst reducing the options of the opposition.

AREA 4: STRUCTURES, STRATEGIES AND COMPOSITION

Task 9

Exemplar Answer

The purpose of this review is to provide you with a self-check guide about the type of observations that could be offered in response to the task. When comparing your observations you may find that you will be able to add to the comments contained below.

If you are unsure about any aspects of this task you should ask your teacher for further explanation.

Watch the video action and then answer the following questions to help you to identify how these different performers create attacking opportunities. Consider the strategies used by players to control, dominate space and create attacking options.

1. Complete the table below:

Activity	Method used to create attacking options e.g. feint dodge, block space.
Badminton	<i>The player varies the type of shot. He also varies the power of the shots sometimes pushing his opponent deep. He changes the direction and pace of play.</i>
Basketball	<i>The player (boy in blue) 'pauses' on the ball before committing himself to dribble. Where possible he passes as the first option. He fakes the direction of the pass by focussing in the opposite direction. He varies the speed of his pass. He changes direction well, by adopting a lower stance.</i>
Hockey	<i>The players play the ball wide to draw out defenders. They move the ball quickly changing the direction of their passes. In tight dribbling situations, they alter the pace of their dribble before passing 'open' to available team-mates.</i>

2. Select **one** activity and give brief account about the effectiveness of the player (s) performance.

Selected Activity: **BADMINTON**

The player definitely dominated play during this rally. He was being forced deep to the back of the court yet managed to adjust his body position to return the shuttlecock powerfully back. He showed good judgement by altering the pace and direction of the shuttlecock to wrong foot his opponent. He seized his opportunity to finish the rally.

3. Explain why it would be important for the player (s) to frequently practice different types strategies.

Explanation

It would add to the options available to the player whether he was in attack or defence.

Having a well-rehearsed game plan would put him at an advantage over his opponents, as he would be able to adapt to another strategy if his initial strategy was not working.

He would be able to evaluate quickly what was working well.

He would be more ready to respond to his opponents play.

He would be more confident knowing from prior experience which of his strategies was the most successful when under pressure.

AREA 4: STRUCTURES, STRATEGIES AND COMPOSITION

Task 9

Exemplar Answer

The purpose of this review is to provide you with a self-check guide about the type of observations that could be offered in response to the task. When comparing your observations you may find that you will be able to add to the comments contained below.

If you are unsure about any aspects of this task you should ask your teacher for further explanation.

Watch the video action and then answer the following questions to help you to identify how these different performers create attacking opportunities. Consider the strategies used by players to control, dominate space and create attacking options.

1. Complete the table below:

Activity	Method used to create attacking options e.g. feint dodge, block space.
Badminton	<i>The player varies the type of shot. He also varies the power of the shots sometimes pushing his opponent deep. He changes the direction and pace of play.</i>
Basketball	<i>The player (boy in blue) 'pauses' on the ball before committing himself to dribble. Where possible he passes as the first option. He fakes the direction of the pass by focussing in the opposite direction. He varies the speed of his pass. He changes direction well, by adopting a lower stance.</i>
Hockey	<i>The players play the ball wide to draw out defenders. They move the ball quickly changing the direction of their passes. In tight dribbling situations they alter the pace of their dribble before passing 'open' to available team-mates.</i>

2. Select **one** activity and give brief account about the effectiveness of the player (s) performance.

Selected Activity: BASKETBALL

The player (boy in blue shirt) manages effectively to create attacking options.

- *He controls space by disguising his intent to pass and adjusting his body position.*
- *He uses variety in his passing showing control, fluency and timing.*
- *He looks confident and focussed on his task*
- *He makes the right decisions to shoot, pass or dribble*
- *He co-operates well with his team-mates.*

3. Explain why it would be important for the player (s) to frequently practice different strategies.

Explanation

It would add to the options available to the player whether he was in attack or defence.

Having a well-rehearsed game plan would put him at an advantage over his opponents, as he would be able to change to another strategy if his initial strategy was not working.

He would be able to evaluate quickly what was working well.

He would be more ready to respond to his opponents play.

He would be more confident knowing from prior experience which of his strategies was the most successful when under pressure.

Increases his awareness of roles and responsibility.

Develops his awareness of team play.

AREA 4: STRUCTURES, STRATEGIES AND COMPOSITION

Task 9

Exemplar Answer

The purpose of this review is to provide you with a self check guide about the type of observations that could be offered in response to the task. When comparing your observations you may find that you will be able to add to the comments contained below.

If you are unsure about any aspects of this task you should ask your teacher for further explanation.

Watch the video action and then answer the following questions to help you to identify how these different performers create attacking opportunities. Consider the strategies used by players to control and dominate space.

1. Complete the table below.

Activity	Method used to create attacking options e.g. feint dodge, block space.
Badminton	<i>The player varies the type of shot. He also varies the power of the shots sometimes pushing his opponent deep. He changes the direction and pace of play.</i>
Basketball	<i>The player (boy in blue) 'pauses' on the ball before committing himself to dribble. Where possible he passes as the first option. He fakes the direction of the pass by focussing in the opposite direction. He varies the speed of his pass. He changes direction well, by adopting a lower stance.</i>
Hockey	<i>The players play the ball wide to draw out defenders. They move the ball quickly changing the direction of their passes. In tight dribbling situations they alter the pace of their dribble before passing 'open' to available team-mates.</i>

2. Select **one** activity and give brief account about the effectiveness of the player (s) performance.

*Selected Activity: **HOCKEY***

These players (red shirts) definitely dominated play during this short attack.

They force their opponents to be wrong footed and chase in pursuit:

- *They use variety in passing showing control, fluency and timing.*
- *They appear confident.*
- *They use good decision making skills, releasing the ball early for team-mate.*
- *They demonstrate good teamwork.*

3. Explain why it would be important for player (s) to frequently practice different types of strategies.

Explanation

It would add to the options available to the players whether in attack or defence.

Having a well-rehearsed game plan would put them at an advantage over opponents, as they would be able to adapt their strategy if it was not working.

They would be able to evaluate quickly what was working well.

They would be more ready to respond to his opponents play.

They would be more confident knowing from prior experience which of their tactics was the most successful when under pressure.

Increases their awareness of each other's role and responsibility.

Develops principles of effective team play.

AREA 4: STRUCTURES, STRATEGIES AND COMPOSITION

Task 11

Exemplar Answer

The purpose of this review is to provide you with a self-check guide about the type of observations that could be offered in response to the task. When comparing your observations you may find that you will be able to add to the comments contained below.

If you are unsure about any aspects of this task you should ask your teacher for further explanation.

1. Complete the sectioned notepad and comment where appropriate on each of the areas.

Selection of skills	<i>A range of skills is evident. Some requiring strong powerful movements others lighter gentler movements.</i>
Linking movements (transitions)	<i>Quality in linking skills together with a smooth transition out of one movement into the next. Presented a feeling of smoothness.</i>
Use of repetition and variation	<i>Some variation in her travelling and turning sequences.</i>
Use of levels	<i>Changed levels on occasions.</i>
Use of direction and pathway	<i>Good use of different pathways.</i>
Use of dynamics (effort factor combinations)	<i>Varied use of dynamics. Some strong powerful actions with whole body actions. Others showed more gentle actions.</i>
Relationship to music	<i>Interpreted the music very well. Presented a 'feel' for the mood and tempo of the music.</i>
Features and highlights	<i>Combined arm and facial gestures well.</i>
Overall presentation style	<i>Powerfully sensual jazz style.</i>

2. In your opinion, explain why this particular method of recording was appropriate?

*This was an appropriate method of recording information for a number of reasons:
It provides a recorded account to compare against a model performer.
It provides be a recorded account to compare against video action/future presentation
It will be useful when planning improvements to the sequence.
It can provide information on areas of weakness
More than one sheet could be completed at the same time to provide a broader picture.*

3. This performer demonstrates high levels of concentration throughout her performance. Why is it important to include mental fitness as part of your training for full performance?

*This is essential for a number of reasons,
It allows you to focus on the task in hand especially when designing and performing complex routines.
It keeps you focussed and you are less likely to make mistakes. It helps you to remain calm especially when performing in front of an audience. It prepares you to adapt quickly and improvise if part of the sequence does not work well. It helps you to be more creative in your choreographic design.*

AREA 4: STRUCTURES, STRATEGIES AND COMPOSITION

Task 13

Exemplar Answer

The purpose of this review is to provide you with a self-check guide about the type of observations that could be offered in response to the task. When comparing your observations you may find that you will be able to add to the comments contained below.

If you are unsure about any aspects of this task you should ask your teacher for further explanation.

Watch the video action then answer the following questions to help you to assess the decision-making skills of this Basketball player when under pressure.

You can pause or replay the video, as you find it necessary to complete the task.

√ Successful X Unsuccessful N makes no decision stands still

1. Complete the table below:

Reacts to ball	Adjusts body position	Uses V cut to get open	Uses screen to help team-mate.	Delivers a successful pass	Scores basket
√√	√√	√√	√	√√	√

2. Give a brief account about the effectiveness of these players' decision-making skills.

The green No. 11 player shows good tactical awareness in relation to her team-mate, ball and space.

She reacts quickly to the situation and appropriately makes the correct decision to get open to receive the pass, dribble or shoot.

She supports her team-mate by following in on the defensive rebound. She is alert to the opposition closing down space for her team-mate and sets up a screen for her enabling a drive option to the basket.

She finishes off a successful attack by scoring a left hand lay up whilst being closely marked.

3. Suggest why it is easier for a player to be more consistent in making decisions during:

- a) practice sessions b) full performance context.

Practice sessions	Full performance
<p><i>In practice sessions it is much easier to be more consistent, because</i></p> <ul style="list-style-type: none"> <i>it is easier for the player to concentrate</i> <i>fewer decisions to be made</i> <i>the repetitive nature of the practices makes the timing of the movements easier to perform</i> <i>Less pressure in relation to making decisions about the ball, team-mates, opponents and space</i> <i>feedback from team-mates can help decision making.</i> 	<p><i>In full performance context it is much more difficult to maintain consistency</i></p> <ul style="list-style-type: none"> <i>Pressure from opponents</i> <i>Not fully concentrating on task</i> <i>Unable to manage emotions therefore make unforced errors</i> <i>Pressure of people watching (external factors)</i> <i>Fatigue/tiredness causing unforced errors.</i>

NOTES