

PEFORMANCE STUDIES (GCSE PE)
PRACTICAL SCHEME OF LEARNING OVERVIEW
 Year 10 and 11 Basketball

Rationale and Context of Unit:	Core curriculum content:	Tier 2 & Tier 3 vocabulary explicitly taught:
<p>Students are required to perform all of the ‘core’ and ‘advanced’ skills in competitive situations for GCSE PE. They are required to perform in three sports with the requirements of one team sport, one individual sport and one free choice. Each sport is worth 10% of the GCSE qualification and is marked out of 20.</p> <p>At key stage three, students are taught many of the core skills from the OCR GCSE PE specification. Specifically, through years 7, 8 and 9, students will have been taught the following:</p> <p>Year 7:</p> <ol style="list-style-type: none"> 1) Demonstrate effective passing skills to ensure that each pass is used in the correct situation. 2) To learn different shooting techniques in an isolated practice and apply into a game context (set and jump shot). 3) To learn and refine the correct technique of dribbling (with both hands) and abide by the rules of basketball. <p>Year 8:</p> <ol style="list-style-type: none"> 1) To learn how to perform a dominant hand layup and apply into match contexts. 2) Be able to understand the concept of rebounding and apply to a game situation. 	<p>Students will be required to demonstrate the following ‘core’ and ‘advanced’ skills for basketball:</p> <p>Core Skills:</p> <ul style="list-style-type: none"> • Triple threat • Pivoting • Passing (javelin/chest/bounce/overhead) • Shooting (set/jump/dominant hand lay-up) • Dominant hand dribbling • Marking player with ball <p>Advanced Skills:</p> <ul style="list-style-type: none"> • Shooting (non-dominant hand lay-up) • Hook shot • Rebounding • Dribbling using either hand • Fake and drive • Cross over step • Cutting as a team • Interceptions <p>Decision Making:</p> <ul style="list-style-type: none"> • When to run/pass/shoot/dribble • Where to run/pass/shoot/dribble 	<ul style="list-style-type: none"> • <i>Triple Threat Position - Is when the basketball is being held at your hip, right or left, in an athletic stance</i> • <i>Pivoting - The act of keeping one foot in place while moving the other and the actual foot which remains on the ground.</i> • <i>Set Shot – A shot at the basket made without jumping.</i> • <i>Jump Shot – A shot at the basket made without jumping.</i> • <i>Lay-Up – A two-point shot attempt made by leaping from below, laying the ball up near the basket, and using one hand to bounce it off the backboard and into the basket.</i> • <i>Dominant Hand – The hand in which a player can use with most success</i> • <i>Hook Shot – A shot in which the offensive player, usually turned perpendicular to the basket, gently throws the ball with a sweeping motion of the arm farther from the basket in an upward arc with a follow-through</i>

- 3) To learn concept of fake and drive and cross over step when beating an opponent.

Year 9:

- 1) Be able to learn advanced shooting techniques such as the hook shot and use of non-dominant hand lay-up technique.
- 2) Be able to demonstrate awareness of which pass to make and where to run to create pass/ dribble or shoot during a game context.
- 3) Effectively implement appropriate use of defensive plays such as zone defence and full/ half court press.

Students will be required to use the skills learned in this scheme of learning in an internal practical exam at Acle, which is then moderated externally offsite. In addition, students will use their knowledge and understanding of basketball in the analysis of performance coursework task if they chose to complete the work on this sport.

The skills are taught by firstly securing the 'core skills' before progressing onto the 'advanced skills'. Each lesson develops a skill in isolation before applying it into competitive situations such as matches in order to develop decision making and tactical awareness. It is taught in this way as 'core' skills are normally prerequisites of the 'advanced' skills. This is a continuous scheme throughout years 10 and 11, as students track their mastery of the specification's skills (see assessment below).

- Which pass to make
- Awareness of team strategies/tactics in both attacking and defending situations e.g. man to man marking, zone defence, fast break, tandem defence (against fast break)
- Appropriate use of defensive ploys – zone defence, full/half court press
- Finding space
- Attacking positioning on court
- Defensive positioning on the court
- Defensive ploys – man to man marking
- Awareness of strengths/weaknesses and actions of other players e.g. adopt a variety of roles in attack and defence in the game
- Awareness of the rules and regulations of the game and their application (including refereeing signals)

Students are taught the core skills first and develop these through repetition and application in matches until they have 'accuracy, fluency and control'. They are assessed at the end of each scheme of learning on how many they can use in competitive situations with 'accuracy, fluency and control' (see assessment section below). The skills taught in each SOL will depend on the diagnostic assessment that the teacher uses, as this can vary greatly between cohorts. Students will spend a half term learning and developing these basketball skills.

which ends over his head.

- *Fake and Drive - The fake shot-and-drive is a manoeuvre in which the player with the ball fakes a shot at the basket to draw the guard close to him so he can dribble around him.*
- *Rebounding – When a player retrieves the ball after a missed shot attempt (defensive) or when a player who tips in a missed shot on his team's offensive end.*
- *Cross Over Step – A manoeuvre in which a player dribbling the ball switches the ball rapidly from one hand to the other, to make a change in direction*
- *Cutting – describes the action of a player moving across the court. It is used to describe a player making a concerted effort to move quickly across the court in an attempt to get open to receive a pass or draw the defence away from a teammate.*

Challenge and Support:	Worldwide learning/ links to 21st century:	Cultural capital/ Industry/ Enrichment:
<p>The unit is ambitious for all levels as those that excel and develop the confidence to fully apply their skills can play against students of similar basketball ability. During skill development, students will be challenged to perform skills against difficult opponents in order to advance their ability to perform. Conversely, those that may lack confidence or struggle will be supported by applying skills against students of similar ability. Moreover, teachers will use many approaches to support lower ability students and stretch more gifted basketball players. For example, some students learning the lay-up shot can have the skill broken down into component parts to initiate learning, or challenge others by learning the reverse lay-up or non-dominant hand lay-up. Additionally, strategies such as the use of space will be manipulated for the same activities to increase or decrease challenge.</p> <p>Teams will also be differentiated to enable successful application of skills. Due to basketball being a 5v5 game, very often teams of similar ability can be created, and this is carefully planned by the teacher to nurture progression.</p> <p>Prior learning will take place through students watching introductory videos prior to the lessons to give them a clear visual representation of the skills being taught.</p>	<p>Students will use skills and techniques used in 21st century basketball. They will use variations of training drills used by professional coaches to get the best out of their teams.</p> <p>Students will take inspiration from watching clips of NBA players performing skills before replicating them.</p>	<p>Students will have the opportunity to develop basketball skills and fitness to benefit them in their future performances. Students are encouraged to further their skills at a weekly basketball club during the winter months. In addition, the department will organise fixtures with other schools if there is a high demand from students.</p>
Historical, Social, Moral, Spiritual, Cultural context:	Cross curricular links/ literacy/numeracy:	Common misconceptions:
<p>Students will work on expressing key values for personal and moral development, encouraged by their teacher:</p> <ul style="list-style-type: none"> • Excellence and Determination – to become the best player they can be and overcome the challenges of acquiring all the skills on the specification • Teamwork and Friendship – when developing skills and performing together as a team in basketball • Resilience – to keep improving when skills such as 	<p>There is much technical language in basketball which students need to understand. The terms in the language section above will be explicitly taught so when the teacher or coach uses that language, students will instantly know what they mean.</p> <p>Students will also need to use numeracy skills when counting cumulative fouls and high scoring games. In addition, students need to be able to judge time for</p>	<p>Fouls are an aspect of the game which students can find difficult to avoid. Fouls in basketball lead to opportunities for opposition to score points through free throws if cumulative team fouls reach a certain number. Therefore, it is vital for the teacher to ensure students know how to avoid giving away fouls through infringements.</p> <p>Students also need to apply technical aspects such as</p>

<ul style="list-style-type: none"> reverse lay-ups become challenging to learn • Respect – for officials who have to make fast judgements 	<p>the key rule and also the shot clock whilst performing skills.</p>	<p>plays and skills such as fakes and drive, which are often overlooked. Again, these will be taught so students know how and when to use them.</p>
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Assessment timeline:

A diagnostic assessment will take place at the start of the unit to understand which of the core and advanced skills students can perform. The teacher will use the excel spreadsheet as per example below to ascertain which basketball skills students are able to perform. The more core and advanced skills students can perform in a competitive situation with accuracy, fluency and control, the higher score they will be awarded (see below). This will inform which skills from the core content list above are taught in the scheme of learning, and this will differ for cohorts.

Teachers will use their own demonstrations and videos to show what a good one looks like (WAGOLL). This will be the visual technical model for students to copy.

Teacher assessment and feedback will be regularly given and this is similar to key stage three whereby the teacher will aim to provide at least one piece of verbal feedback of skill development and/or skill application in matches in order to help students develop. In addition to this, students will continuously self-assess their own ability to perform the listed skills assessment against key skills. They will keep their own version of the assessment checklist for each sport so they can keep check on their skills and work on these in future lessons, in school teams or in their club setting.

At the end of the scheme of learning, a final assessment similar to moderation exercise will take place. This will be a 1 hour assessment whereby students demonstrate the skills one by one and the teacher will observe and record which can and cannot be performed with accuracy, fluency and control. Assessments will inform future planning as the basketball skills with low levels of accuracy, fluency and control per cohort can be addressed in future lessons.

Home learning

Students will be required to watch the following videos prior to the corresponding lessons:

- Triple threat- <https://www.youtube.com/watch?v=SqmRrYChZs>
- Set Shot - <https://www.youtube.com/watch?v=SsX4UEtju8>
- Jump Shot - <https://www.youtube.com/watch?v=qhgs5ZODc4A>
- Dribbling - <https://www.youtube.com/watch?v=bMu518LyS1Q>
- Lay Up - https://www.youtube.com/watch?v=q4lqeXob_qg
- Rebounding - <https://www.youtube.com/watch?v=fvu-QCVfBzU>
- Fake and drive - <https://www.youtube.com/watch?v=zE4LpglnEGQ>

- Hook shot - <https://www.youtube.com/watch?v=tioiW5Ng67s>
- Zone defence - <https://www.youtube.com/watch?v=dQs2Vg7Wmu8>
- Half court press - <https://www.youtube.com/watch?v=wfe5NHimjVl>
- Cross over step - <https://www.youtube.com/watch?v=JrKdsdsZ3Hw>

These will be used to give the students an understanding of the skills being taught in preparation for the lesson. Some students may also be able to try these skills in their own time and develop the prerequisites in readiness for the lesson.

Feedback

Students will regularly be given verbal feedback and guidance on their performances. Each lesson the teacher will provide at least one piece of feedback on skill development and skill application. Students will also use self and peer-assessment against the skill WAGOLL in lessons and use this to inform their actions for development. They will also use self-check sheets for each sport which they will continuously refer to in order to understand their current performance grade and where to focus in order to improve it. At the end of the scheme of learning, the teacher will provide the raw score for each student in the sport being assessed.



GCSE PE MODERATION: Basketball

Band	1			2			3			4			5								
Range	Some Core			Many Core & Few Advanced			Most Core & Some Advanced			All Core & Many Advanced			All Core & Nearly All Adv								
Quality (Core)	Inconsistent, Limited ACF			Ltd consistency, Some ACF			Consistent, Good ACF			Consistent, Very Good ACF			Consistent, Excellent ACF								
Quality (Adv)	Little success			Ltd consistency, Lack ACF			Some consistency, Good ACF			Some consistency, Very Good ACF											
Mark	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	
Grade	1			2			3			4			5						8 / 9		

		CORE SKILLS															ADVANCED SKILLS																		
Name	Triple threat	CON/ ACF	Pivotin g	CON/ ACF	Passing	CON/ ACF	Set Shot	CON/ ACF	Jump Shot	CON/ ACF	Lay up (Dom)	CON/ ACF	Dribblin g	CON/ ACF	Marking player with ball	CON/ ACF	Lay up (Non-Dom)	CON/ ACF	Hook Shot	CON/ ACF	Reboun ding	CON/ ACF	Dribblin g (both hands)	CON/ ACF	Fake and drive	CON/ ACF	Cross over step	CON/ ACF	Intercep tions	CON/ ACF	Decision making/ Tactical Awareness	Mark Band	Mark		

Consistency of skill box (CON)

In feeding practice consistently	A
In rallies consistently	B
In matches consistently	C

Length of unit (duration indicated in lessons)

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
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Unit: