

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

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>Students generally come into GCSE PE with limited badminton experience unless they play outside of school. We cannot teach this at key stage three due to having just one badminton court. We generally teach students badminton to access a third sport in small groups. This is often done outside of GCSE PE contact hours, but can be done in lessons on occasions.</p> <p>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 badminton in the analysis of performance coursework task if they chose to complete the work on this sport.</p>	<p>Students will be required to demonstrate the following 'core' and 'advanced' skills for badminton:</p> <p>Core Skills:</p> <ul style="list-style-type: none"> • Serving (short and long) • Return of serve • Forehand Clear • Forehand Drive • Forehand Lift • Forehand Smash • Forehand Drop Shot <p>Advanced Skills:</p> <ul style="list-style-type: none"> • Forehand Net Shot • Flick Serve • Backhand Clear • Backhand Drive • Backhand Lift • Backhand Smash • Backhand Drop Shot <p>Decision Making:</p> <ul style="list-style-type: none"> • Selection of appropriate shot • Principals of attack and defence e.g. roles and positioning 	<ul style="list-style-type: none"> • <i>Tramlines</i> – The lines marking the edge of the court for singles and doubles • <i>Service Box</i> – A box in which the service must land if the receiver leaves the shuttle • <i>Forehand</i> – Shots played on the players favoured side at a front angle • <i>Backhand</i> – Shots played on the players non-dominant side at a backwards angle • <i>Clear</i> – A shot hit deep to the opponent's back boundary line. The high clear is a defensive shot, while the flatter attacking clear is used offensively • <i>Drive</i> – shots that cross the net flatly in a horizontal trajectory. • <i>Lift</i> – is simply an underarm clear performed VERY CLOSE to the net • <i>Smash</i> – is a shot hit with power and speed downward to your opponent's court. • <i>Drop Shot</i> – A shuttlecock so softly hit

<p>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).</p>	<ul style="list-style-type: none"> • Understanding of positions and roles in attack and defence • Applying tactics in different competitive situations (singles or doubles tactics) • Applying different systems/formations of play in different situations e.g. attacking and defensive formations in doubles • Applying other ploys/tactics to outwit opponent • Awareness of the rules and regulations of the sport and their application <p>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 badminton skills.</p>	<p><i>that it falls to the playing surface just after clearing the net.</i></p> <ul style="list-style-type: none"> • <i>Net Shot - are played from around the net area back to your opponent's net area.</i>
<p>Challenge and Support:</p>	<p>Worldwide learning/ links to 21st century:</p>	<p>Cultural capital/ Industry/ Enrichment:</p>
<p>The unit is ambitious for all levels as those that excel and develop the confidence to fully apply their skills can play against like-minded students. Students will be able to apply their skills in matches for significant amounts of time in lessons, and this challenges students to use their skills in a competitive environment.</p> <p>Those that may lack confidence or struggle will be given a scaffolded environment. Throughout the scheme of learning, teachers will use various approaches to support lower ability students and stretch more gifted badminton players. For example, students who may need support can rally with students who can control the shuttle better to ensure they do not have to move as much to play the shot. This enables them to solely focus on</p>	<p>Students will apply their understanding of social-cultural factors from the theoretical elements of the course to understand participation rates in badminton. Students will make links to the successes of the countries regularly winning medals and consider reasons why.</p> <p>Students will also learn how badminton</p>	<p>Students will develop team working and communication skills through playing doubles matches and also umpiring matches. Students will learn how to set up a badminton courts and the badminton skills required to be successful, which could help when working in the sports industry as a coach or support staff in a sports centre.</p>

<p>skill acquisition.</p> <p>Strategies to support and challenge will be used in skill development activities. The use of space will be manipulated for the same activities to increase or decrease challenge. Higher ability students can use larger court spaces whilst others can work in restricted spaces to develop ability before progressing. The types of shots can vary in the same lesson, for example some may work on the more challenging backhand drive whilst others work on the forehand drive.</p> <p>All activities will be grouped by ability to enable students to feel comfortable in their environment. These strategies enable all students, regardless of SEND requirement, to be ambitious about their own badminton abilities. In match play, students will be challenged appropriately against students of similar ability.</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>is participated in regularly in the 21st century as a leisure activity, for all ages and abilities. This will be an activity that can be used to maintain a healthy, active lifestyle.</p>	<p>Students will be able to use the badminton court after school in order to play with friends.</p>
Historical, Social, Moral, Spiritual, Cultural context:	Cross curricular links/ literacy/numeracy:	Common misconceptions:
<p>The performance studies values are emphasised throughout this scheme:</p> <ul style="list-style-type: none"> • Excellence – To improve accuracy, fluency and control of each shot • Courage – To overcome the challenges of backhand shots • Determination – To apply shots into matches instead of playing ‘safe’ shots • Inspiration – from watching clips of professionals playing shots and trying to replicate to win points 	<p>Physics comes into play greatly in badminton. Students need to understand about actions and reactions when playing net or drop shots. Biomechanics is also vital, and students will often film and watch back shots to identify how the body could be moved better.</p>	<p>Most students are able to perform skills in isolation after the required amount of development time. However, the biggest physical misconception in badminton is footwork. Students need to be able to switch from running to split stepping, side stepping and lunging. This is emphasized throughout the lessons.</p>
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 badminton 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 badminton 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:

- Serving (short and long) - https://www.youtube.com/watch?v=mvdIh5E_opU
- Forehand Clear - <https://www.youtube.com/watch?v=S2brZPqx288>
- Forehand Drive - <https://www.youtube.com/watch?v=SoRIxfSVQpk>
- Forehand Lift - <https://www.youtube.com/watch?v=in24YZmG9ys>
- Forehand Smash - <https://www.youtube.com/watch?v=HS3x2IX0Uao>
- Forehand Drop Shot - https://www.youtube.com/watch?v=31O_WuhVbKw
- Forehand Net Shot - <https://www.youtube.com/watch?v=ZBabq8IlgqQc>
- Flick Serve - <https://www.youtube.com/watch?v=-xW126a4Uwo>
- Backhand Clear - <https://www.youtube.com/watch?v=HWdY4wyERSA>
- Backhand Drive - <https://www.youtube.com/watch?v=BHDNpeclhmg>
- Backhand Lift - <https://www.youtube.com/watch?v=-n19e7Juab4>
- Backhand Smash - <https://www.youtube.com/watch?v=6aJO2HxhoTw>

- Backhand Drop Shot - <https://www.youtube.com/watch?v=PMStDuIMFzU>

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 (see below) 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.

OCR PRECOGNISING ACHIEVEMENT		GCSE PE MODERATION: Badminton																											
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												Mark Band	Mark		
Name	Serving Long and Short	CON/ ACF	Return of serve	CON/ ACF	FH Overhead Clear	CON/ ACF	FH Drop Shot	CON/ ACF	Forehand Lift	CON/ ACF	FH Smash	CON/ ACF	Forehand Drive	CON/ ACF	Flick Serve	CON/ ACF	Net Shots	CON/ ACF	BH Clear	CON/ ACF	BH Drop Shot	CON/ ACF	BH Lift	CON/ ACF	BH Drive			CON/ ACF	BH Smash
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
Unit:																													