

GCSE PE Practical – Year 10 and 11 Table Tennis

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) Be able to perform the push shot on forehand and backhand so you can return your opponent's shots. 2) Show consistency of shots low to net, using a forehand drive, so you can remain in rallies for longer periods. 3) Learn how to serve in line with the rules so you can complete a competitive match. <p>Year 8:</p> <ol style="list-style-type: none"> 1) Be able to perform a backhand drive to put pressure on your opponent. 2) Be able to perform a forehand slice shot to use in defensive situations. 3) Adapt forehand shots to apply topspin and deceive your opponent. <p>Year 9:</p> <ol style="list-style-type: none"> 1) Demonstrate the use of backhand slice and forehand 	<p>Students will be required to demonstrate the following ‘core’ and ‘advanced’ skills for table tennis:</p> <p>Core Skills:</p> <ul style="list-style-type: none"> • Serving • Return of serve • Forehand and backhand offensive shots (hit (push)/flick/smash) • Forehand and backhand defensive shots (slice/chop) • Topspin and backspin <p>Advanced Skills:</p> <ul style="list-style-type: none"> • Forehand offensive shots (loop/counter hit) • Forehand defensive shots (block/lob) • Side spin • Cork spin • Footwork and positioning <p>Decision Making:</p> <ul style="list-style-type: none"> • Selection of appropriate shot • Principles of attack and defence e.g. roles and positioning • Understanding of positions and roles in attack and defence • Applying tactics in different competitive situations • Applying different systems/formations of play in 	<ul style="list-style-type: none"> • <i>Trajectory – The flight path of the ball</i> • <i>Open Palm – A key rule when serving</i> • <i>Vertical Toss – The direction the ball must move when serving</i> • <i>Forehand – Shots played on the players favoured side at a front angle</i> • <i>Counter Hit – Shot played on the rise of the bounce</i> • <i>Backhand – Shots played on the players non-dominant side at a backwards angle</i> • <i>Topspin – When the ball rotates in a forwards motion</i> • <i>Backspin – When the ball rotates in a backwards motion</i> • <i>Loop – Advanced top spin shot</i> • <i>Let – A term in tennis when during a serve the ball hits the top of the net and bounces in the service box</i> • <i>Lob – When the ball is lofted high</i> • <i>Cork Spin – Spins shots with rotation to the left</i>

<p>back spin so you can outwit your opponent.</p> <ol style="list-style-type: none"> 2) Develop variation of serves such as high toss and spin. 3) Learn when and how to use a smash shot so you can use it to win a point. <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 table tennis in the analysis of performance coursework task if they chose to complete the work on this sport.</p> <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>	<p>different competitive situations e.g. (singles or doubles tactics)</p> <ul style="list-style-type: none"> • Applying other ploys/tactics to outwit opponent e.g. serve, intercepting in doubles, disguising your shot, switching positions • Awareness of team strategies/tactics (doubles only) • Awareness of strengths/weaknesses and actions and ability of other players e.g. fitness • 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 table tennis skills.</p>	<ul style="list-style-type: none"> • <i>Side Spin – spin shots with rotation towards the right</i>
<p>Challenge and Support:</p>	<p>Worldwide learning/ links to 21st century:</p>	<p>Cultural capital/ Industry/ Enrichment:</p>
<p>Table tennis is an extremely technical sport. However, with repetition and careful refinement of skills and techniques, students at Acle often become very good players at GCSE PE level. Students taking table tennis will be expected to apply their skills in organised matches against other schools.</p> <p>There are many ways in which teachers will carefully stretch and support students in lessons. For example, to support and challenge students in learning top spin, the teacher could use feeding from a partner to learn the skill before progressing to</p>	<p>Students will apply their understanding of social-cultural factors from the theoretical elements of the course to understand participation rates in table tennis. Students will make links to the successes of the countries regularly winning medals and consider reasons why.</p> <p>Students will also learn about the increasing</p>	<p>Students will be able to apply their skills into competitive and recreational table tennis at the department’s lunchtime table tennis club. In addition to this, students will be able to complete against other schools in school fixtures.</p>

<p>controlled rallies with one student playing a basic push shot and the other playing top spin. Once this is acquired, students can progress onto both performing top spin at a slow pace before moving onto faster pace shots. Students can start at any of these four steps of learning the shot, and similarly, students can progress along them at their own pace. Breaking down the performance of a skill in this way creates a motivational environment for all due to facilitating a sense of perceived competence, whilst being ambitious for all.</p> <p>In table tennis, students can often use iPads to film their technique and compare this against the technical model. This enables the performer and their partner to analyse their skill level and aid progress.</p> <p>In all skill development tasks and application matches, students are paired with students of similar ability. When a student feels comfortable to take of a stronger opposition they are encouraged to do so.</p>	<p>popularity of table tennis in the 21st century. This will be an activity that can be used to maintain a healthy, active lifestyle.</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 spin shots and tougher opponents • 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 shots. Students will need to understand how subtle changes to racket action can change the spin and flight on the ball</p> <p>Biomechanics is also vital, and students will often film and watch back shots to identify how the body could be moved better.</p>	<p>To score highly in table tennis, students need to apply different shots into competitive situations. It is not good enough for students to just be able to use shots in rallies, which many do. It is important for students to try to apply all shots into matches once acquired. The teacher will continuously be feeding back to students who ‘play safe’ with top spin and drives.</p> <p>It is also vital to apply correct body position, keeping low to the table and this will also be critiqued regularly in feedback.</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 table tennis 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 table tennis 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:

- Developing control - <https://www.youtube.com/watch?v=GbCO46F6b0I>
- Serving - <https://www.youtube.com/watch?v=LhmBGTRICE>
- Stance and footwork - <https://www.youtube.com/watch?v=tYEplzfvD5Q>
- Counter hit - <https://www.youtube.com/watch?v=vnaY6ltLY-g>
- Forehand and backhand backspin - <https://www.youtube.com/watch?v=Hx5ZQsSmFjo>
- Top Spin - <https://www.youtube.com/watch?v=XFRqT3miJ3I> and <https://www.youtube.com/watch?v=cOlyBJuOdhl>
- Loop - <https://www.youtube.com/watch?v=Jpqo4s6M4GQ>
- Spin - <https://www.youtube.com/watch?v=-6v1PqgFrDk>
- Block - <https://www.youtube.com/watch?v=SBQBww5OmI0>
- Lob - <https://www.youtube.com/watch?v=cSigUoc198Q>
- Side Spin - <https://www.youtube.com/watch?v=P38tGd0sFy8>

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		GCSE PE MODERATION: TABLE TENNIS																															
Band	1	2		3				4				5																					
Skills	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				Consistent, Excellent 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	COM/ ACF	Return of serve	COM/ ACF	Hit / Flick	COM/ ACF	Push (F/H/BH)	COM/ ACF	Chop (F/H/BH)	COM/ ACF	Smash	COM/ ACF	Top Spin	COM/ ACF	Back Spin	COM/ ACF	High Toss Service	COM/ ACF	Loop	COM/ ACF	Counter Hit			COM/ ACF	Lob	COM/ ACF	Block	COM/ ACF	Side Spin	COM/ ACF	Cork Spin	COM/ ACF	Decision making/ Tactical Awareness
Consistency of skill box (CON)																																	
In feeding practice consistently																																	
In rallies consistently																																	
In matches consistently																																	

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:																													

