



**Condobolin High School**  
**Notification of an Assessment Task**



**Name and Type of Task:** Planning and Conducting a Coaching Clinic

**Subject:** Physical Activity and Sport Studies

**Task Number:** 3

**Date Issued:** Week 7  
Miss Kingston's class – Tuesday 3<sup>rd</sup>  
September, period 3  
Mr Bell-Borg's class – Monday 2<sup>nd</sup> September,  
period 5

**Date Due:** Week 9  
Miss Kingston's class – Tuesday 17<sup>th</sup>  
September, period 3  
Mr Bell-Borg's class – Monday 16<sup>th</sup>  
September, period 5

**Total Marks:** 20

**Weighting:** 40%

**Class Teacher/s** – Ebony Kingston, Jake Bell-Borg

**Head Teacher:** Timothy Small

**Submission Instructions** – Part A of this task must be submitted as a hard copy to your teacher on the due date above. Part B of this task will be completed during lessons after the due date, until completion.

**Task Context:**

This term in class you have been learning about skills in coaching and instruction. You have investigated qualities of effective coaching and assessed your own and others' coaching skills to become more effective coaches. You have also had the opportunity to practically apply your coaching skills in real-life situations.

In this assessment you will have the opportunity to demonstrate your ability to create a coaching plan and apply aspects of that plan to a real-life coaching session.

**Course Outcomes:**

PASS5-5 - demonstrates actions and strategies that contribute to active participation and skilful performance

PASS5-7 - works collaboratively with others to enhance participation, enjoyment and performance

PASS5-8 - displays management and planning skills to achieve personal and group goals

**Task Description:**

Part A

You will construct a 60-minute coaching plan for a sport of your choice, the plan must contain;

- Introduction and identification of purpose
- Key teaching points
- Equipment required
- Warm-up
- Drill 1

- Drill 2
- Skill Game
- Diagram of drills/activities
- Cool-Down
- Debrief

#### Part B

You and your partner will need to agree on the best-fit coaching plan and conduct a 15-minute session including the following sections;

- Introduction and purpose
- Key teaching points
- Drill

#### ***Criteria for Assessing Learning:***

You will be assessed on your ability to:

- ✓ Create a comprehensive coaching plan
- ✓ Display cooperation, coordination and leadership
- ✓ Demonstrate an effective coaching session

#### ***Key Verbs:***

Identify: Recognise and name

Construct: Make, build, put together items or arguments.

Demonstrate: Show by example.

### Marking Guidelines:

Description	Marks
<ul style="list-style-type: none"> <li>• Student creates a coaching plan that contains all correct components in the correct order</li> <li>• The coaching plan provides extensive links between activities specific to chosen sport progression</li> </ul>	9-10
<ul style="list-style-type: none"> <li>• Student creates a coaching plan that contains most correct components in the correct order</li> <li>• The coaching plan provides links between activities specific to chosen sport progression</li> </ul>	7-8
<ul style="list-style-type: none"> <li>• Student creates a coaching plan that contains some components in mostly the correct order</li> <li>• The coaching plan provides few links between activities specific to chosen sport progression</li> </ul>	4-6
<ul style="list-style-type: none"> <li>• Student creates a coaching plan that contains limited components in some order</li> <li>• The coaching plan provides limited links between activities specific to chosen sport progression</li> </ul>	1-3

Description	Marks
<ul style="list-style-type: none"> <li>• Student displays a wide range of communication, coordination and leadership skills when running the coaching session.</li> <li>• Student runs a highly effective coaching session encouraging extensive levels of participation from players</li> </ul>	9-10
<ul style="list-style-type: none"> <li>• Student displays a range of communication, coordination and leadership skills when running the coaching session.</li> <li>• Student runs an effective coaching session encouraging high levels of participation from players</li> </ul>	7-8
<ul style="list-style-type: none"> <li>• Student displays some communication, coordination and leadership skills when running the coaching session.</li> <li>• Student runs a somewhat effective coaching session encouraging some participation from players</li> </ul>	4-6
<ul style="list-style-type: none"> <li>• Student displays limited communication, coordination and leadership skills when running the coaching session.</li> <li>• Student runs a coaching session encouraging limited participation from players</li> </ul>	1-3