Physical Education
Netball Unit Plans
Intermediate 2 and Higher
Physical Education

Unit Plans

Netball and Structures, Strategies and Composition

Intermediate 2 and Higher

Support Materials
INTRODUCTION

The materials are intended to provide support for teachers and lecturers at both Intermediate 2 and Higher levels. The materials can be used directly to support teaching and learning or adapted to suit local needs.

These material have been prepared by an experienced Physical Education teacher in order to provide exemplar materials of effective ways in which performance content and analysis of performance content can merge together. What is being offered is advice and is not mandatory. Staff should select from, or add to, the suggested content to meet needs.

These unit exemplar support materials and assessment examples relate to:

Structures, Strategies and Composition in Netball

Further examples will be issued in due course.
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## UNIT PLANNING

### Performance

Performance content for each physical activity has been taken from:

‘**Progressions in Performance’**


### Analysis of Performance

Analysis of Performance content has been chosen from:

‘**Advice on the content of Analysis of Performance’**

(Higher Still Support Materials, Sept 1998)

### Key Concepts

All key concepts within the chosen area of analysis of performance have been covered.

### Key Features

Three selected Key features have been developed within each Key concept in this example. It is suggested that three or four Key features is the minimum to cover the width within each Key concept. The number of Key features which have been identified in each Key concept in the ‘Advice on the content is a useful indicator in this respect.

### Use of Performance Appreciation

Each unit plan shows how selected content from Performance Appreciation can be used to support learning in the other areas.

### Assessment

Exemplar answers are included for both Unit and Course assessments in Analysis of Performance at both Higher and Intermediate 2 level.
Bi level teaching

The Intermediate 2 and Higher content is the suggested minimum that should be covered for each of the units with regard to Information Sheets, Task sheets and Homework sheets.

Using the Unit Plans

Section 1 provides one example of how a Unit could be set out. This example highlights how relevant Key features from Performance Appreciation Key concepts could merge with the Key Concepts within Structures, Strategies and Composition.

In addition Section 1 provides details of how each Key concept within Structures, Strategies and Composition link to performance contexts.
SECTION 1: DESCRIPTION OF LINKS BETWEEN PERFORMANCE AND ANALYSIS OF PERFORMANCE IN SELECTED KEY CONCEPTS AND KEY FEATURES.

Area: Structures, Strategies, And Composition

Activity: Netball

*Key Concept: The structures and strategies that are fundamental to selected activities*

<table>
<thead>
<tr>
<th>Selected Key Features</th>
<th>Performance content</th>
<th>Analysis of Performance content</th>
<th>Performance Appreciation</th>
</tr>
</thead>
<tbody>
<tr>
<td>The importance of using space in attacking and defensive</td>
<td>Playing ½ court games, in order to develop and practice attack and defence strategy</td>
<td>Investigating space and role responsibility. Emphasising spatial and tactical awareness at the</td>
<td>The influence of factors such as flow, fluency, and creativity. The relationship between</td>
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<tr>
<td>situations.</td>
<td>from the Centre pass set piece.</td>
<td>centre pass. Developing strategy using a Gradual Build Up Method. Recording, describing and</td>
<td>these factors and effective individual performance within a strategy.</td>
</tr>
<tr>
<td></td>
<td>Full court context, applying a range of practical strategies. Emphasis on the effective</td>
<td>explaining performance using Task Sheet 1 ‘Peer Observation Schedule’ Issue Information Sheet 1</td>
<td></td>
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<tr>
<td></td>
<td>use of space and tactical awareness in attack and defence.</td>
<td>and H/wk1</td>
<td></td>
</tr>
<tr>
<td>The importance of adapting strategy to meet some</td>
<td>EXPERIENCING A RANGE OF DIFFERENT PERFORMANCE DEMANDS IN COMPETITIVE, FULL GAME</td>
<td>Recognising the opposition strategies. Adapting the game plan. The role of key players and</td>
<td></td>
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<tr>
<td>performance demands</td>
<td>contexts.</td>
<td>coach. Internal and external feedback, and using this information to influence decision making</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Adapting the Centre pass strategy e.g. to respond to the demands created by the</td>
<td>and implementation of alternative strategy. Arrange video evidence to support Task Sheet 2</td>
<td></td>
</tr>
<tr>
<td></td>
<td>opposition’s tactic of double marking a key player.</td>
<td>‘Match Analysis Sheet’. Issue Information sheet 2 and H/wk 2</td>
<td></td>
</tr>
<tr>
<td>The importance of group teamwork</td>
<td>Playing ½ court games, attack versus defence, from the centre pass set piece.</td>
<td>Planning the use of signals. Using co-operation, communication and awareness of group</td>
<td>Cognisance of mental factors such as aggression and coping with pressure. The importance</td>
</tr>
<tr>
<td></td>
<td>Playing the ball out of defence from a backline or sideline throw in.</td>
<td>dynamics effectively within game strategies. Emphasising role responsibility and support play.</td>
<td>of keeping calm for decision making processes during match performance</td>
</tr>
<tr>
<td></td>
<td>Introducing communication skills, verbal and non-verbal signalling.</td>
<td>Issue Information sheet 3 and H/wk 3</td>
<td></td>
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**Area 4: Structures, Strategies And Composition**  
**Activity: Netball**

**Key Concept:** 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

<table>
<thead>
<tr>
<th>Selected Key Features</th>
<th>Performance content</th>
<th>Analysis of Performance content</th>
<th>Performance Appreciation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recognising individual strengths and weaknesses in a structure/strategy or composition.</td>
<td>Playing 3v3 small sided games with emphasis on investigating individual strengths and weaknesses in defence skills. Exploring strengths and weaknesses in Man to Man and Zone marking. Full game context, consolidating individual performance in game situation</td>
<td>Critically analyse the performance demands of a specific defending role. Make evaluative judgements about personal effectiveness in the defending role. Issue Information Sheet 4 and Task Sheet 3 'Self Evaluation (Defence)'</td>
<td>Comparing individual performance to the model performer, to establish and improve personal style of play.</td>
</tr>
<tr>
<td>The ability to pre-plan strategies to meet the demands of play.</td>
<td>Playing full game competitive matches. Applying a different pre-planned strategy in each ¼.</td>
<td>Team discussion reflecting on Knowledge of Results and Knowledge of Performance as influencing the strategic plan for use in the game. Issue Information Sheet 5 and Task Sheet 4 ‘Observation Schedule-Strategies’</td>
<td>Determining the short and long term planning stages required to support training and refinement of technique.</td>
</tr>
<tr>
<td>Relevant rules and codes of behaviour.</td>
<td>Emphasis on rules and codes of behaviour through ½ court and full court games.</td>
<td>Implications of rules in selecting and applying strategies. Examining the implications of recent rule changes e.g. ‘out of play’ and ‘centre pass’ changes, in relation to pre-planning and applying strategy. Issue Information Sheet 6 and H/wk 4</td>
<td></td>
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</tbody>
</table>
Area: Structures, Strategies And Composition  
Activity: Netball

**Key Concept: Problem solving and decision making when working with structures, strategies or compositional elements to develop and improve performance.**

<table>
<thead>
<tr>
<th>Key Features</th>
<th>Performance content</th>
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</tr>
</thead>
<tbody>
<tr>
<td>The importance of evaluating the effectiveness of current structures, strategies, or compositions in individual, team and group situations as appropriate – <em>during performance.</em></td>
<td>Playing ½ court ‘conditioned’ games, with emphasis on the Attacking Circle Strategy. Explore, apply and evaluate options in full game context.</td>
<td>Identification of problems. Selection of appropriate solutions from a variety of options. Issue Information Sheet 7</td>
<td>Developing content to ensure a ‘quality performance’ in all technical, physical, and tactical areas.</td>
</tr>
<tr>
<td>How to adapt and refine structures and strategies in response to performance demands of the opposition</td>
<td>Playing full court games. Using the basic/orthodox method of backline strategy. Applying alternative backline strategies</td>
<td>Discussion of problems, and adaptation of initial backline strategy. Introducing 1 or 2 alternative strategies in response to anticipated/observed problems arising from performance demands. Issue Information Sheet 8 and H/wk 5</td>
<td></td>
</tr>
<tr>
<td>The importance of making appropriate individual decisions in relation to role and in response to situations within a structure or a strategy.</td>
<td>Playing ½ court games. Emphasising the feed/pass into the shooting circle. Reinforcing this aspect of attacking play in the full game. Video game.</td>
<td>Awareness of role. Decision making in relation to the pass into the shooting circle; related factors of time, space, and choice and use of pass. Issue Information Sheet 9 and Task Sheet 5 ‘Decision making in response to performance demands'</td>
<td>The importance of personal qualities such as perception, leadership, and motivation in solving problems.</td>
</tr>
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</table>

**Physical Education:** Unit Plans – Netball and Structures, Strategies and Composition (Int 2/H)
**SECTION 2: TEACHING PLAN FOR NETBALL/STRUCTURES, STRATEGIES AND COMPOSITION**

<table>
<thead>
<tr>
<th>Hours</th>
<th>Task sheet/Information sheet</th>
<th>Summary Performance content</th>
<th>Summary A of P content</th>
<th>√ Achieved</th>
</tr>
</thead>
<tbody>
<tr>
<td>9-13</td>
<td>Information Sheet 4 ‘Recognising Individual strengths and weaknesses’ Task Sheet 3 ‘ Self Evaluation (defence)’.</td>
<td>Application of strategy introduced in half court games, attack v defence. Consolidation of individual performance within pressures of full game context. Investigating individual strengths and weaknesses in relation to man to man and zone marking. Effectiveness of individual in positional role within the strategy.</td>
<td>Consolidation of importance of the physical, technical and psychological skills of the individual in executing a particular role within defending strategy. Importance of feedback in determining improvements in performance. Reinforcing the need to critically analyse performance and maximise playing to strengths.</td>
<td>√ Note –reinforce importance of feedback.</td>
</tr>
<tr>
<td>Hours</td>
<td>Task sheet/Information sheet</td>
<td>Summary Performance content</td>
<td>Summary A of P content</td>
<td>√ Achieved</td>
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</table>
| 14 – 17| Information Sheet 5 ‘Pre planning strategies’  
Information Sheet 6 ‘Relevant rules’  
Task Sheet 4 ‘Observation schedule - Strategies’  
*Homework Check 4 ‘Variation of tactic in applying knowledge of rules’* | Investigation of a variety of different strategies. Identification of effectiveness of applied strategy in different game contexts i.e. related to attack or defence.  
Full game in competitive context. Evaluation of performance to enable pre-planning. | Influence of knowledge of performance and knowledge of results to make evaluative judgements, in preparation for next quarter/ match.  
Examining the principles of vary and adapting strategic planning.  
Adapting tactics within the context of rules, to positively influence performance. | √  
Note – reinforce the need for short and long term planning.  
Repeat exercise focusing on attack play. |
| 18-21  | Information Sheet 7 ‘Individual decision making.’  
Information Sheet 8 ‘Applying alternative strategies.’  
Information Sheet 9 ‘Evaluation of current strategies’.  
Task Sheet 5 ‘Individual Decision making’.  
*Homework Check 5 ‘Problem solving, decision making and adapting the backline strategy.’* | Use of conditioned games to aid problem solving and decision making.  
Practice orthodox and alternative backline pass.  
Apply strategy in demanding context.  
Use of half court games to identify decision making by key players. Video the game to facilitate the study of individuals decision making skills in full game context. | The benefits of alternative strategies, increasing attacking options. Reinforcing the concepts of width, depth and penetration.  
Reinforcing tactical and spatial awareness when selecting the correct options in competitive situation.  
Comparative study of the decision making skills of individuals when in practice/ competition. | √  
Note – repeat how various factors will affect performance as result of practice/competition.  
Influences of personal qualities. |
| 22-25  | Completion of Unit assessment  
*Homework Check 6 ‘Intra planning strategies’* | Final tournament. Teams of equal ability to apply strategies as a result of planning and consolidated work. | Allow for remediation and re-assessment. |
SECTION 3: INFORMATION SHEETS

Information Sheet 1: Using space in attacking and defending the centre pass in Netball

Key Concept: The structures and strategies that are fundamental to selected activities

- A fundamental feature of good tactical team play is being able to optimise your space when attacking, and being able to close down your opponents’ space when defending. This requires good spatial awareness, as well as good role and team awareness.
- Players must be aware that how they perform their role will have a significant effect on the overall success of the team strategy.

Centre pass-attack strategy

The objective is to use and create space and options in bringing the ball to the goal circle. One example is described here for you. The GA and the WA dominate the presence at the centre line before the pass is taken. They each position their opponents on the outside, towards the sideline. This creates more available penetrable space in a direct pathway to the goal circle. Other team members e.g. the attacking WD and GD must co-operate within this strategy by ensuring that their opponents are not allowed to interfere with the planned strategy.

Advantages

1. Speed – provides a fast route to the goal
2. Creates depth and penetration in attack
3. Ensures options since space and players are readily available
4. Difficult to defend against this strategy

Centre pass-defence strategy

The objective is to limit or deny space to your opponents as they try to receive the centre pass, and to regain possession for your own team. For example, the GA, WA, GD, and WD all take up position early at the centre lines, on the inside of their opponents and try to force the opponents wide and towards the sidelines, where there is less available space. It is worth remembering that man to man marking and zone defence both limit the space and options available for opponents.

Advantages

1. All players are clear about responsibility, the strategy is relatively simple.
2. Limits the space available to the opposition and allows the pass to be more easily anticipated and intercepted
3. Pushes the other team towards the sideline, slowing down their attack and forcing errors to be made.
Information Sheet 2: Adapting and Varying Strategy To Suit Some Performance Demands

Key Concept: The structures and strategies that are fundamental to selected activities

- Recognising the need to vary a strategy
- Adapting an existing strategy
- The advantages to performance

Why Change A Strategy?
A number of reasons could exist for changing a strategy. Perhaps there is a need to change because what has been effective is no longer working, either because of the actions of an individual or group of individuals in your own team. Alternatively, the opponents may have altered their game plan, causing difficulty with the strategy used. Effective performance requires individuals and teams to be able to use a variety of strategies in response to the constantly changing demands of the game.

The Situation
The attacking Centre Pass strategy adopted by your team has begun to break down. The GA cannot seem to get free to receive the Centre Pass and the WA is under a lot of pressure as a result. This is because the opposing team introduced a new plan, or tactic. They have decided to use both the GD and the C to double mark your GA because she is a very effective attacker, and they want to disrupt your team attack. The effect on performance is as follows;

1. The attacking options have been reduced
2. The overall depth and speed of the attack has been reduced
3. The fluency, accuracy and speed of pass has suffered as a result of the opposition introducing the above strategy to defend the centre pass.

Data and Supporting Evidence
This will come from 2 main sources:

1. Internal Feedback- The attacking players will realise that they have fewer options e.g. the WA has to take more responsibility for receiving centre passes under pressurised situations, and the GA is losing confidence in her ability to contribute to the team attack

2. External Data (Match Analysis Sheet)– this data will allow comparison of the structure and effectiveness of the team attack prior to and during the introduction of the new performance demand created by the opposition i.e. double marking the GA. The Match Analysis Sheet could be validated by having 2 sets of data collected, or by filming the match and using the video to support the match analysis data. The video evidence could allow more critical diagnostic assessment of individual and team performance.
**Information Sheet 2 (cont.)**

**Adapting a Centre Pass Strategy to Suit A Performance Demand**

A variation in attacking strategy is now required. The WD will now be used to receive the centre pass instead of the GA. The WD is planning to link with the WA and C in bringing the ball to the goal circle. This releases the GA, whose main function now becomes to draw her 2 markers away from the centre court, thereby creating space for the WD to receive the centre pass in an attacking position. The GA will begin a positive run into space, towards the goal area, where she can then become part of the fast attacking options once again.

![Diagram showing the strategy](image)

**Advantages**

1. Introduces an element of surprise and variety
2. Develops greater individual/team awareness of role responsibility within attack strategy
3. Creates an alternative fast, direct attacking route to goal
4. Effectively minimises the effect of the oppositions’ strategy to double mark the GA.

___________ Player pathway _____________ ball path
Key Concept: The structures and strategies that are fundamental to selected activities

- Co-operation
- Communication
- Group Dynamics

Co-operation
The importance of teamwork is to support and stimulate each other. A feature of good teamwork is the application of the correct game plan at an appropriate time to meet the demands of performance. Tactical plans involve the co-operation of more than one player to make use of advantageous situations and to control the pace of the play. All tactics involve decision making processes relating to the ball, the opponents, the available space, and the strengths and weaknesses of individual players. Different situations will demand the selection of various options to meet the demands of match play. Success will be dependant upon how well players relate to each other when a problem arises. This is particularly the case for players who are linked together in units with a common function e.g. the GA, WA, and GS in attacking centre pass tactics.

Communication
Effective communication will help to determine the best response to a game incident. This can be obtained in a number of ways:
1. **Verbal signal** - a call given to provide information to a particular player telling where to move/when to move.
2. **Visual signal** - a sign indicating which player will receive the next centre pass e.g. ball held high for a defence player, and at chest height for an attack player.
3. **Body positioning** - to indicate to other players the space where you want to receive the ball.

Group Dynamics
In team games the interaction between the team members is very important to the success of the team, particularly in tight competitive matches. Personal Qualities such as enthusiasm, determination, self discipline, tolerance, and being supportive, are all valued highly in an effective team. Obviously a tactic which requires a member of the opposing team to be *Double Marked*, will rely on these personal qualities together with defensive skills. In the situation described for you, the GD and WD are double marking the opposite GA, restricting her movement and denying her space. The aim is to stop or delay the GA from entering the goal area and finishing her attack. This highlights the need to communicate, cooperate and work well within the group of defenders to make the tactic successful.
Information Sheet 4: Recognising individual strengths and weaknesses in a structure/strategy in Netball

Key Concept: 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

- Identifying individual strengths and weaknesses in relation to specific defence roles
- The relationship between individual strengths and weaknesses and the effectiveness of specific team defence tactics.

Individual Strengths and Weaknesses

In order to identify strengths and weaknesses, each player must have a clear picture of performance in a number of key areas. A player should have many of the role related technical skills necessary to play a particular position effectively. The player should also possess an appropriate physical and psychological profile, for meeting the specific positional responsibilities. Additionally, players must be tactically and spatially aware, and able to demonstrate good teamwork. Effective performance of individuals is vitally important to the implementation of strategy, and any strategy selected for use should try to optimise players’ strengths and minimise any weaknesses. The following example illustrates these main points.

Defence Strategy ‘Man to Man Marking’ specialist position – WD

As WD, my main strength is my ability to mark my opponent out of the game. Although I am not really physically tall enough to be regarded as suited for a key defending position, my tight marking, anticipation and ability to read the game well, enable me to make a lot of interceptions and to prevent my opponent from getting the ball. My defending skills were used to full effect in the team defence tactics, as I was equally as effective when playing man to man defence or zone defence. My ability to read the play well and to be effective in tight marking led the team to a variation in it’s man to man defence. It was decided that I would mark the opposing GA in the centre court and use my skills to deny her access to the shooting circle. This meant that my GD could fall back to a deeper defence position and help the GK to control the shooting circle more effectively. The team was happy with this tactic because they knew that I was a very determined player, with enough fitness and technical skill to get the job done. My circle defenders were confident that I would communicate with them as soon as the GA got past me, because we had good teamwork and understanding within the defence unit.

My main weakness in defence is related to the fact that I don’t have a lot of vertical spring, and this limits the positional roles which I can effectively play within a team defence. Given my lack of height, reach and spring, I would not be suited to playing in the goal circle, where these factors can be very important for success in blocking the shots.
Information Sheet 5: Pre planning strategies

**Key Concept: Identification of strengths and weaknesses in performance in terms of roles and relationships; formations; group and team principles; tactical or design elements.**

- Pre planning any strategy starts with the assumption that all players are reasonably competent in all basic skills and that their knowledge of rules and responsibilities are well defined.

- The enhanced tactical play of a team is commensurate with the individual skill level of each player.

- Sound appreciation of skill development is essential when determining a tactical plan. When planning strategies it is important to practice the application of skills in game like pressurised situations.

**Factors which will influence planning are**

- Type of competition – e.g. league final or class match
- Knowledge of previous performance
- Knowledge of previous results
- The timing and application of strategies
- The variety of tactics
- The physical demands of the strategy
### Information Sheet 6: Relevant rules and codes of behaviour

**Key Concept:** Identification of strengths and weaknesses in performance in terms of roles relationships; formations and group and team principles; tactical or elements

- Individual and team principles which are influenced by rules

#### Rules of the Game

Rules govern the way in which the game is played. Some rules impose certain limitations on how the game is played. Each player whether an attacking player or defending player has limitations placed upon them as a result of their specific position, the court structure imposes spatial limitations, there are time and obstruction penalties. To enable a team to effectively apply strategies they must first understand these rules.

**A few examples in context**

1. When a player catches the ball, she must quickly assimilate where her opponent and team mates are. She must know if they are free and ready to receive the ball, and be aware that if the ball is passed ahead into a space, her team mate has to keep within her particular court area. The rule or infringement of ‘off-side’ is relevant in this example. The player must also give a good accurate pass to her team members within 3 seconds to prevent a free pass being awarded to the other team.

2. Although the WD is not allowed to defend from inside the shooting circle she is allowed to support her GD by blocking the shot from behind the GA provided she is 3 feet away.

3. Recent rule changes to the centre pass and out of play throw in, allow players more speed and options in advancing attack. This will affect how the team pre plans and implements strategy.

#### Codes

Codes are similar to rules and more generally known as etiquette or unwritten codes of behaviour. For example in netball, if you put the ball out of play, then it is manners to retrieve the ball for your opponent. Another example of good match etiquette is not to time waste – the attitude of winning at all costs including the deliberate wasting of time towards the end of a game is not an acceptable way to behave in a sporting context.

- Attitudes will influence **HOW** players enact these codes or unwritten rules e.g. a player with ‘attitude’ will not retrieve the ball for her opponent after putting it out of play.
- Each player possesses traits such as temperament, intelligence, determination, motivation, aggression, beliefs and values. Combine these various traits and this will influence relationships between co-operation and competition, good or bad team effects and effective team behaviour.
Information Sheet 7: Individual decision making in response to performance demands.

**Key Concept:** Problem solving and decision-making when working with structures, strategies or compositional elements to develop and improve performance.

- Evaluating the effectiveness of current strategies during performance
- Identifying problems and applying solution

Individual decision making is the ability of the individual to take in relevant information and to process or understand it in a relevant context. Players must be able to make the correct decisions in a lot of varied games situations, and more importantly be able to solve problems as they occur in the game.

In any specific game plan, each player makes decisions relating to the ball, the other team players, the opposition, and the available space.

Decision-making is influenced both by the skill level and the decision-making ability of each individual player. Players are unlikely to decide to choose options if they do not have the required practical skills to perform in the moves. Similarly, teams are unlikely to select tactics requiring advanced skills which players do not possess.

Decision making is also dependent upon how perceptive the player is e.g. a player’s ability to read the play, react quickly and cope with many different performance demands. As part of the decision making process, it is also important for players to be able to quickly evaluate the appropriateness and effectiveness of their chosen course of action. It is important to evaluate the effectiveness of the current strategy and each new alternative used, so that the pattern of play is altered to meet the constantly changing situations in the game.

**An example of good decision-making**

The WA or C is about to make a feed into the circle. The picture they have in front of them is a tall GD and GK, both with considerable explosive and dynamic power. The WA or C has to assimilate all the cues and decide on an appropriate feed to the GA or GS. They must also decide which of these two players is in the best scoring position. At the same time a decision has to be made about the problem presented by the pass into the shooters being blocked by an opponent. It might be necessary to use a feint, pretending to pass one way, and disguise the feed into the circle, thus fooling the defenders. Taking all the cues into account will ultimately help the player to select the type of pass to be used and the target player. All of these decisions must be made at speed if the feed into the GS or GA is to be effective.
Information Sheet 8: Adapting and Refining the Backline Strategy in response to performance demands.

Key Concept: Problem-solving and decision-making when working with structures, strategies or compositional elements to develop and improve performance.

- The importance of problem solving and decision making during performance
- Adapting and refining strategies

The overall purpose of a backline strategy is to ensure that the ball is taken from defence to attack in a fast and efficient series of moves or tactics, thus creating an optimum number of scoring opportunities. A backline strategy also ensures that every player takes a share of the responsibility for bringing the ball out of the defence in a planned, systematic way. As part of the team strategy, a number of backline tactics will have been rehearsed, and made available for selection in response to a variety of performance demands created by the opposition. It is important that the team members are aware of the pattern or structures of play used to link the defending, centre and attacking courts, and that they execute their role related responsibility in a flexible and efficient manner. Players must be perceptive and quickly identify any problems arising during the game, and select and apply a suitable alternative tactic. This requires good decision making, communication and co-operation by **all** team members.

The basic backline pass is illustrated in Diagram 1.

However, consider a game situation in which the GK cannot get the ball to the GD, because she is being double marked by the GS and the GA. (Diagram 2)

The GK has also noticed that the WD is being very closely marked and that her opponent is denying her space to receive the backline pass. In this situation, the team would adapt their tactic by bringing the C in to receive the backline pass. In this situation, the team would adapt their tactic by bringing the C in to receive the backline pass. The GD and WD must draw their opponents away to create space, and then move up the court to fill the gap in centre court vacated by the centre. In this way the players become interchangeable and effective in the overall strategy. This has the advantage of surprise and effectively provides a solution to the problem created by the opposition.
Information Sheet 9: Evaluation of current strategy during performance

Key Concept: Problem solving and decision-making when working with structures, strategies or compositional elements to develop and improve performance.

- The importance of evaluation
- An approach to the evaluation of strategy
- Role-related decision making in relation to team strategy

Evaluation is the process of making judgements about results. Objective and subjective judgements will be formulated about observed performance.

Data collection can be obtained for a variety of purposes, providing valuable information in relation to individual or team strengths and weaknesses, effectiveness of strategy, tactics and set pieces. Importantly, scrutiny of collated data will allow important decisions to be made about how performance can be improved to suit the performance demands.

In any specific game plan each player undergoes a decision-making process relating to the ball, the other team players, the opposition, and available space.

**Tactics** are essential elements of the overall strategy. An attacking strategy can be initiated from a side line throw in, a centre pass, or from a backline pass. In each case, if the team are successful in bringing the ball up the court using the agreed strategies, the ball will eventually be passed into the shooting circle. The tactics used by the GS and GA will determine how the rest of the team will feed the circle. The circle is a congested area, which will ultimately restrict the use of space. In this situation, when players are often drawn to the same area of space, it makes movement and passing very difficult. The skilful player will recognise that as one space is congested then another area becomes free, and by using good decision making skills, the skilful player can easily take the initiative.

The following example illustrates good use of tactical awareness in **circle play**, in response to oppositions’ change of defence.

GS and GA adopt different formations to suit performance demands.

**Fig. 1**
In Fig.1 GS and GA opt to split the circle, this dominance of one area will allow both players to utilise the space to front and back of circle This could be applied when Gk and GD man to man mark

**Fig. 2**
In Fig. 2 GS and GA opt to go front and back, this allows dominance of one area, this will allow space to be utilised to left and right of front and back of circle. This could be applied when GK and GD decide to zone mark.

The decision by the GS and GA to change formation could be the result of an evaluation process to determine which tactic best suits performance demands. This change in formation will influence the decision-making skills of their team mates as they select which type of pass to use, and which space to put the ball into.
SECTION 4: TASK SHEETS
Task sheet 1: Performance Evaluation in Netball
Peer Observation Schedule-Recording Data

<table>
<thead>
<tr>
<th>Name</th>
<th>Observing</th>
<th>Position</th>
<th>Date</th>
</tr>
</thead>
</table>

Observe one player of your choice, in either ½ court games or the full game. At the centre pass, pay close attention to how this player a) creates space in attack or b) denies space in defence.

<table>
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<tr>
<th>Attack</th>
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<tr>
<th>Defence</th>
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Task sheet 2: Team Performance Evaluation Match Analysis Sheet

Name ____________________ Match __________ v __________
Date ________________

Watch the game or video action to help you to analyse how effective your team is in using an **Attacking Centre Pass strategy**. You should be aware different tactics previously rehearsed during practice sessions. Use the key at the bottom of this sheet to help you to record your findings.

My chosen team is ____________________

<table>
<thead>
<tr>
<th>Attack Centre Pass</th>
<th>GA</th>
<th>WA</th>
<th>WD</th>
<th>GD</th>
<th>Observation</th>
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</table>
Task sheet 3: Self Evaluation (Defence)

Name ____________________ Position played ________ Date ________

Defence strategy/tactics experienced in this game

Complete the task sheet to help you to evaluate your performance in defence

<table>
<thead>
<tr>
<th>Aspect of Defence</th>
<th>Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Marking my opponent</td>
<td></td>
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<tr>
<td>Denying space to the opposition</td>
<td></td>
</tr>
<tr>
<td>Making interceptions</td>
<td></td>
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<tr>
<td>Forcing errors</td>
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<tr>
<td>Tactical awareness contributing to team defence</td>
<td></td>
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<tr>
<td>Using personal qualities</td>
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<tr>
<td>Overall contribution to team defence strategy or tactics</td>
<td></td>
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</tbody>
</table>

Main Strengths Identified _______________________________________

Main weaknesses Identified _______________________________________

Physical Education: Unit Plans – Netball and Structures, Strategies and Composition (H)
Task sheet 4: ‘Observation Schedule – Strategies’

In teams, play a four quarter period match. At the end of each quarter period, evaluate your team performance and pre plan your strategy for the next quarter.

Complete the following observation schedule to assist in the identification of strengths and weaknesses of your planned strategy

| Name_____________________ | Team _________________ |

1. What pre planned strategy was used in each quarter period?

<table>
<thead>
<tr>
<th>1st Quarter</th>
<th>2nd Quarter</th>
<th>3rd Quarter</th>
<th>4th Quarter</th>
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</thead>
</table>

2. What considerations did you make when planning the strategy?

3. How successful do you think this strategy was?

4. Select ONE pre-planned strategy used by your team and suggest how this could be improved?
Task sheet 5: Observation Schedule – Decision making in response to performance demands

Watch the video or game, pay specific attention to the WA or C’s feed into the circle.
Observe the action and carefully evaluate the decisions made by the players.
Use the Observation Sheet to record the appropriate data.

Individual decision making in response to circle feed

Code: C = chest pass B = bounce pass L = lob pass S = shoulder pass
√ = correct decision  X = wrong decision

<table>
<thead>
<tr>
<th>PLAYER</th>
<th>PASS SELECTED</th>
<th>CORRECT DECISION</th>
<th>WRONG DECISION</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st Half</td>
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<td></td>
<td></td>
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<tr>
<td>2nd Half</td>
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1. Analyse the data and compare her first and second half performance.

2. Suggest any course of action to improve the player’s feed or pass into the shooters.
SECTION 5: HOMEWORK SHEETS

Homework Check 1: The Importance of Using Space In Attacking and Defensive Situations

Key points
- Awareness and use of available space
- Individual responsibility for positioning and creating space in attack and defence
- Creating options within a team attacking or defending strategy

Example question
Analyse the data collected with your Peer Observation Sheet. Use the data to describe how the player you observed used space in either Attack or Defence.

Example answer

**Attack**
The player I observed was the WA. The data shows that she successfully received 7 out of 12 centre passes, and was effective in her performance within the team attack strategy. She was able to take up her position at the centre line early, moving her feet and her body quickly into position before the pass was taken. The position taken up next to the centre line and her opponent, allowed her to create a good space. The movement into this space was fast and decisive, and got the team attack off to a good start. Effective use of space by the WA enabled the C to give a short fast pass towards the middle of the attacking area. This made good use of an attacking triangle. The data sheet shows that the WA was 100% successful in both receiving and making a good pass. Overall, this player was effective, and played an important part in the success of the attacking strategy because she both created and used space well.

**Defence**
The player I observed was the WD. This player was not effective in playing her part in the team defence strategy. The data shows that she made no attempts to make interceptions and didn’t force any errors from her opponent. The data sheet does show that she was usually close to her opponent and that she seemed to be ready and alert. However, she did not use her body well to angle and deny space to her opponent. This could have been the reason why it was difficult to make interceptions or force any errors. She was allowing her opponent to choose to attack the space in any direction, and was therefore not effective in the team strategy for defence, which was to ‘push the attackers wide’ at the centre pass.
Homework Check 2: Adapting and Varying Strategy

Key points

- Examine the effectiveness of original strategy
- Recognise the need to vary the centre pass in response to the opposition
- Use knowledge of results to determine an alternative strategy
- Identify individual role responsibility in adapting a strategy

Example question

Use your Match Analysis data to explain why it is important to vary and adapt strategy in response to the performance demands created by the opposition.

Example answer

From my match analysis sheet and my knowledge of results of the first half, I knew that my team were very successful in our attack of the centre pass. The quantifiable results indicated that we scored from the GA and WA centre pass on 9 out of 12 occasions. The data showed also that we rarely had to rely on our WD or GD to receive a centre pass. However towards the end of the first half, the opposition decided to target our GA for ‘double marking’. The opposition started to use both the WD and the GD to mark and block our GA from the shooting circle. This caused problems for us, and we began to lose possession.

At half time, our coach gave us external feedback and explained how our scoring opportunities were now being limited. We decided to adapt our tactic. Since we had previously practised a number of different attacking tactics in both opposed and unopposed situations, we could confidently use alternatives in the game situation. At the beginning of the 2nd half, our GA immediately began to draw the WD and GD away to the sideline. This would create space for the WA, who would be taking most of the attacking centre passes. The GA continued to create space and draw defenders by making a long ‘looped run’ down the side of the court and into the back of the shooting circle. The ball was taken to the shooting circle by the WA, C, and the GS. These players linked well in a fast attacking move. This co-operation between all the attacking players added an element of surprise, and helped our attack to regain it’s fluency and speed. Further scrutiny of the match analysis sheet and the result at the end of the game, indicated that adapting and varying the attacking strategy, was successful. The 2nd half data shows we had a high percentage of possession from the centre pass, resulting in a goal.
Homework Check 3: The Importance of Good Teamwork

Key points

- Effective group teamwork is a vital factor influencing the implementation of strategy
- The main features of effective group teamwork are co-operation, communication, and an appreciation of group dynamics (strengths, weaknesses, roles and relationships)

Example question

From your experience, explain when and how you used effective communication to apply your structure or strategy.

Example answer

Communication in a defending strategy

The defensive strategy used in the first half of the game was to pressurise the opponents by playing a very strong man to man defence. During practice sessions we had noticed that sometimes rather than staying with our own opponents, it was more effective to “switch” and take the player who was nearest to us. This was very frustrating for our opponents because they were not able to shake off their markers as they had hoped. It was decided to make this part of our tactic, so that it could be used in a planned way during our matches when the situation arose. The agreed signal was to call out “switch” clearly, then both players would pick up the player nearest to them on their side of the court. We then practised this at set pieces, for example during half court games, at the centre pass, and when defending around the shooting circle. This made our man to man defensive strategy more successful in the game, and we made more interceptions as a result. The players needed to communicate clearly with each other using an agreed signal/call for this to happen.
Homework Check 4: Relevant rules and codes of behaviour

Key points

- Understanding importance of rules in the context of improving performance
- The appreciation of recent rule changes and how this influences strategy

Example question

Explain how performance can be improved by applying relevant knowledge of specific rules governing the game?

Example answer

To make me a more effective player, it is essential that I clearly understand the rules that govern play. As a WD there have been certain instances that I have used this awareness to help in both attack and defence. For example, the new centre pass rule permits a wider range of attacking options. The ball can now be caught in either the centre court or in the end third, provided the receiving player first enters the centre court. I have a very strong accurate throw and have the ability to throw over long distances. This was advantageous when planning a variation to our centre pass strategy. I was now able to make a long ball feed directly into my GA, who had made a perfectly timed move into the shooting circle to receive my pass. This was invaluable as it immediately put us into a scoring opportunity from one move.

Here is another example of using my knowledge of the rules to help to improve my performance during defending tactics. I have tried to put as much pressure on the GA as possible during the game by denying her space and preventing her entering the shooting circle. However, once she does get past me, I am not permitted to enter the shooting circle. My knowledge of the rules tells me that I cannot mark her from inside the shooting circle, however, as long as I keep to the to the 3 feet rule, I am allowed to support my circle defence by blocking her attempt at goal from the edge of the circle.

As in most game situations, it is important to make the best possible use of communication and teamwork. All players should be aware of the implications of the rules, because these will influence both individual and team performance. Tactics or strategies are often dependent on players being knowledgeable and able to positively react to the rules in response to a variety of performance demands.
Homework Check 5: Problem Solving, Decision Making and Adapting The Backline Strategy in Netball.

Key points
- Identifying the problem
- Decision making
- Evaluating the effectiveness of alternative strategies.

Example question

From your knowledge and practical experience, suggest and describe a suitable method to evaluate the effectiveness of one alternative backline tactic. Explain why you have chosen this method, and what you expect the data to prove.

Example answer

As this is an ‘open ended’ homework task, pupils will design a number of appropriate responses. Some of the following criteria should be evident from the pupils’ responses.

- Method suggested is clear and relevant to the backline context
- Method suggested is feasible/practical
- Evidence of the pupil selecting appropriate content
- Evidence of decision making and problem solving/pupil explains why the method was chosen
- Pupil demonstrates an understanding of what the data collected might mean.
- Pupil shows some ability to make basic evaluative statements about the likely findings
Physical Education

Internal Unit assessment and
External course assessment

Netball and Structures, Strategies and
Composition

Higher

Support Materials
CONTENTS

Section 1  Exemplar Assessment Outline

Section 2  Analysis of Performance Unit Assessment Pack

Section 3  Analysis of Performance Profile

Section 4  External Assessment Exemplar Answer with Awarded Marks

Section 5  External Assessment Marking Criteria
SECTION 1 EXEMPLAR ASSESSMENT OUTLINE

The assessment exemplar is designed to provide an illustration of how assessment could occur from performance content merged with examinable content in Analysis of Performance.

The following example is based on the support materials which have been issued to provide an example of how Netball with Structures, Strategies and Composition.

The support materials can be used together or individually to suit individual centre’s needs.
SECTION 2: ANALYSIS OF PERFORMANCE UNIT ASSESSMENT PACK

Area 4: Structures, Strategies and Composition.

Assessment of Outcome 1 - Record, describe and explain performance.

Assessment of Outcome 2 - Use knowledge and understanding to analyse performance.

Assessment of Outcome 3 - Suggest improvements to performance.

STUDENT'S NAME .................................................................

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<th>Performance Criteria</th>
<th>PC Achieved</th>
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<tbody>
<tr>
<td>Outcome 1</td>
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<tr>
<td>a. Methods used for recording data are appropriate</td>
<td>✓</td>
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<tr>
<td>b. The data gathered about the performance are valid</td>
<td>✓</td>
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<th>Performance Criteria</th>
<th>PC Achieved</th>
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<tr>
<td>Outcome 2</td>
<td></td>
</tr>
<tr>
<td>a. Some relevant concepts are applied</td>
<td>✓</td>
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<tr>
<td>b. The knowledge and understanding used is relevant</td>
<td>✓</td>
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<th>Performance Criteria</th>
<th>PC Achieved</th>
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<tr>
<td>Outcome 3</td>
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<tr>
<td>a. A course of action to improve performance is designed and justified.</td>
<td>✓</td>
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<tr>
<td>b. A suitable method for evaluating the effectiveness of the proposed action is suggested.</td>
<td>✓</td>
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</table>
Area 4: Structures, Strategies and Composition

Outcome 1 Record, describe and explain performance

Focused level of data collection

Peer Observation Schedule-Effectiveness at Centre Pass

Player Wing Attack

<table>
<thead>
<tr>
<th>Action</th>
<th>Effective</th>
<th>Sometimes Effective</th>
<th>Not Effective</th>
<th>EVALUATION</th>
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<tbody>
<tr>
<td>Feet in place early</td>
<td>√√√</td>
<td></td>
<td></td>
<td>Quick, fast, there early</td>
</tr>
<tr>
<td>Body angled to create space</td>
<td>√√√</td>
<td></td>
<td></td>
<td>Leans in well, changing when required</td>
</tr>
<tr>
<td>Reacts to the opponent’s movements</td>
<td>√√</td>
<td>√</td>
<td></td>
<td>Usually moves to readjust to block</td>
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<tr>
<td>Gets free, moves quickly to the created space</td>
<td>√√√√√√√√√√</td>
<td>√</td>
<td></td>
<td>Excellent, fast out</td>
</tr>
<tr>
<td>Receives pass in good space</td>
<td>√√√√</td>
<td>√√√</td>
<td></td>
<td>Catches ball securely with both hands</td>
</tr>
<tr>
<td>Delivers next pass with accuracy</td>
<td>√√√</td>
<td>√</td>
<td></td>
<td>Very good, uses variety</td>
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Player Goal Attack

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<th>Action</th>
<th>Effective</th>
<th>Sometimes Effective</th>
<th>Not Effective</th>
<th>EVALUATION</th>
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</thead>
<tbody>
<tr>
<td>Feet in place early</td>
<td>√</td>
<td>√√</td>
<td></td>
<td>Usually well-placed</td>
</tr>
<tr>
<td>Body angled to create space</td>
<td>√√</td>
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<td></td>
<td>On occasion forces out wide</td>
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<tr>
<td>Reacts to the opponent’s movements</td>
<td>√</td>
<td>√√√</td>
<td></td>
<td>Slow opponents dominated</td>
</tr>
<tr>
<td>Gets free, moves quickly to the created space</td>
<td>√√√√√√√√√√</td>
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<td>Poor as a result of not getting free</td>
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<tr>
<td>Receives pass in good space</td>
<td>√√√√√√√√√√</td>
<td>√</td>
<td></td>
<td>When used accurate pass and shot</td>
</tr>
<tr>
<td>Delivers next pass/shot with accuracy</td>
<td>√√√</td>
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Area 4: Structures, Strategies and Composition

Outcome 1 Record, describe an explain performance

Initial level of data collection

*Match Analysis Sheet - Centre Pass*

My chosen team is _________________________________

<table>
<thead>
<tr>
<th>Attack Centre Pass</th>
<th>GA 1&lt;sup&gt;st&lt;/sup&gt; Half</th>
<th>GA 2&lt;sup&gt;nd&lt;/sup&gt; Half</th>
<th>WA 1&lt;sup&gt;st&lt;/sup&gt; Half</th>
<th>WA 2&lt;sup&gt;nd&lt;/sup&gt; Half</th>
<th>WD 1&lt;sup&gt;st&lt;/sup&gt; Half</th>
<th>WD 2&lt;sup&gt;nd&lt;/sup&gt; Half</th>
<th>GD 1&lt;sup&gt;st&lt;/sup&gt; Half</th>
<th>GD 2&lt;sup&gt;nd&lt;/sup&gt; Half</th>
<th>Observation 1&lt;sup&gt;st&lt;/sup&gt; Half</th>
<th>Observation 2&lt;sup&gt;nd&lt;/sup&gt; Half</th>
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**Key**
- **•** Player receives centre pass
- **√** Ends in a goal
- **×** Interception by opponents
- **E** Error e.g. unable to free / footfault/dropping the ball
- **T** Time violation

This match analysis sheet was completed after a 30 min. Game. I also had the game videoed, which gave me quantifiable evidence as I was able to compare my data against the viewed action. RAW DATA = 24 passes recorded. To WA = 12/13 successful. To GA = 3/9 successful. To WD = 0/1 successful. To GD 1/1. This evidence would suggest that our shooting was accurate as we usually scored from our centre pass. Further qualitative analysis in assignment.
Area 4: Structures, Strategies and Composition

Outcome 1  Record, describe and explain performance

PC (a) Methods used for recording data are appropriate

Q. With reference to your specific objectives for this area of the assignment, explain why you consider the particular methods of recording data to be appropriate?

I wanted the data to highlight the effectiveness of our centre pass. I specifically wanted the data to focus on how well we performed when attacking the centre pass. With this in mind, I considered using various methods of data collection and settled on two, which I considered to be the most appropriate.

The match analysis sheet provided accurate statistics, recording how many goals we scored from our centre pass strategy. It also allowed a comparative study of our first and second half performances and facilitated a diagnostic analysis of our technical and tactical deterioration.

The video was an excellent source of information capturing the action as it happened. It was also advantageous eliminating the possibility of human error. The speed of play is often very fast and on occasions the recorder may miss some of the action. The playback facility allowed us to repeatedly review our performance and enabled our coach to give appropriate feedback. The freeze frame and zoom facility allowed a more detailed look at how well each player coped with her role at the centre pass.

I felt that the combined use of the video and match analysis sheets gave me a more reliable detailed account allowing me to compare our results against the viewed action.
Area 4: Structures, Strategies and Composition

Outcome 1 Record, describe and explain performance

PC (b) The data gathered about the performance are valid

Q. What information about aspects of your performance were you able to derive from the data you gathered?

Results recorded in my initial match analysis data showed that we were very successful in the execution of both the WA and GA centre passes, for most of the first half.

The video action confirmed this, our GA and WA dominated their space at the centre line, manoeuvring their opponents wide towards the sideline. This created a dominant triangle link between the C, WA, and GS as they systematically brought the ball up the court to the GA. Similarly, this solid link between WA, GA and C was also evident as they brought the ball up to the GS. This fast attack usually resulted in a goal.

Another factor that contributed to our effectiveness was the fact that we rarely had to rely on our WD or GD to initiate our attack, each being used only once.

Nearing the end of the first half it was obvious that our WA centre pass was our most successful, with six out of seven passes ending with a goal. The GA’s pass however was not so successful with only one out of three attacks successful. In the second half the GA’s play deteriorated even further, being successful on 2 out of the six attacks.

I wanted to know why our GA was less effective and why we were having to rely so much on our WA at the centre pass. I decided to scrutinise the performance of these two key players by using an observation schedule. This focused data enabled fault identification.

In the rematch I again used the same recording instruments as for my initial data but paid particular attention to my focussed level of data. This revealed that our GA could not free her marker, mainly when ‘double marked and used few options to dodge free. As a result, our GS rushed more, and instead of using the assist play of WA and C to allow the GA more time to shake off her markers, she persisted in throwing the ball too early into the circle, putting even more pressure on the GA.
Area 4: Structures, Strategies and Composition

Outcome 2 Use knowledge and understanding to analyse performance.

PC (a) A range of relevant concepts are applied.
PC (b) The knowledge and understanding used is relevant.

Our real strengths were when we were attacking the centre pass. We dominated our space early at the centre line, reacted quickly to the whistle and worked co-operatively as a unit, bringing the ball speedily up the court to the shooting circle and scored. Although our opposition tried hard to stop us, good attacking skills like fast passing, good footwork, early anticipation and moving into created space, made it difficult for the defence to intercept. The good communication and understanding between us allowed us to dominate possession, and often we were left with an easy, unopposed pass into the circle. Another strength of our attack was our available options of support. Our GD and WD constantly remained alert, blocking their opponents to the side line, preventing the opposite WA and GA from interfering with play. This left them the freedom to exploit space and initiate our attack if required. We were comfortably in control and sustained this pressure for most of the first half.

The weakness of our strategy was that when we became overconfident, the GA lost focus which upset her rhythm preventing her from getting free. This reduced the width of our attack and put more pressure on our WA. Furthermore it broke down our ‘triangle link’ and limited width in our attack. The GA also instead of making her run to receive the ball under post as previously practised, positioned herself at the edge of the circle. This ultimately reduced the probability of scoring.

Our biggest weakness was when the GA was double marked, we panicked, and tried to maintain the speed of our attack. This was inappropriate, as we needed time on the ball to create more space and time for our GA. In our efforts to speed up the attack, we failed to use the support play of our WD and GD, persisting instead in trying to get an early ball into the shooting circle. In particular, our GS threw away too many passes, which resulted in a turnover of attack and put us immediately under defensive pressure.
Area 4: Structures, Strategies and Composition

Outcome 3 Suggest improvements to performance.

PC (a) A course of action to improve performance is designed and justified.

Q. From the team weakness identified, explain how you would design a course of action to improve your team’s performance.

We recognised that one of our major problems was with our lack of technical ability in dodging and getting free. This resulted in poor teamwork and communication, evident when the opposition applied very tight man to man marking. Our overall game plan was to dominate space, execute a fast attack and finish with a goal, possible. This would depend upon our understanding of positional responsibilities of how we linked a series of sequential passes; the main two used = 1) C to WA to GS to GA and 2) C to GA to WA to GS.

To improve our performance we designed a progressive programme, which would allow us to work as a team. Before engaging in full team drills it was necessary for us to practice in 2v2 and 3v2 overload situations, to help us reinforce our technical skills of dodging and marking.

We then decided to use a series of unopposed / opposed drills. The aim of the unopposed drills was to enable us to improve our communication, technical skills and consolidate our specific role and responsibility within the strategy.

The initial practices were unopposed and repetitive in nature, allowing us to vary the speed at which we practised the movements on and off the ball. We performed 10 centre passes at speed. The advantage of practising like this was that it enabled us to get feedback, reinforced the technical skills required, increased our motivation, and helped us to improve without having to worry about the defence.

Once we were satisfied with the improvements we had made, we progressed onto opposed practices, gradually introducing the defence. During the first 5 passes, we only had the C and WA marked, once happy with this, we brought on the remaining defenders. Initially we made the defence passive to settle us and get used to pressure, and allowed us to experiment with a variety of ways to get free. It was important however, to execute the strategy at full speed to simulate the pressures of a real game. We practised this a further 10 times, recording our success. This helped us to improve our tactical awareness, communication and confidence. The next progression was to apply more pressure, this time by double marking the GA. This improved our decision-making skills, reinforced our role and enabled us to practise alternative support strategies.

To improve communication our C decided to shout when double marking occurred, this helped the GS to slow down and use the assist play of C and WA. As our defence were behind the action and had a good view of play, they called out and indicated their availability in width and depth.
During training we reinforced this pattern and worked enthusiastically to combine a fast strong linked attack.

At the end of every training session we played a match, and compared our performance, identifying strengths and weaknesses offering further feedback as appropriate.
Area 4: Structures, Strategies and Composition

Outcome 3 Suggest improvements to performance.

PC (b) A suitable method for evaluating the effectiveness of the proposed action is suggested.

Q. Explain how you evaluated your team’s performance as part of an ongoing review of performance.

To enable us to monitor the effectiveness of our performance we again used the same methods of recording data. This ensured validity in our findings, allowing for both quantitative and qualitative judgements to be made about our initial performance to our most recent performance.

When training we monitored our progress, and from internal and external feedback, we knew that we were now performing the strategy with greater speed, consistency and accuracy even when the defence marked really tightly. Obviously the repetitive nature of the opposed drills had reinforced the technical and tactical skills required to successfully execute the attack centre pass.

The statistics from our training matches clearly indicate an improvement in our attack. The success rate from the WA and GA centre pass was much more consistent with most opportunities resulting in a goal. This was as a direct result of our improved communication, teamwork and our GA’s ability to get free. In training she had competently managed to give herself two / three variations of dodging. This helped her better cope with pressure especially when she was double marked. Another important feature was that she made an effort to get into the circle much nearer to the post.

The pressure training had certainly paid off, the determination of our GS not to panic and use the assist play of our C or WA if the GA was blocked out was now much more consistent.

We also noted from our video footage that our defence were now more efficient in moving forward into space to support the attack play. They also called out earlier, indicating their availability. This gave us many more options, and we now more effectively repositioned in response to double marking.

In general we linked much better as a team, dominating and sustaining pressure in attack. It is essential however, to maintain progress we must continue to evaluate and compare against previous performance. Certainly the focussed data used on our two key players substantiates improved efficiency in their technical and tactical abilities.
SECTION 3: ANALYSIS OF PERFORMANCE PROFILE

OUTCOME 1 – Assignment

(Unit Assessment/Course Estimate) - HIGHER LEVEL

Name of candidate - …………………………………………………...

Course Grade Descriptions

<table>
<thead>
<tr>
<th>Grade C</th>
<th>Grade A</th>
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<tr>
<td>• record, describe and explain performance clearly</td>
<td>• give a clear, full and detailed description and explanation of</td>
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<tr>
<td>• use a range of relevant concepts and knowledge to make detailed judgements about performance</td>
<td>selected performance examples</td>
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<td>• apply knowledge to make clear suggestions about how performance may be improved</td>
<td>• use a full range of relevant concepts and knowledge to make full and detailed judgements about performance</td>
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<td>most likely to lead to improvements in performance</td>
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Unit outcome: Record, describe and explain performance.

<table>
<thead>
<tr>
<th>PC (a)</th>
<th>PC (b)</th>
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<tbody>
<tr>
<td>Methods used for recording data are appropriate</td>
<td>The data gathered about the performance are valid</td>
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</table>

Students collect initial data which is later supported by further more specialised data. The data collected is designed or selected by the student and has the potential to inform further performance development.

The initial and specific data should be relevant to the student.

The data collected by the student must be detailed and accurate, performance in reliable and obvious ways. The data collected supports understanding of concepts, allow meaningful development and performance.

The initial and specific data should be relevant to the student.

Final comment on “Recording, describing and explaining performance”.

The candidate has passed this outcome. Each of the performance criteria has been achieved. The methods of recording data were detailed, clear and concise. The candidate exhibits clear understanding of strategy. The interpretations made from all related data were significant and appropriate, and performance will be progressed as a result. There is evidence of work above the minimum required standard.

Signed …………………………….. Date…………………………..
ANALYSIS OF PERFORMANCE PROFILE

(Unit Assessment/Course Estimate)

HIGHER LEVEL

Name of candidate - ………………………………………..

### Course Grade Descriptions

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<td>• use a full range of relevant concepts and knowledge to make full and detailed judgements about performance</td>
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<tr>
<td>• apply knowledge to make clear suggestions about how performance may be improved</td>
<td>• make clear, full and detailed suggestions for a course of action which is most likely to lead to improvements in performance</td>
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Unit outcome: Use knowledge and understanding to analyse performance

PC(a) A range of relevant concepts is applied

PC(b) The knowledge and understanding

A range of relevant concepts is applied within the appropriate area of Analysis of Performance. The concepts used and applied are relevant to the performance development of the student.

Evidence from the collected data should be used with the students knowledge and understanding of relevant concepts.

The student’s knowledge and understanding of relevant concepts should be applied to their performance development. The student should be able to evaluate their performance and complete an ongoing review of their progress in the unit.

**Final comment on ‘Using knowledge and understanding to analyse performance’**

The candidate has passed this outcome. Both performance criteria have been achieved. This outcome has been holistically assessed with both performance criteria being met within the one question. The concepts identified are relevant to the candidates’ performance development. Qualitative interpretations made in relation to strengths and weaknesses have been well explained. There is evidence of work above the minimum required standard.

Signed ……………………….. Date…………………….
ANALYSIS OF PERFORMANCE PROFILE

(Unit Assessment/Course Estimate) - HIGHER LEVEL

Name of candidate - ……………………………………………………

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**Unit outcome: Suggest improvements to performance.**

- **PC(a)**
  - A course of action to improve performance is designed and justified

- **PC(b)**
  - A suitable method for evaluating the effectiveness of the proposed action is

A relevant course of action for the students performance Development is devised by the student.

The course of action must be specific to the students identified needs. It should be clearly designed according to relevant training and practice considerations. The design of the chosen course of action is required to be justified by the student.

A suitable method for evaluating the effectiveness of the course of action is suggested by the student.

This suggested method should be relevant to the students performance contexts and allow for an effective ongoing review of performance.

**Final comment on ‘Suggesting improvements to performance’**

The candidate has passed this outcome. Both performance criteria have been achieved. The candidate clearly demonstrates an ability to explain a relevant course of action, and provides a detailed account of how performance will be improved as a result. The candidate displays sound knowledge about performance evaluation and suggests a plan of action which will lead to improvement. There is evidence of work above the minimum required standard.

Signed ………………………… Date ………………………
SECTION 4: EXTERNAL ASSESSMENT EXEMPLAR

This exemplar answer is based on Question 12 of the ‘Specimen Question papers and marking Instructions issued to all Centres by the Scottish Qualifications Authority (SQA) in October 1998. (Higher)

Area 4: Structures, Strategy and Composition

Question 12

a) Describe in detail, a structure/strategy or composition you have used in a team/group activity of your choice.  

b) Choose three of the concepts from the following list.

Roles and relationships
Formations
Group and team principles
Tactical or design elements
Choreography and composition

Discuss how your team/group applied each concept selected in attempting to improve the team/group performance.

c) Choose one of the three concepts selected in part (b). Explain how you evaluated performance during whole team / group activity in relation to the chosen concept.

(20)
SECTION 5: EXTERNAL ASSESSMENT EXEMPLAR WITH MARKS AWARDED

a) A strategy that I have used in netball is the centre pass. The centre pass always starts the game and presents a number of attacking options. One of the most effective attacking options is the WA centre pass. This involves all centre court players linking together a series of good predetermined moves with fast passes which ultimately ends with an accurate feed into the GS for an attempt at goal. A good understanding between all the attacking players is required to enable a tight unit triangle. This tight unit triangle provides further options of support should the opposition defence mark very tightly and break the tactic down. Before the whistle is blown the WA & GA dominate their space at the centre line, and the C quickly passes to the WA when she moves forward to receive the pass. Meanwhile the GS blocks her opponent to one side, then moves out of the circle to receive pass from WA. Both the C & WA then move to the edge of the circle to give support should they be required. The GA finishes the move with a timed run into the circle to receive the ball from the GS and inevitably scores. To give the tactic depth, our WD & GD move up the centre court in case they are required for a back pass, which can then be used to initiate the attack. The strategy is made more effective if all team players communicate with each other.

Mark 6/6 Full clear detailed description

b) The three concepts that I considered when trying to improve our team performance in Netball were roles and relationships, tactical elements, and group and team principles.

To enable the successful execution of our backline throw in, it was important to consider our positional responsibility and how we linked with each other throughout the move. If we were not aware of each others’ roles, then we would have confused each other and perhaps used each others’ space. To successfully bring the ball up the court we had to be aware of our opponents’ positioning and defending ability. We had to be alert, react to the whistle and effectively work as a linked unit, in order to execute the predetermined moves. It was essential for each player to know when in the chain of passes they were to become involved and that we knew how to adapt if a player was unable to get free to receive their pass in order.

Tactical elements such as when to vary or adapt our strategy was important, as this would help confuse the defence and put us at an advantage. One of the most influential factors about tactical play is decision making. This effects how we respond in an attacking or defending situation for e.g. when a WA or C is about to feed the circle, she must assess the following; where the defence are; how much room the shooters have to catch the ball; whether it would be more advantageous to use a bounce or chest pass feed. Another important element, is communication. If you recognise that your opponent has moved out wide towards your teammate it will be advantageous to shout ‘switch’, and this will speed up our defence. Meanwhile my teammate was able to mark my opponent whilst I took her opponent.
Group and team principles recognise the need for the team to work as force against the opposition. All seven of my players will have an equal part to play in getting a goal scored. During some stages of the game players will need to work co-operatively in attack and in defence.

Each of my teammates has different personal qualities, which ultimately affects how they deal with competition, and how they react in a pressurised situation e.g. a cup final. Some cope well with the pressures of the game and are always determined to win, whilst others are not so determined when faced against tough opposition. The important thing is that we accept and know each others’ strengths and weaknesses, so that we effectively support each other in order to perform well.

One of our key team principles is that we communicate well throughout the game, by continually motivating each other especially in tight matches.

Mark 7/9 A range of relevant concepts and detailed judgements are made.

c) I have selected to focus on the roles and relationships of my team’s performance. In particular, I wanted to know how effectively each of my players coped when performing in the backline pass. There are various methods of data I could use to evaluate this, but I have decided to use the following; a) video and b) an observation checklist.

I felt that both these were appropriate as it allowed me to record my observations as I viewed the action. This helped eliminate human error for e.g. if I had missed a point then I could rewind the action, watch it again and make the necessary adjustments to my data.

In the design of my observation sheet, I listed criteria which would focus on key aspects of players’ movement to receive the pass, how they blocked their opponents, how they made best use of space and how accurate their pass was etc.

The video was excellent as it captured the action as it happened. I could freeze frame or watch performance from different angles, allowing me to identify which players were coping well and which players were having difficulty. Importantly, it showed how we linked together and helped identify where in the link the breakdown was happening. Another good feature about the video was it allowed us to watch our performance both as a team / individual and get external feedback from our coach.

Finally having analysed the data this helped me make decisions about how to improve the effectiveness of the backline throw in.

Mark 5/5 A full range of relevant concepts are described and well explained.

Total Mark 18/20
APPENDIX I - ASSESSMENT DESCRIPTIONS AND THEIR APPLICATION

The Assessment description for each of the Outcomes are detailed below. In applying these assessment descriptions markers are directed to:

*use the appropriate assessment description together with their professional judgement to award marks to the various parts of each question;*

Appendix I outlines for markers the main Outcomes which candidates should be demonstrating in their answers to each part of each question. It is important to remember that often more than one competency can be demonstrated by a candidate in some of the answers as is indicated in Appendix 11.

**Outcome 1 - Record, describe and explain performance.**
Candidates should be awarded **high marks** if they give a clear, full and detailed record, description or explanation of a performance.

Candidates should be awarded approximately **half of the marks** available if they give a clear and satisfactory record, description or explanation of a performance.

Candidates should be awarded **low marks** if their record, descriptions or explanations are limited in scope and/or unsatisfactory in detail.

**Outcome 2 - Use knowledge and understanding to analyse performance**
Candidates should be awarded **high marks** if they use a full range of relevant concepts and detailed knowledge to make judgements which are sound.

Candidates should be awarded approximately **half of the marks** available if they use relevant concepts and knowledge to make judgements which are sound.

Candidates should be awarded **low marks** if they use a limited range of concepts and knowledge to make judgements which are shallow.

**Outcome 3 - Suggest improvements to performance**
Candidates should be awarded **high marks** if they make clear, full and detailed suggestions for a course of action which is most likely to lead to improvements.

Candidates should be awarded approximately **half of the marks** available if they make clear and satisfactory suggestions for a course of action which is most likely to lead to improvements.

Candidates should be awarded **low marks** if their suggestions for a course of action are limited and/or lacking in detail and are unlikely to lead to improvements.
### Area 4: Structures, Strategy and Composition

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<th>Question 12</th>
<th>(a)</th>
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<th>Describe and/or explain.</th>
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<td>(b)</td>
<td>2</td>
<td>Critical thinking/related concepts/relevant knowledge</td>
<td>9</td>
<td></td>
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<tr>
<td>(c)</td>
<td>1&amp;2</td>
<td>Describe and/or explain. Critical thinking/related concepts/relevant knowledge</td>
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