
KPC Exemplar Commentaries

2012/2013

Athletics, football and rounders



KPC Exemplar 1 – Athletics

Commentary

KPC 400m Hurdles

The student is extremely confident and able to evaluate critically and accurately by applying a range of relevant criteria to judge his performance in the 400m hurdles event and give highly detailed criticism

He clearly identifies his strengths and weaknesses and selects the most important aspects to be improved.

He confidently decides how to modify or refine subsequent attempts in order to achieve the intended result of a corrected model and outcome.

He accurately describes analyses and evaluates his own performance demonstrating comprehensive understanding of the impact that skills and fitness have on the quality and effectiveness of his performance in hurdling; using the relevant technical terms correctly and confidently.

He demonstrates considerable understanding of how to monitor and evaluate progress towards improved quality of performance/ outcomes. He creates a detailed action plan and ways of monitoring improvements.

Strengths and weaknesses:

Gives a detailed explanation of leg technique and leg speed and why they are both strengths in context of hurdling.

Weaknesses of arm technique, reaction time and speed at the beginning of the race are well explained.

Deciding on and prioritising:

Justifies prioritising of speed out of the blocks.

Corrective measures:

The comprehensive corrective measures are explained in detail and are also progressive. Demonstrates knowledge of the dorsi-flexed foot which is impressive but this is not explained in terms of the advantages of creating a shorter lever during stride recovery phase, resulting in a much faster and more efficient movement.

Action plans to monitor improvement:

Gives a very comprehensive and detailed action plan and explanation of how progress will be monitored.

KPC Exemplar 2 – Football

Commentary

Goalkeeper

The student identifies good and faulty aspects of performance and gives some contextual information that is also related to outcomes, and shows knowledge of important tactics and strategies.

He recognises when skills are appropriate to the intention of the performer/outcome.

He analyses elements of his performance as a goalkeeper to judge technical competence using appropriate terminology.

He analyses and comments on his own performance as an individual and within the Football team; showing an understanding of how skills, tactics, strategies and fitness relate to the quality and effectiveness of his performance.

He plans ways to improve his own performance.

He can suggest modifications and adjustments to improve appropriate aspects of the performance/outcomes.

Strengths and weaknesses:

Strengths explained in context of performance.

Strong hands to stop and hold the ball.

Coordination

Reaction time explained in relation to ball getting deflected.

Speed to get to a player when 1 on 1.

Weaknesses are also given context and how they impinge on performance, namely his dead ball kicking and lack of communication with his defence.

Dead ball kick is “wrong” but no explanation, gives cause as trying to kick with too much force.

Deciding on and prioritising:

Decision made but no reasons given. Distance and accuracy is mentioned here.

Corrective measures:

Minimal explanation needs to learn the correct technique, but no detail of what the correct technique is.

Some progression mentioned in the previous section, slowly then at match speed. No practices or drills given nor distance or direction.

Action plans to monitor improvement:

The monitoring section is vague, mentions targets for accuracy and makes them harder but no specifics given.

KPC Exemplar 3 – Rounders

Commentary

Rounders

The student shows the ability to observe simple actions or simple combinations of skills.

She can make simple judgements.

She can recognise major strengths and weaknesses.

The students can analyse and comment on how skills and techniques have been used in her own work, and on other aspects of performance, and suggest ways to improve the outcome.

She can identify when known skills are used effectively in a game/activity/performance/ competitive context and can describe simple tactics, strategies, showing limited evaluation, and the ability to use some technical terms and suggest simplistic improvements.

Strengths and weaknesses:

There are a number of contradictions in the strengths and weaknesses.

Strengths- “I stay focused” and when batting stand “side ways on”

Weaknesses - “at times I do not stay focused” and when batting “I do not always stand side ways on”

The phrase “correct technique” is used frequently but no detail is given about the correct technique until the last sentence of the weaknesses section where catching technique is given.

Hitting to open spaces but no reason as to why?

Concentration is given as a weakness but there is no description on how it affects catching or throwing in the game or outcome of the game.

Deciding on and prioritising:

This is just a list of all weaknesses.

Concentration

Stance when batting

Power in arms

Catching

Decision making

Corrective measures:

No practices are provided.

Far too simplistic – ask the teacher – video myself - and also not possible - “practice playing rounders by my self”

Action plans to monitor improvement: There is no action plan just a list of tests, no period of time is given or outcomes expected / no explanation of the effects of these tests on improving weakness named in Deciding/Prioritising section. Also speed is identified as a strength not as a weakness.