

## **GAME ACTIVITIES: Invasion Games**

### **Handball**

**National Governing Body:** British Handball Association  
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### **STANDARDISATION**

Some assessment and standardisation will take place outwith the Centre. The Head of PE will work with club coaches.

The candidate will be working on this activity within his club with club coaches. The Head of PE will meet with the club coaches to explain the assessment criteria for AS/A2 level – the application of theory to the practical experience and also the practical assessment procedure. The candidate will keep a training log for his Personal Performance Portfolio. The Head of PE will monitor this.

**AS:** To standardise the assessment all candidates will be graded by the Head of AS/A2 PE using the conditioned competitive situations illustrated. Video evidence will be taken at these sessions.

**A2:** The effective performance for A2 candidates will take place off-site also using the criteria set by the Board. Standardisation will take place by the Head of AS/A PE during formal competitive situations: training sessions/club matches. The 'Evaluation and Appreciation of Performance through Observation and Synopsis of Knowledge' will take place using open-ended questioning illustrated by the Board.

### **SAFETY**

At all times the safety procedures will comply with those recommended by BAALPE for Handball. During all skills practices the candidates will wear the correct protective equipment of the activity as safety is paramount. All practices will be carried out with due regard for safety at all times. Candidates will be aware at all times of the importance of safety e.g. the importance of warm up/cool down and the need to stretch fully.

### **PERSONAL PERFORMANCE PORTFOLIO**

All aspects of the Personal Performance Portfolio can be met by Handball readily.

#### **Section A**

Candidates will readily be able to identify the coaching points for their skills and classify them accordingly. The importance of progressive practices will be discussed in the classroom and the candidates will then be able to apply this to their own practical Handball experiences. Movement and mechanical analysis discussed in class could then be applied to the different types of passes in Handball. Candidates will have their own experiences of the impact of Handball in their schools/community/nationally and be able to discuss related issues i.e. funding, development programmes etc.

#### **Section B**

Candidates, after their initial assessment, will be able to analyse their strengths/weaknesses and record this. From this they will formulate a personal action plan, targeting areas for development. They can then evaluate their progress and record their findings after an extended period of training. A training log will be kept where practices/personal experiences can be recorded.

This portfolio is a working document and will constantly be updated by the candidates as their Handball experience develops. There will be a constant link for the application of theory to the candidate's Handball experiences. Handball can fill the portfolio requirements readily.

Handball is not only compatible with the Personal Performance Portfolio, but can inter-link well with Modules 2562, 2563, 2565 and 2566. Movement and mechanical analysis of passing can be applied, the application of the information processing model to the candidates own Handball experiences; the most effective conditions for learning to take place; the status of Handball locally/nationally and the effectiveness of the governing body in the development of young talent, the energy systems continuum in relation to the energy requirements of Handball; competition effects on the Handball performer; and the development of Handball in the UK. These are just a few ways in which Handball can inter-link with all modules at AS/A2 level. The learning experiences illustrated on Pages 17/18 and Pages 77/78 of the Coursework Guidance booklet can be applied equally to Handball.

The details for the conditioned competitive situations and effective performance can be found in Appendix 1.

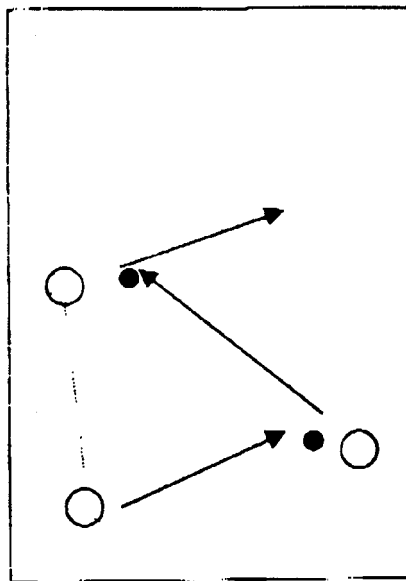
**CONDITIONED COMPETITIVE SITUATIONS  
EFFECTIVE PERFORMANCE**

Applied and acquired skills to be assessed in conditioned competitive situations which focus on:

- Passing, carrying and receiving
- Attacking or defending.

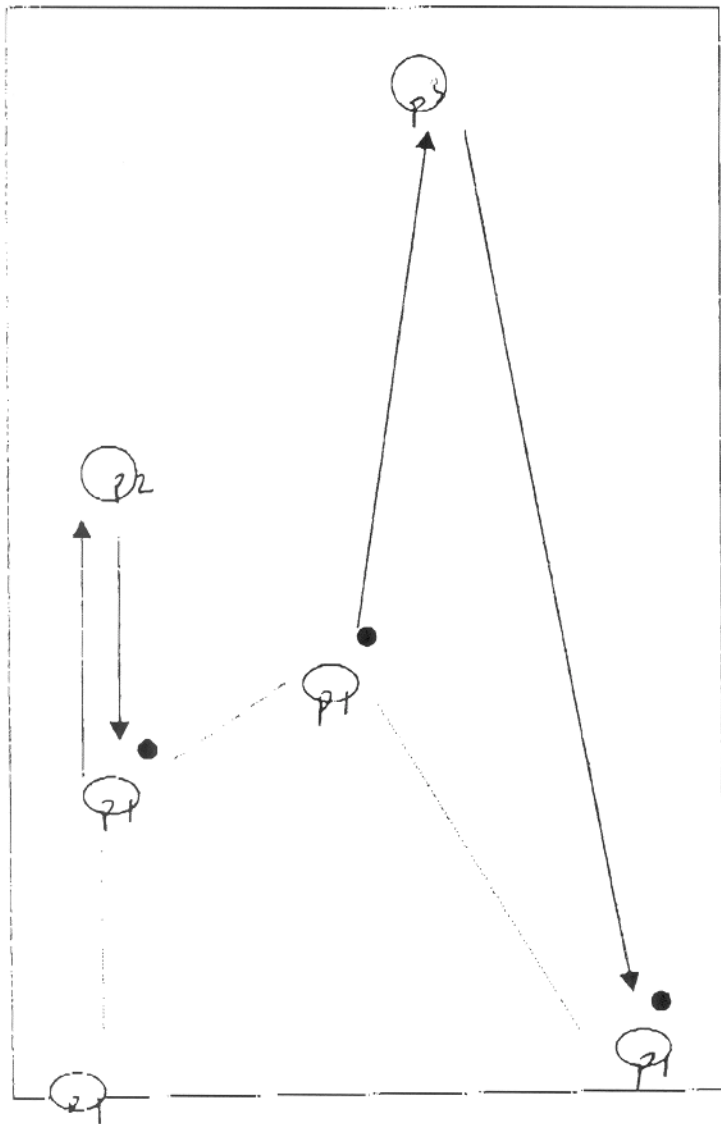
**Situation 1**

In pairs short or long passing with receiving along length of court (Either 2v1 or 2v2 depending on differentiation requirements).



## Situation 2

Players bounce ball along side of court, short pass, receive, long pass receive running to named zone.



⊙ P1 Player 1

⊙ P2 Player 2

⊙ P3 Player 3

### **Situation 3**

#### **Attack and Defence**

Half court 3v3 or full court with larger groups, dependent on skill level/experience.

Possible conditions:

1. Must dribble past player before shoot.
2. 30 seconds to score.
3. Defence play man to man.
4. Attackers drive for weakness if not found pass.
5. Extra players.

Marks	Description
25 – 30	Candidate demonstrates a very high level of acquired and developed skills that show a consistently high standard of accuracy, control and fluency. There is the successful selection and application of more advanced techniques where accuracy, control and fluency remain despite competitive pressures. The candidate has introduced appropriate strategies and demonstrated an understanding of tactics to outwit the opposition. Performances in the conditioned competitive situations have been excellent and progress has allowed them to achieve their performance-based targets.
19 – 24	Candidate demonstrates a high level of acquired and developed skills that illustrates a very good standard of skill production. There is consistent success in the selection and application of advanced techniques. Under competitive pressure the level of technical accuracy, control and fluency is normally good. The candidate has shown a good understanding of the perceptual requirements to perform and introduced a range of tactics and strategies to use successfully against the opposition. Performances in the conditioned competitive situations have been very good and improvement has been such as to allow a high standard of learning and understanding.
13 – 18	Candidate demonstrates a good level of acquired and developed skills that allows for a sound standard of performances. There is a sound level of success in the selection and application of advanced techniques in the events and under competitive pressure the level of accuracy, control and fluency is reliable. The candidate has been able to introduce and use tactics and strategies to show a sound understanding of the performance requirements against opposition. Performances in the conditioned competitive situations have been good and improvement reflects satisfactory learning and understanding.
7 – 12	Candidate demonstrates an improving level of acquired and developed skills that allows for an average level of performances. There is an attempt to select and apply advanced techniques and under competitive pressure accuracy, control and fluency are usually achieved. The candidate has a basic perception of the requirements of performance and is able to introduce and use tactics and strategies at satisfactory level. Performances in the conditioned competitive situations have become more consistent and progress has allowed some learning and understanding.
0 - 6	Candidate demonstrates a moderate level of acquired and developed skills that allows for a moderate level of performances. There is an attempt to select and apply advanced techniques and under pressure there is a level of technical accuracy, control and fluency. The candidate has been able to incorporate some tactics and strategies with a limited perception of the requirements of performance. Performances in the conditioned competitive situations have some consistency with a degree of learning and understanding.