

GAME ACTIVITIES: Invasion Games

Lacrosse

National Governing Body:

English Lacrosse Association
Head office: PO Box 2041, Reading RG4 7GJ
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STANDARDISATION

Assessment and standardisation will take place away from the Centre. The Head of Department will be working with the Head Coach of the club.

The students will be working on this activity within their clubs with their respective club coaches. The Head of Department will meet with each club coach to explain the assessment criteria for AS/A2 level – the application of theory to the practical experience and also the practical assessment procedure. At their club students will keep training logs to be used for the Personal Performance Portfolio. This will be monitored by teachers within the Centre.

AS: To standardise the assessment all students will be brought together for an initial assessment using the conditioned competitive situations illustrated. The Head Coach and Head of Department will be involved in this initial assessment. From this initial evaluation the strengths/weaknesses will be discussed with each student asking for their input here. An action plan for each student will then be formulated, initiated by themselves. This information will be recorded in their Personal Performance Portfolio (PPP). Their final assessment will take place in the same way after an extended period of training within their respective club. Evaluation of their progress will be discussed and recorded in their PPP. Video evidence will be taken at these sessions. The Head of Department will closely liaise with the club coaches of all the students throughout this period. Assessment marks will be recorded by the department after each assessment.

A2: The effective performance for A2 students will take place off-site also using the criteria set by the Board. Standardisation will take place by the Head of Department and club coaches 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 lacrosse. During all skills practices the students will wear the correct protective equipment for the activity as safety is paramount. All practices will be carried out with due regard to safety at all times. Students 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 PPP can be met by Lacrosse readily.

Section A: Students 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 students will then be able to apply this to their own practical lacrosse experiences. Movement and mechanical analysis discussed in class could then be applied to the different types of passes in lacrosse. Students will have their own experiences of the impact of lacrosse in their schools/community/nationally and be able to discuss related issues i.e. funding, development programmes, etc.

Section B: Students, 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 students as their lacrosse experience develops. There will be a constant link for the application of theory to the students lacrosse experiences. Lacrosse can fill the Portfolio requirements readily.

Lacrosse is not only compatible with the PPP 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 students own lacrosse experiences; the most effective conditions for learning to take place, the status of lacrosse 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 lacrosse; competition effects on the lacrosse performer; and the development of lacrosse in USA – the most successful lacrosse nation – from school participation to excellence globally. These are just a few ways in which lacrosse 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 can be applied equally to lacrosse.

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, receiving
- attacking and defending.

1. Receiving, carrying and passing from front, side and behind on the move, using dominant and non-dominant hand positions.

Situation:

Players in line. 2 Feeders, side and front. Each player works in turn through 6 pass sequence. Players using dominant hand positions, then non-dominant and finally changing from one to the other throughout.

Diagram 1

P1 starts with ball, sprints towards F2 giving and receiving pass from F1.

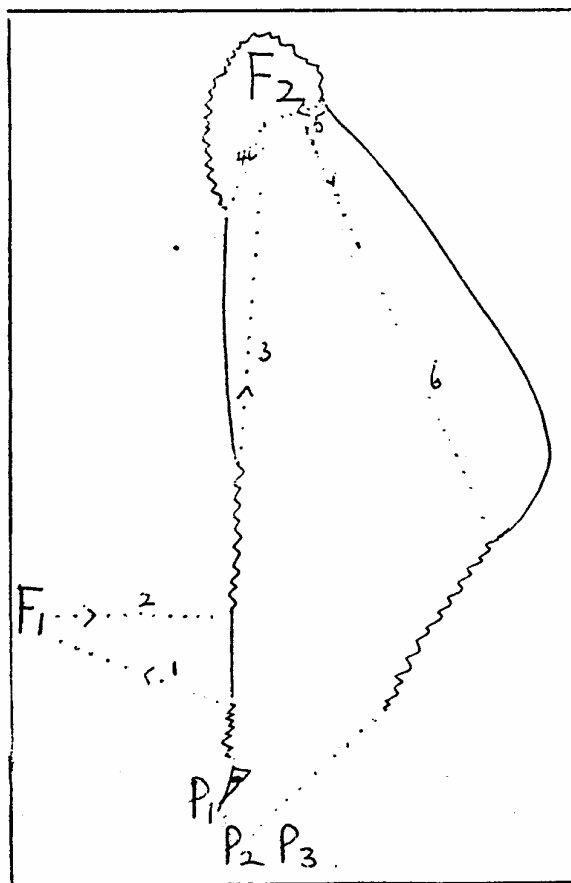
Continues towards F2 exchanging long front pass.

Carries ball round F2, flip pass to F2, then runs diagonally away to receive return pass from F2 from behind.

Finally passing to P2 who commences his turn.

Notes

- (i) Quality of footwork, speed, accuracy and timing of passes are crucial.
- (ii) Stress importance of quick recovery from any mishandling.
- (iii) Players become Feeders at intervals and in rotation.



2. Retrieval of loose ground ball – Competitive Conditioned Game 1/3 Field

Situation:

Players in 2 lines on either side of coach, who rolls ball towards goal between players.

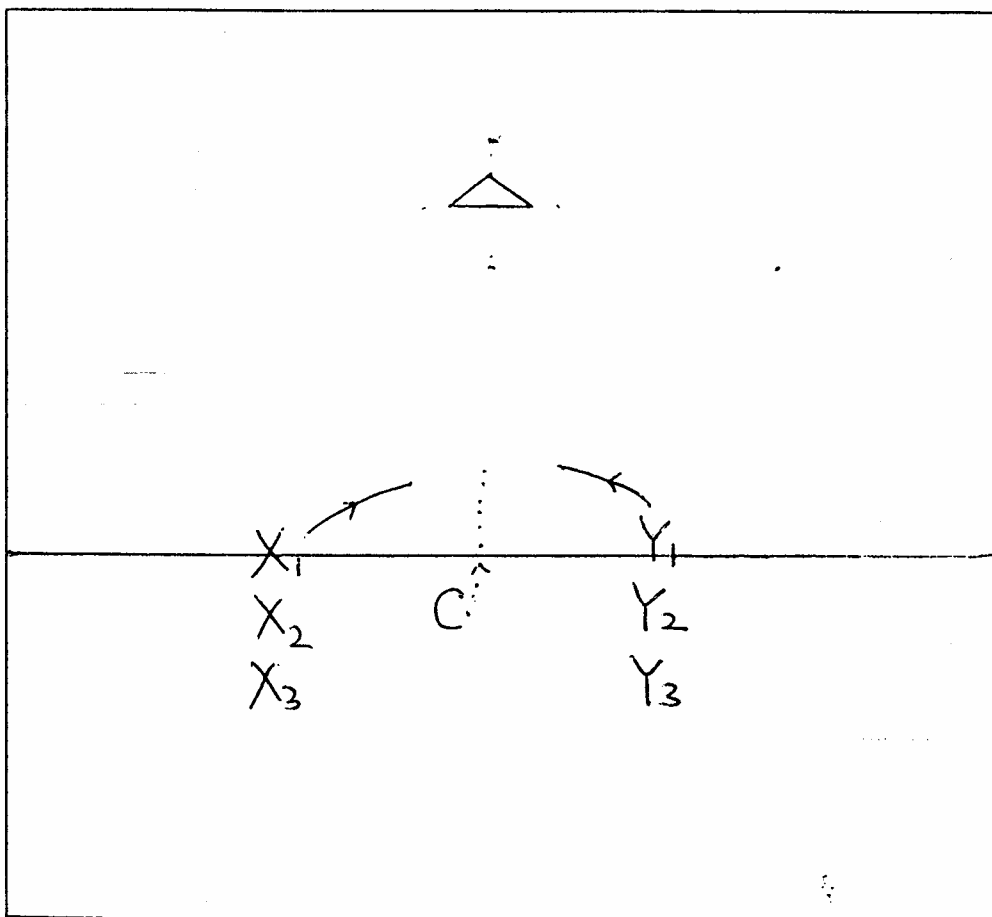
On call, players compete for possession. Player winning ball progresses to goal to score, lser tries to prevent or block shot.

Quality to Assess:

Speed of reactions, legal use of feet, body and stick to protect and gain, prevent and protet possession.

Points awarded to each player, team for clean possession.

Diagram 2 _ Ground Ball Competitive Drill



3. Attack and Defence

- (A) 3 on 3. ¼ field competitive conditioned game.
Both Attack and Defence can be assessed using same game.

Play commences with Attack in possession. Defenders try to prevent score and clear. Attack completed on score, or loss of possession, or clearance by Defence.

Attacking team has 5 attempts, then change to Defence.

Points awarded to Attack for realistic attempt (1) or Goal (3) and to Defence for effective check, block, interception (1) or clearance (3).

Conditions:

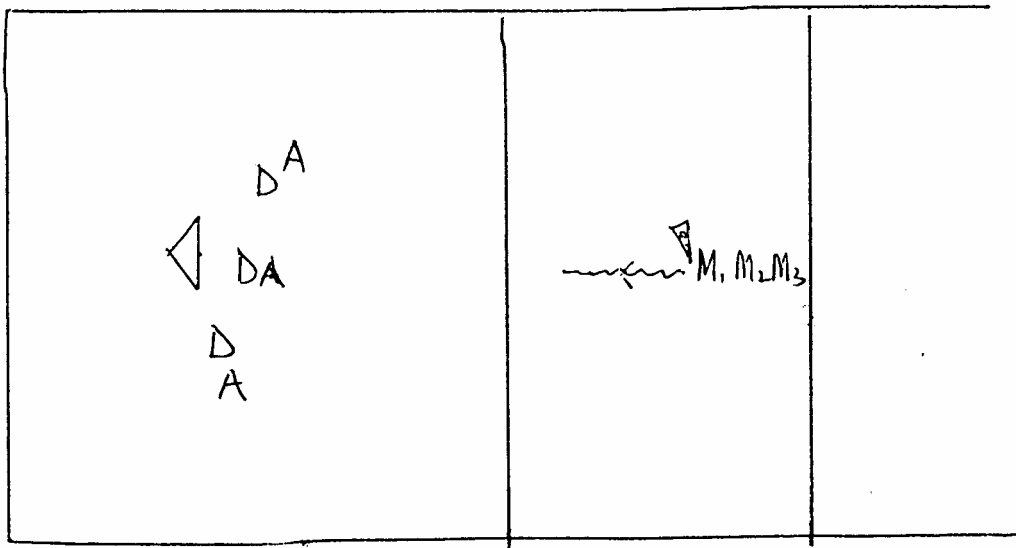
- (i) Each attack player commences play in turn.
- (ii) Scoring attempted only after declared number of passes (3-5); or declared times (20-30-60 secs).
- (iii) Play starts with face-off – team winning possession becomes Attack.

- (B) Extra Man Situations. Fast Break. ½ field competitive Conditioned Game. 3 Attacks – 3 Defenders around Goal area. Midfielders in turn carry ball from halfway line to create extra man attack on goal.

To assess correct movement, positioning, awareness of options for Defenders and Attackers.

Points awarded to Defence for successful prevention of score and to Attack for each goal or opportunity.

After declared number of attempts M's and A's exchange positions and D's rotate.



- (C)** 6 on 6
½ field Competitive Conditioned Game
Same game requirements as 3 on 3 above.

This assesses ability in a team competitive situation. Players should demonstrate good handling skills, effective positioning and movement, good communication and awareness to support team and to create/prevent scoring opportunities.

Conditions:

- (ii) With regular Man on Man Defence.
- (ii) With Pressing Defence.
- (iii) Extra Man 6 on 5. After foul (real or declared by coach).

Play commences with only 5 defenders. Attackers use extra man to create goal or good scoring opportunity. Defenders use zone to counteract attempts.

Coach to vary time penalties and to allow attackers extra attempts before re-admitting player from penalty box.

ASSESSMENT

The candidate is assessed in the selection and application of acquired and developed skills in conditioned competitive situations which focus on:

- passing and receiving;
- attacking or defending.

Assessment is based on performance in a conditioned competitive situation where the candidate performs the acquired and developed skills under pressure in a strategic situation. The level of success of the acquired and developed skills is measured through the movement phases identified below:

- preparation
- execution
- recovery
- results
- overall efficiency

These assessment phases are used in conjunction with the following assessment criteria for the conditioned competitive situations.

The candidate is assessed out of a maximum of 30 marks.

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.

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2567/01

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ASSESSMENT

The candidate is assessed in the selection and application of acquired and developed skills, tactical awareness and behaviour in formal competitive situations which focus on:

- Techniques
- Tactical awareness
- Behaviour

Assessment is based on performance in a formal competitive situation where the candidate performs the acquired and developed skills under pressure in a strategic situation. The level of success of the acquired and developed skill is measured through the movement phases identified below:

- Preparation
- Execution
- Recovery
- Results
- Overall efficiency

These assessment phases are to be used in conjunction with the following assessment criteria for the formal competitive situations – Game activities: Invasion Games banded criteria.

These assessment phases are used in conjunction with the following assessment criteria for the formal competitive situations.

Game Activities: Invasion Games

Unit 2567

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 successful selection and application of more advanced techniques where accuracy, control and fluency remain despite competitive pressures. The candidate introduces strategies at a high level and demonstrates an understanding of tactics to outwit the opposition. Performances in the formal competitive situations are excellent and progress has allowed them to achieve their performance based targets. An excellent level of physical endeavour and sportsmanship is evident combined with flair. National/Regional representation may be an indicator of attainment of this high standard but assessment criteria must still be met.
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 in the game. Under competitive pressure the level of technical accuracy, control and fluency is normally good. The candidate shows a good understanding of the perceptual requirements to perform and introduces a range of tactics and strategies to use successfully against the opposition. Performances in the formal competitive situations are very good and improvement has been such as to allow a high standard of learning and understanding. A high level of physical endeavour and sportsmanship is evident combined with flair. Regional/County representation may be an indicator of attainment of this standard but assessment criteria must still be met.
13-18	Candidate demonstrates a good level of acquired and developed skills that allows for a sound standard of performances in the game. There is a sound level of success in the selection and application of advanced techniques in the game and under competitive pressure the level of accuracy, control and fluency is reliable. The candidate is able to introduce and use tactics and strategies to show a sound understanding of the performance requirements against opposition. Performances in the formal competitive situations are good and improvement reflects satisfactory learning and understanding. A good level of physical endeavour and sportsmanship is evident combined with some flair. District/Area/School/Local club representation may be an indicator of attainment of this standard but assessment criteria must still be met.
7-12	Candidate demonstrates an improving level of acquired and developed skills that allows for an average level of performances in the game. There is an attempt to select and apply advanced techniques in the game 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 formal competitive situations become more consistent and progress has allowed some learning and understanding. A competent level of physical endeavour and sportsmanship is evident combined with a little flair. Representing the school/college but not at first team level may be an indicator of attainment of this standard but assessment criteria must still be met.
0-6	Candidate demonstrates a moderate level of acquired and developed skills that leads to 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 is able to incorporate some tactics and strategies with a limited perception of the requirements of performance. Performances in the formal competitive situations have some consistency with a degree of learning and understanding. A level of physical endeavour and sportsmanship is evident. The candidate plays occasionally in a team.