

TARGET GAMES

Flat Green Bowling

Governing Bodies:

English Bowling Association
Beach House Park, Lyndhurst Road, Worthing, West Sussex. BN11 2AZ
Tel: 01903 820222
www.bowlsengland.com

English Indoor Bowling Association
David Cornwell House, Bowling Green, Leicester Road, Melton Mowbray, Leicester. LE13 0DA
Tel: 01664 481900/1
email: info@eiba.co.uk
www.eiba.co.uk

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 candidates 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 candidates will keep training logs to be used for their Personal Performance Portfolio. This will be monitored by teachers within the Centre.

AS: To standardise the assessment all candidates will be brought together for an initial assessment using the conditioned competitive situations illustrated.

The Head of Department will be involved in this initial assessment. From this initial evaluation the strengths/weaknesses will be discussed with each candidate and they will be asked for their input. An action plan for each candidate will then be formulated, initiated by themselves. This information will be recorded in their 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 candidates throughout this period. Assessment marks will be recorded by the department after each assessment.

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 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 bowls. During all skills practices the candidates will use the correct equipment for the activity. All practices will be carried out with due regard to 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 flat green bowling 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 bowling experiences. Movement and mechanical analysis discussed in class could then be applied to the different types of shots in bowling. Candidates will have their own experiences of the impact of bowls 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 bowling experience develops. There will be a constant link for the application of theory to the candidates bowling experiences. Flat green bowls can fill the Portfolio requirements readily.

Flat green bowls 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 bowling can be applied; the application of the information processing model to the candidates own bowling experiences; the most effective conditions for learning to take place; the status of bowling 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 bowling; competition effects on the bowling performer. These are just a few ways in which bowls 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 bowling.

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

APPENDIX 1

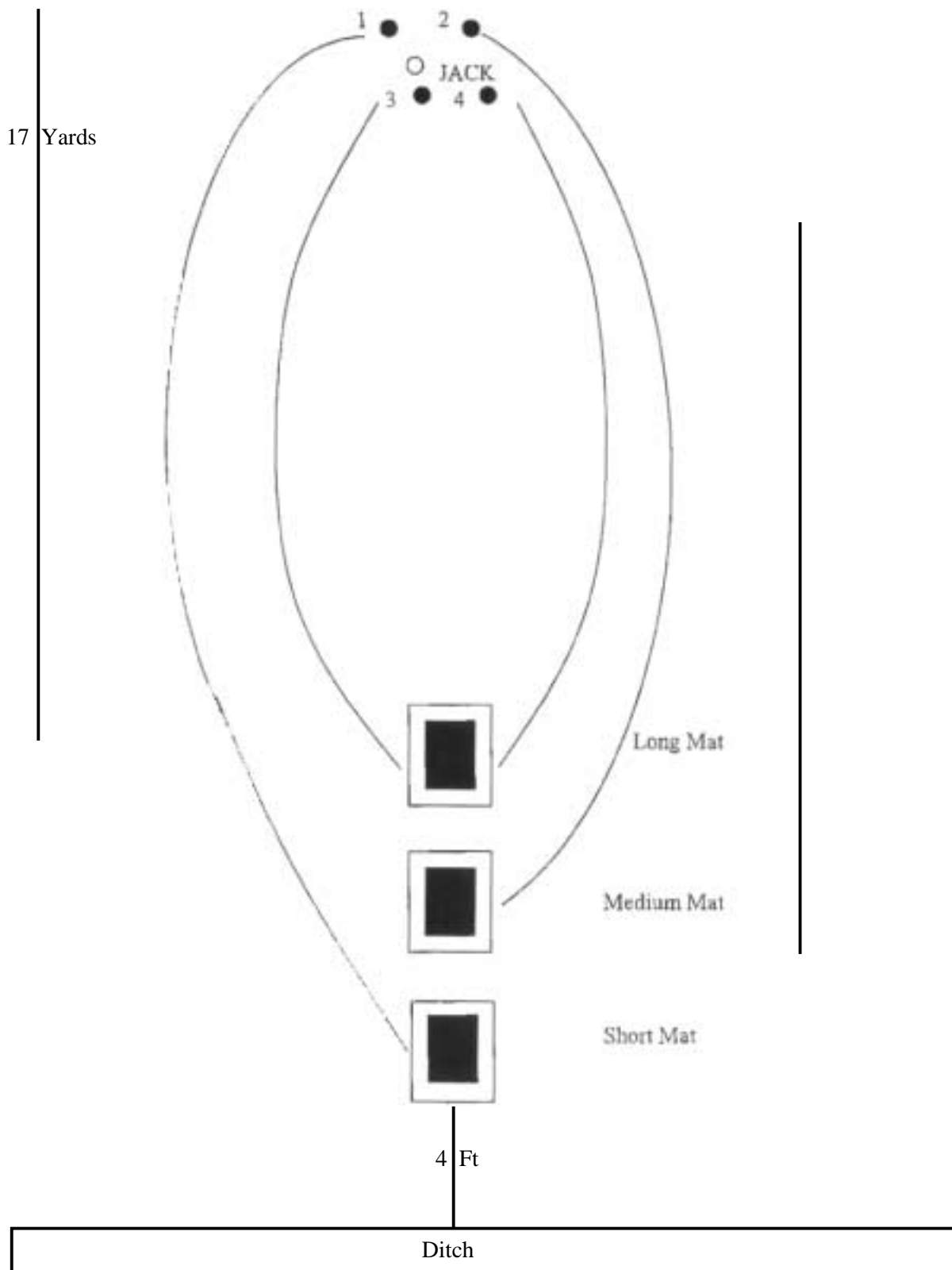
CONTROLLED COMPETITIVE SITUATIONS

EFFECTIVE PERFORMANCE

Using three mats four bowls each, both leads play alternately as follows:

- 1st bowl – backhand from long mat
- 2nd bowl – forehand from medium mat
- 3rd bowl – backhand from short mat
- 4th bowl – forehand from long mat

No successive bowls are played either from the same mat or on the same hand.

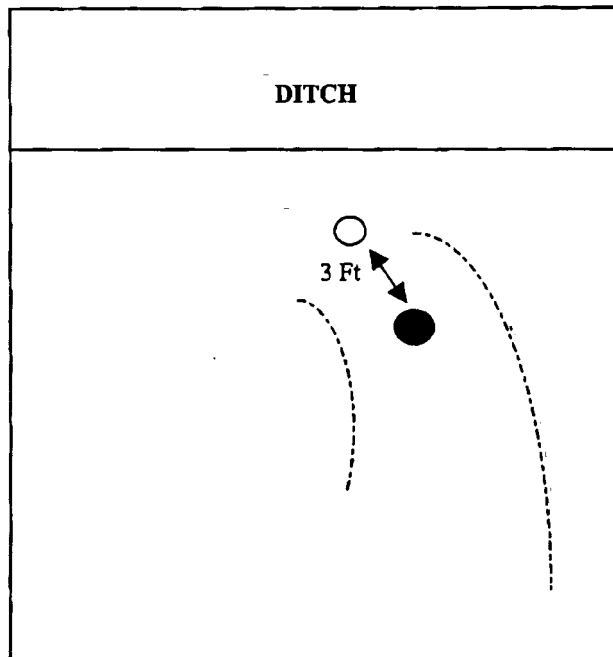


Keeping the good hand

The object is to find a path to the Jack both outside and inside a blocking bowl.

In this 'Solo' practice place a space bowl in the good hand two to three feet short of the Jack.

The object is to give your skip as many bowls out of four closer to the Jack than the space bowl trying to play two on the outside line and two inside.



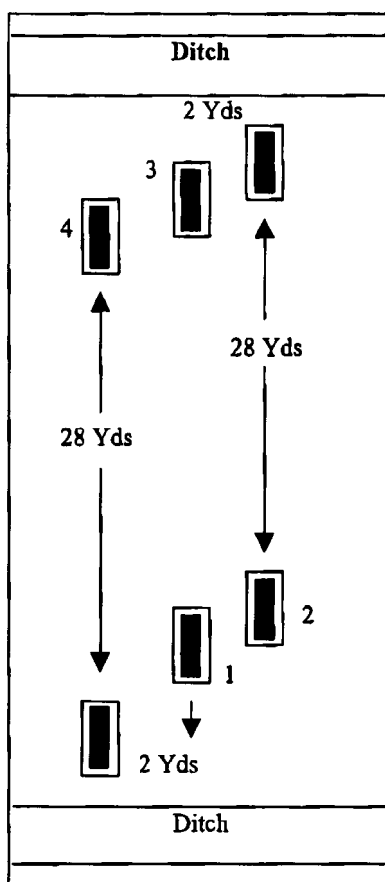
Delivering the Jack

Two leads use two jacks each with four mats laid on rink in the formation as shown. Points are scored as per normal for bowls. The jack finishing nearest the target mat with each player scoring for a jack that finishes on the target mat.

- First End** Each lead casts alternately from mat 1-3, then from mat 2-3
Second End Each casts alternately from 3-1, then from 4-1
Third End Each casts alternately from 1-4, then from 1-3
Fourth End Each casts alternately from 3-2, then from 4-2

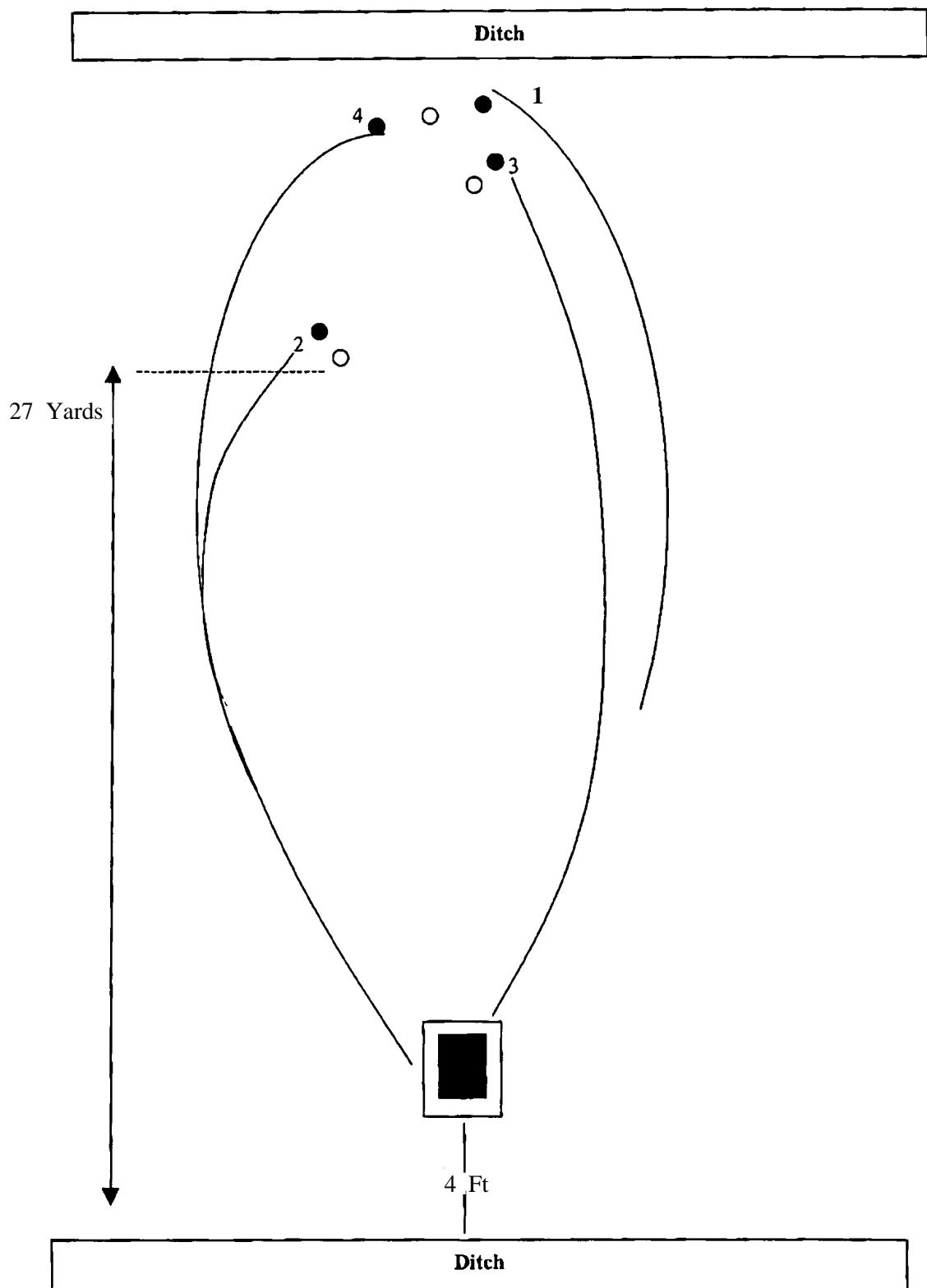
Cycle can be repeated as required giving all combinations both ways of long/short mats and long/short jacks.

MOVE MATS AS REQUIRED



Varying Hand and Length

Here, two leads practice competitively against each other with radical adjustments. At the finish of the end one shot could be scored at the short and medium jacks and two shots on the long jack. Use four bowls each delivering alternately.



- 1st Bowl - Forehand to long jack
- 2nd Bowl - Backhand to short jack
- 3rd Bowl - Forehand to medium jack
- 4th Bowl - Backhand to long jack

No successive bowls are played either on same hand or to same length.

Target Games: Flat Green Bowling**Unit 2564**

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 in 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.

Target Games: Flat Green Bowling**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 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. Performance in the formal competitive situations have been 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 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 formal competitive situations have been 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 has been 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 have been 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 have 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 has been 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.