

## **INVASION GAMES**

### **Korfball**

**Unit 2564 (AS)**

**National Governing Body:** British Korfball Association (BKA)  
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### **STANDARDISATION**

Some assessment and standardisation will take place out with the Centre. The Head of PE will work with clubs and national coaches.

The candidate will be working on this activity within her club with club coaches and at National Squad training. 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 her Personal Performance Portfolio. The Head of PE will monitor this.

**AS:** To standardise the assessment, 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/A2 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 Korfball. 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 Korfball 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 Korfball experiences. Movement and mechanical analysis discussed in class could then be applied to the different types of passes in Korfball. Candidates will have their own experiences of the impact of Korfball in their schools/community/nationally and be able to discuss related 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 Korfball experience develops. There will be a constant link for the application of theory to the candidate's Korfball experiences. Korfball can fill the portfolio requirements readily. Korfball 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 processed model to the candidates own Korfball experiences; the most effective conditions for learning to take place; the status of Korfball locally and 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 Korfball; competition effects on the Korfball performer; and the development of Korfball performer; and the development of Korfball in the UK. These are just a few ways in which Korfball 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 Korfball.

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

## **APPENDIX 1**

# **CONTROLLED COMPETITIVE SITUATIONS EFFECTIVE PERFORMANCE**

## **KORFBALL**

# INVASION GAME

## Korfball

### Conditioned Competitive Situations – Effective Performance

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

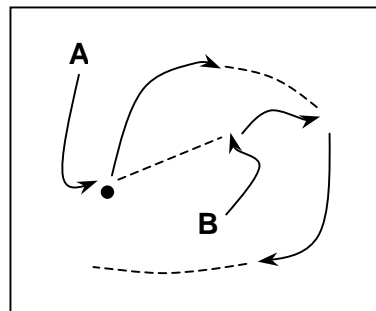
- Passing and Receiving
- Attacking and Defending

#### Drill One

In pairs short and long passes within grid using:

- Two handed chest pass
- One handed shoulder pass
- One handed underhand pass
- One handed overhand pass

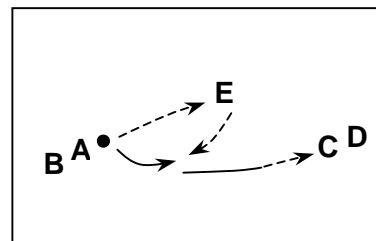
**A** starts with ball, **B** moves and receives pass.  
**A** moves and receives pass etc.  
 Vary passes and obey footwork rules.



#### Drill Two

In 5s, variety of passes to control player, move to receive, return pass and pass to head of opposite queue i.e.

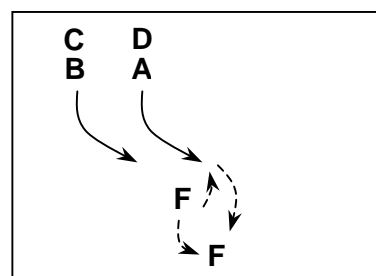
A → E → A → C  
 C → E → C → B  
 B → E → B → D



#### Drill Three

In pairs, drill with tactical aspect.

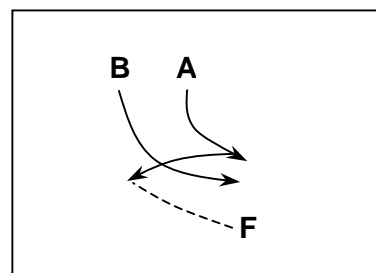
**A & B** run forward as a pair.  
**A** to receive pass from feeder (**F**).  
**B** to intercept, **A** returns pass to feeder.  
 Next pair, **C & D**, repeat.



*Progression:*

If **B** gets into position to intercept,  
**A** makes reverse move to lose **B**.

In all passing/receiving drills use appropriate passes and vary jump/running/stationery reception.



## **Attack and Defence**

Half court 4 v 4 game. Full rules and gender marking to apply.

*Defence to concentrate on:* Prevention of goals by effective positioning between attacker and goalpost thereby denying a shot.

Interception of the ball in order to take defensive initiative.

*Attack to concentrate on:* Keep possession by continually passing around until a player is free and a scoring chance is created.

Creation of space by movement patterns using feints, agility, starting, stopping and change of pace.

| 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 appropriate strategies and demonstrates an understanding of tactics to outwit the opposition. Performances in the conditioned competitive situations are 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 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 conditioned competitive situations are very good and improvement are 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 is 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 are 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 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.   |