

## **GAME ACTIVITIES: Invasion Game**

### **Ice Hockey**

**National Governing Body:** Ice Hockey UK  
The Galleries of Justice, Shire Hall, High Pavement, Nottingham  
NG1 1HN

### **STANDARDISATION**

Assessment and standardisation will take place at an appropriate venue. The students will be working on this activity within their clubs with their respective coaches. The Head of Department will meet with each club coach to explain the assessment criteria for AS / A2 level. At their club students will keep training logs to be used for their Personal Performance Portfolio. This will be monitored by teachers within the Centre.

### **ASSESSMENT**

**AS Level:** To standardise the assessment all students will be brought together for an initial assessment using the conditioned competitive situations illustrated, *Appendix 1*, and the Head of Department will be involved with 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. 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. Assessment marks will be recorded by the department after each assessment. The Head of Department will accompany the coach at all assessments.

**A2 Level:** The effective performance for A2 students will take place at the club also using the criteria set by the Board. Standardisation will take place by the Head of Department 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 for Ice Hockey. All practices will be carried out with due regard for safety at all times and correct protective equipment/clothing will be worn. Students will be aware at all times of the importance of safety, e.g. the importance of a warm up and cool down and the need to stretch fully.

## Personal Performance Portfolio

All aspects of the Personal Performance Portfolio can be met by Ice Hockey 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 Ice Hockey experiences. Students will have their own experiences on the impact of Ice Hockey in their 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 Ice Hockey experience develops. There will be a constant link for the application of theory to the students' Ice Hockey experiences.

We feel that Ice Hockey complies with the criteria for AS/A2 and can fulfil the criteria for the activity Profile of an invasion game. Details for the conditioned competitive situations and effective Performance can be found in *Appendix 1*.

## **GAME ACTIVITIES: Invasion Game**

### **Ice Hockey**

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 skill 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 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 candidates 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 improvements 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 is 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.

**APPENDIX 1**

**CONDITIONED COMPETITIVE SITUATIONS (AS)**

**EFFECTIVE PERFORMANCE (A2)**

**ICE HOCKEY**

## GAME ACTIVITIES: Invasion Game

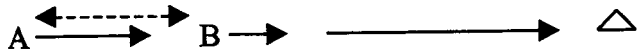
### Ice Hockey

#### Conditioned Competitive Situation Exemplars

Passing and receiving

1 In 2s, static, pass to each other forehand and backhand.

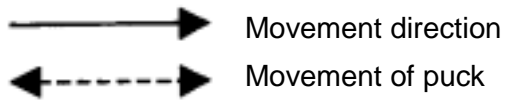
2 In 2s



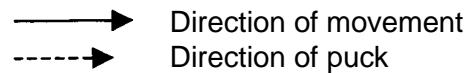
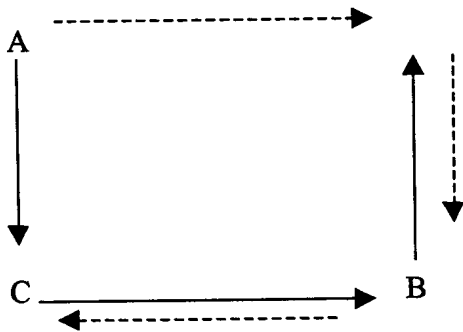
Player A moves forward

Player B moves backwards

Players keep passing to each other until  is reached, then reverse direction



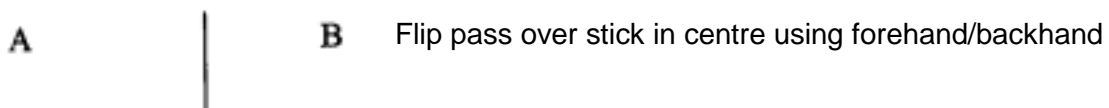
3 In 3s - Level passing (working in a square)



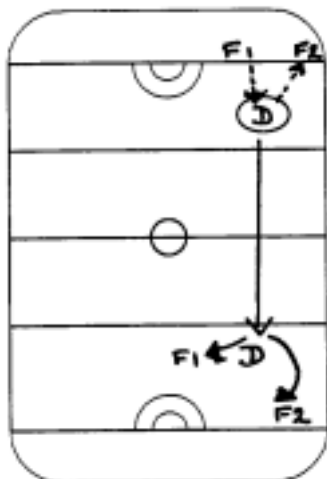
- A can only pass level
- B moves forward to receive pass
- B can only pass level
- C moves forward to receive pass
- C can only pass level
- A moves forward to receive pass

4 Flip pass - forehand and backhand

Static in 2s



## 5 Attacking 2v1



F1/F2 with puck

D Defenceman in face off circle

F1 to D

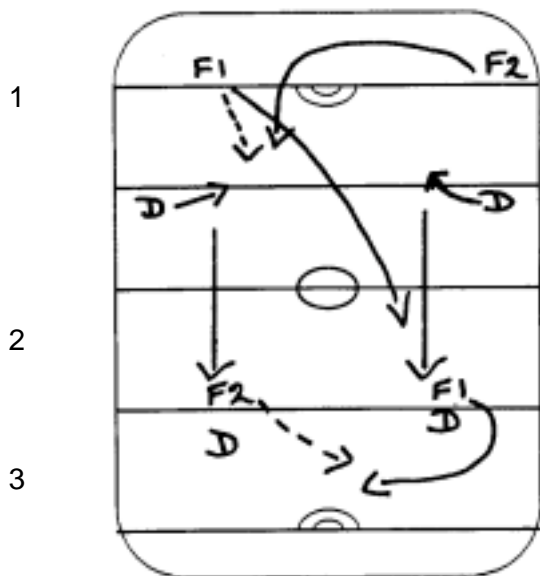
D to F2

F 1 & F2 work together, passing down rink until in a position when F 1 goes to centre to shoot

Or

F2 goes wide (down boards) player not shooting drives to the net

## 6 Defending 2v2



Two forward players F1 & F2 Two Defencemen D

1. F1 with Puck

F2 skates round back of net to receive pass from F1

Defencemen take on one player each and work backwards

2. D try to give F bad shooting angle (ie force player wide)

3. F 1 tries to get into good position to receive pass and shoot

Man to Man marking

Middle rink - poke check

Boards - body check

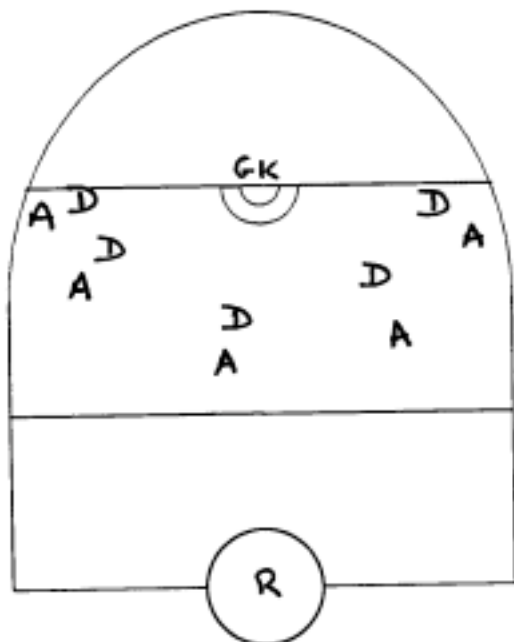
It is likely that these situations will be small sided in relation to the 'normal' team size.

## 7 6 v 5 Conditioned

Play restricted to half rink

One player restricted to circle on centre line (R)

Goalkeeper not included in team numbers but is on defending side



R – Restricted player must stay within circle

D – Defence man

A – Forward player

Candidates are assessed in the selection and application of the acquired and developed skills within:

- Passing and receiving
- Attacking and defending

This assessment takes into account the candidate's:

- level of accuracy, control and fluency;
- correct selection of technique from the range available;
- consistent success under pressure;
- understanding principles and tactical awareness.

The 'conditions' within the game outlined above can be manipulated or changed to place a different emphasis. However, the conditioned game should always involve the assessment areas identified above. Conditions that could be applied are:

- (a) Defences have to turn sticks upside down;
- (b) The type of shot used;
- (c) The number of passes prior to scoring.



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 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 formal competitive situations are excellent and progress has allowed candidates 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 performance. 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.