

GAME ACTIVITIES: Invasion Game

Roller Hockey

National Governing Body: National Roller Hockey Association
42 Croft Lane, Letchworth, Hertfordshire SG6 1AP

STANDARDISATION

Standardisation will take place away from the centre. The Head of Department will be working with the head coach of Halifax roller Hockey 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. Whilst attending their club, students will keep training logs to be used for their Personal Performance Portfolio. This will be monitored by the 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. The club coach and Head of Department will be involved in this initial assessment. From this initial evaluation, strengths and 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 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 Level: 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 club coach and Head of Department during formal competitive situations i.e. training sessions and 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

I have included in Appendix 2 the N.R.H.A. rule book that has in it all safety procedures for Roller Hockey. At all times the safety procedures will comply with those recommended by N.R.H.A. During all skills practices the students will wear the correct protective clothing and equipment for the activity as safety is paramount. All practices will be carried out with due regard for safety at all times. Students will at all times be aware of the importance of safety i.e. the importance of 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 Roller Hockey.

Section A: Students will be able to identify with 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 Roller Hockey experiences. Movement and mechanical analysis discussed in class could then be applied to the motion of skating and the different types of passes in Roller Hockey. Students will have their own experiences of the impact of Roller Hockey in their schools/community/nationally and be able to discuss related funding, development programmes, etc.

Section B: Students, after their initial assessment, will be able to analyse their strengths and weaknesses and record them. From this they will be able to form an action plan, targetting 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 Roller Hockey experiences develop. There will be a constant link for the application of theory to the students' Roller Hockey experiences. Roller Hockey can fill the Portfolio requirements readily.

Roller Hockey is not only compatible with the Personal Performance Portfolio but can interlink well with Modules 2562, 2563, 2565, and 2566. Movement and mechanical analysis of skating skills and passing can be applied; the application of the information processing model to the students own Roller Hockey experiences; the most effective conditions for learning to take place; the status of Roller Hockey locally/nationally and the effectiveness of the governing body in development of young talent; the energy systems continuum in relation to the energy requirements of Roller Hockey; competition effects on the Roller Hockey performer; and the development of Roller Hockey in the USA and other nations, from school participation to excellence globally. These are just a few ways in which Roller Hockey can interlink with all modules from AS/A2 level.

We feel that Roller Hockey complies with the criteria for AS/A2 and can fulfil the criteria for the activity profile of an invasion game. The details for the conditioned competitive situations and effective performance can be found in *Appendix 1*.

APPENDIX 1

CONTROLLED COMPETITIVE SITUATIONS(AS)

EFFECTIVE PERFORMANCE (A2)

ROLLER HOCKEY

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

- Passing, carrying and receiving
- Attacking and defending

1 Receiving, carrying and passing from front, side and behind on the move, using both sides of stick.

Situation:

Players in line. 2 feeders, side and front. Each player works in turn through 6 pass sequence. Players using both sides of stick to pass and receive ball.

P1 Starts with ball, sprints towards

F2 giving and receiving pass from F1

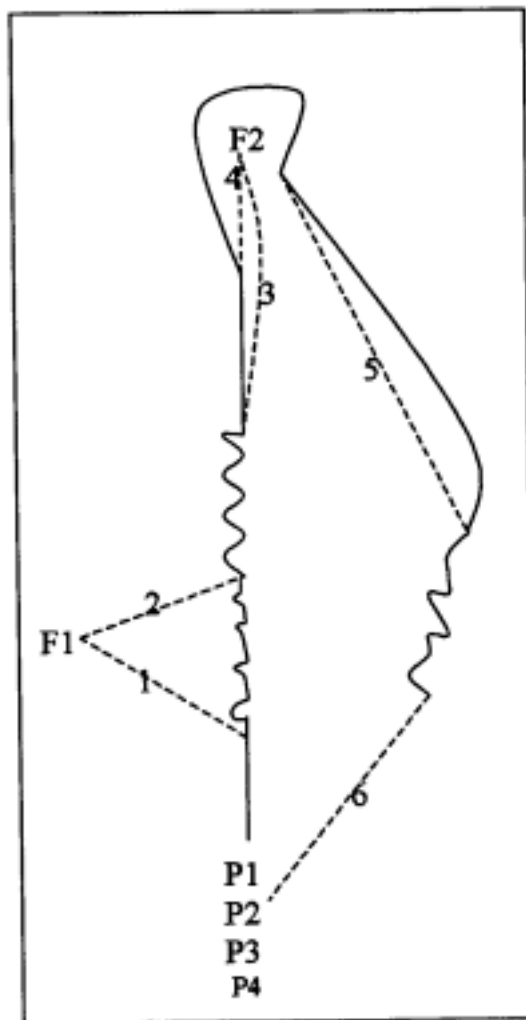
Continues towards F2 exchanging Long front pass

Carries ball around F2, stopping ball for 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 movement, speed, accuracy timing of passes are crucial.
- (ii) Stressing importance of speed of recovery from mishandling.
- (iii) Players become feeders at intervals and in rotation



2 Retrieval of loose ball.

Situation:

Players in two lines either side of F1.

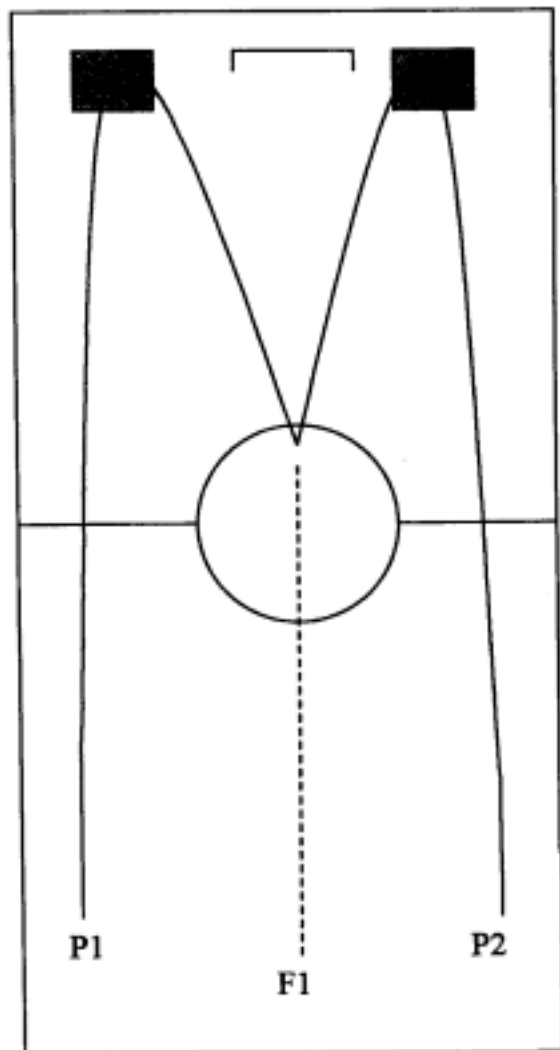
F1 gives a signal to P1 and P2 and rolls the ball along the ground between the two players.

P1 and P2 must skate to the marked area, perform a hockey stop, and then try to reach the ball before their opponent.

Player winning ball may make a shot at goal. Player not winning possession must try to block shot.

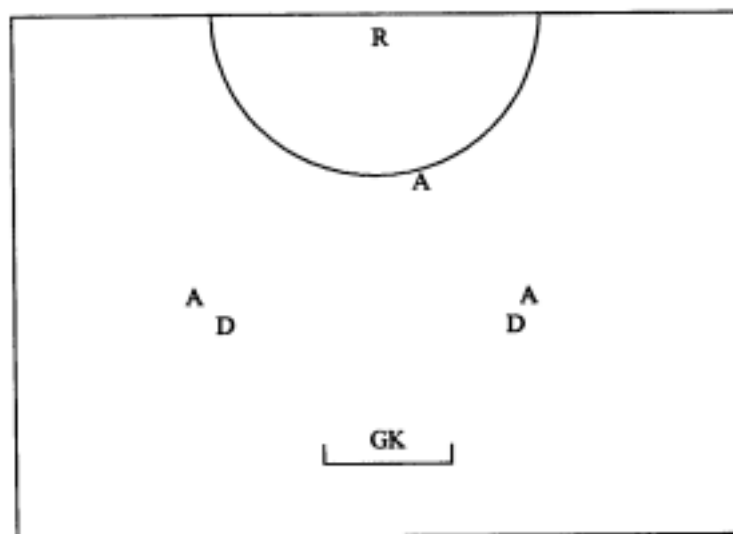
Notes:

- (i) Speed of reactions, legal use of feet, body and stick to protect and gain, prevent and protect possession.
- (ii) Effective use of Hockey Stop to make rapid change of direction.
- (iii) Stress importance of clean possession and quality of control.
- (iv) Points awarded for winning the ball and scoring.



3 Attack and Defence

- Small sided conditioned competitive situation in Roller Hockey - 3v4 half court.
- 1 player is restricted to the halfway line in the centre circle. This player cannot be tackled or closed down.
- Play is restricted to half pitch. Should the ball be put out of play it will be brought back into play by the opposite team.
- Goalkeeper is on the defending side.
- Attacking team can score from anywhere within the half pitch.
- Defending team score by passing the ball to the player in the centre circle.



Attackers start with the ball just behind the halfway line.

Defenders must try to intercept the ball and clear it.

Attackers are awarded 1 point for an attempt at goal and 3 points for a successful shot on goal.

Defenders are awarded 1 point for an interception and 3 points for effectively clearing the ball.

Assessment will take into account the candidates:

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

The conditions of the game above may be manipulated by:

- no tackling;
- the type of pass to be used;
- the number of passes made prior to an attempt at goal.

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Unit 2564 (AS)

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 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.

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Unit 2567 (A2)

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.

Marks	Description
25 – 30	<p>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.</p> <p>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.</p>
19 – 24	<p>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.</p> <p>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.</p>
13 – 18	<p>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.</p>
7 –12	<p>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.</p>
0 -6	<p>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.</p>

APPENDIX 2

FEDERATION INTERNATIONALE DE ROLLER SKATING

RULES OF THE GAME

(If you require a copy of these rules please contact Paul Bonehill at OCR on 01223 552976)