

## **Games Activity: Striking/Fielding**

### **Rounders**

**National Governing Body:** The National Rounders Association  
National Office  
55 Westlands Gardens, Westfield, Sheffield S20 8ES

### **STANDARDISATION**

Assessment and standardisation will take place at the school. The students will be working on this activity within school/centre, as well as within their clubs with their respective coaches, if applicable. The Head of Department will meet with each club coach to explain the assessment criteria for AS/A2 level. In school their club students 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 students will be brought together for an initial assessment using the conditioned competitive situations illustrated, *Appendix 1*, 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. Their final assessment will take place in the same way after an extended period of training in school and within their respective club, if applicable. 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.

**A2:** The effective performance for A2 students will take place at the school/centre also using the criteria set by the Board. Standardisation will take place by the Head of Department during formal competitive situations: training sessions/school/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 rounders. All practices will be carried out with due regard for 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.

## **AS**

### **STRIKING / FIELDING GAMES**

#### **ROUNDERS**

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

- batting or bowling
- fielding

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 criteria for the conditioned competitive situations.

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

# **APPENDIX 1**

## **CONDITIONED COMPETITIVE SITUATIONS (AS)**

### **EFFECTIVE PERFORMANCE (A2)**

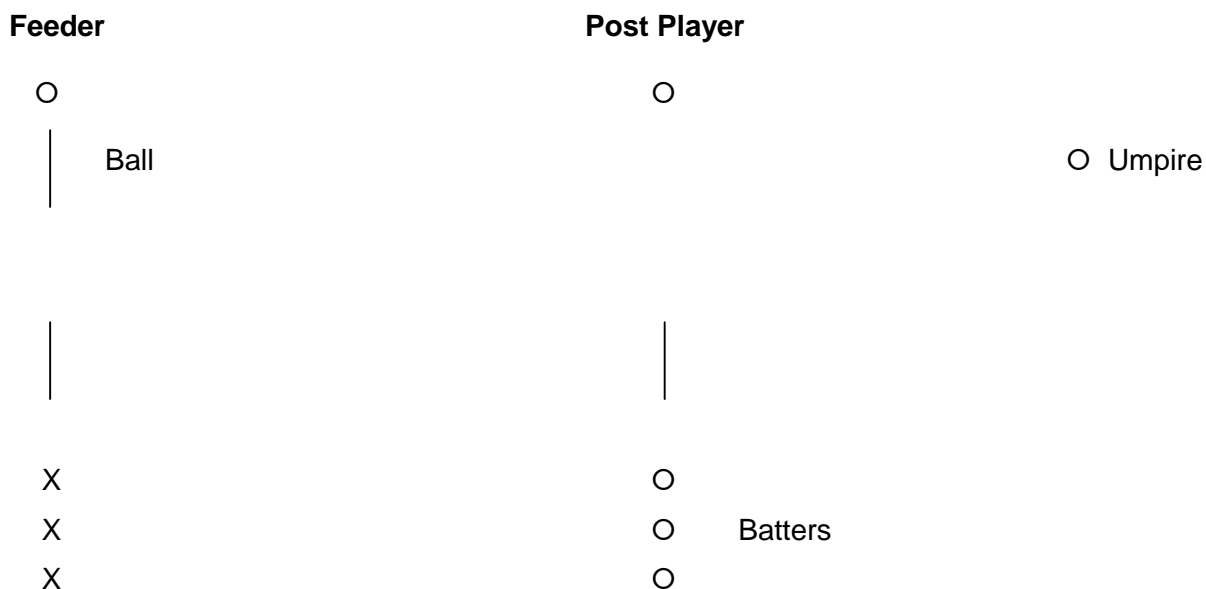
#### **ROUNDERS**

## Striking / Fielding Games – Conditioned Competitive Situation exemplars

### Rounders

#### 1. Fielding

(a) Pick up and throw

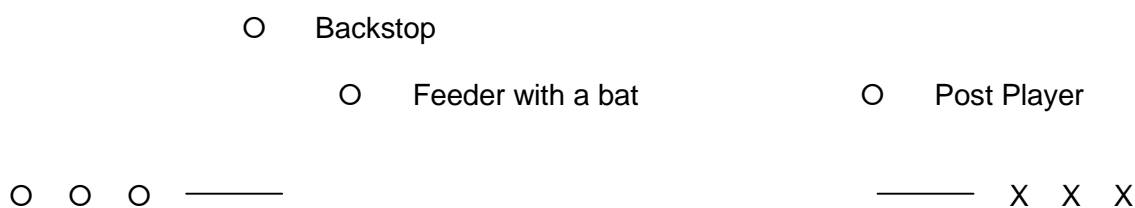


#### Fielders

Feeder rolls ball towards fielder. Fielder runs in, attacking pick up either short barrier or one-handed pick up and throw at post player.

Batter has to hit post before fielder stumps post.

(b) Long barrier fielding and throwing in



Backstop throws ball to feeder who hits ball out between the two fielding lines.

• • • Fielders have to do a long barrier, pick up and throw to the post player.

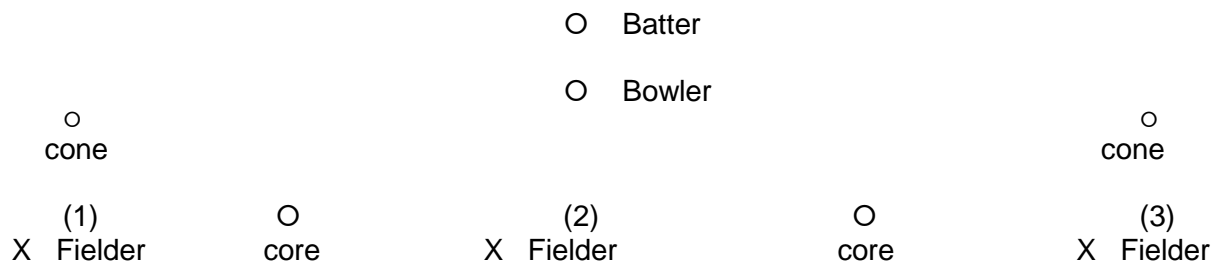
X X X Fielders have to back up • • •

Variation (i) change sides for pick up  
 (ii) ball in air and at varying speeds

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.

## 2. Batting

Batter has target areas for particular hits. Distance and accuracy.



Fielders are placed in target area, who have to return ball to either post or bowler and try to run the batsman out. Batsman scores runs for hitting target area as well as actual runs running to each post.

## 3. Bowling / Backstop / First post

- Batter
  - Bowler
  - First post
  - Bowler
- (a) Bowler bowls ball to backstop who has to throw to first post before batter (passive) runs and makes contact.
- (b) Batter just tries to put bat on ball to make pick-up more difficult.

Fielders are placed in target area, who have to return ball to either post or bowler and try to run the batsman out. Batsman scores runs for hitting target area as well as actual runs running to each post.

## **A2**

### **STRIKING / FIELDING GAMES**

#### **ROUNDERS**

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:

- batting or bowling;
- fielding.

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 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 formal competitive situations.

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 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.</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 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.</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 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.</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 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.</p>
0 –6	<p>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.</p>