

Game Activities: Invasion Game

Inline Skater Hockey

National Governing Body: British Roller Sports Federation Ltd.
Unicorn House, Foundation Street, Ipswich, IP4 1BG

STANDARDISATION

Assessment and standardisation will take place at an appropriate venue. The students may be working on this activity within Centre but more likely within clubs with their respective coaches, if applicable. The person responsible for activity assessment will meet with each club coach to explain the assessment criteria for AS/A2 level, will accompany the coach at all assessments and will be fully involved in the process of assessment. Students will keep training logs to be used for their Personal Performance Portfolio. This will be monitored by teachers within the Centre.

AS Level

To standardise the assessment all students will be brought together for an initial assessment using the conditioned competitive situations. From this initial evaluation the strengths/weaknesses will be discussed with each student. 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/or 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.

A2 Level

The effective performance for A2 students will take place at an appropriate venue also using the criteria set by the Board. Assessment and standardisation will take place 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 as illustrated by the Board.

SAFETY

At all times the safety procedures will comply with those recommended by the British Roller Sports Federation. 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.

ASSESSMENT

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 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 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.

Game Activities: Invasion Game

Inline Skater Hockey

Unit 2567 (A2)

ASSESSMENT

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

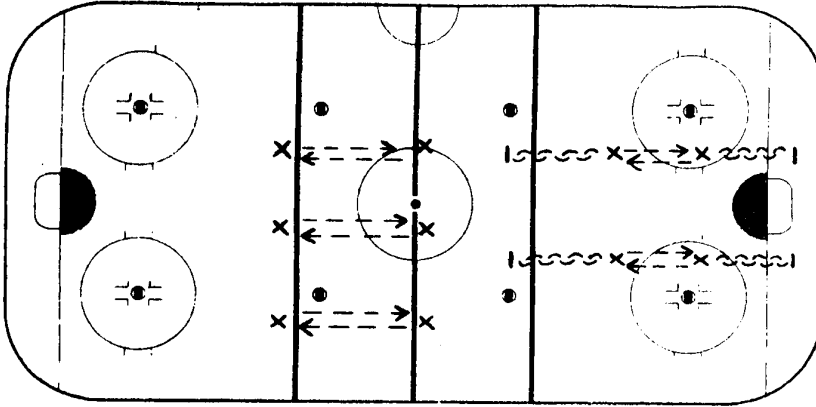
Assessment is based on performance in a formal competitive situation where the candidate performs the acquired and developed skills under pressure in a strategic situation. The level of success of the acquired and developed skill is measured through the movement phases identified below:

- preparation
- execution
- recovery
- results
- overall efficiency

These assessment phases are used in conjunction with the following assessment criteria for the formal competitive situations.

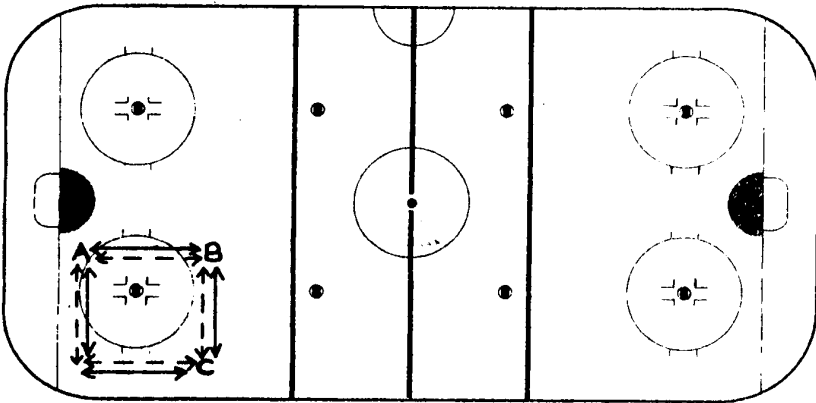
Marks	Description
25 – 30	Candidate demonstrates a very high level of acquired and developed skills that show a consistently high standard of accuracy, control and fluency. There is successful selection and application of more advanced techniques where accuracy, control and fluency remain despite competitive pressures. The candidate introduces strategies at a high level and demonstrates an understanding of tactics to outwit the opposition. Performances in the formal competitive situations are 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 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 performance 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 performance 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.

Conditioned Competitive Situations

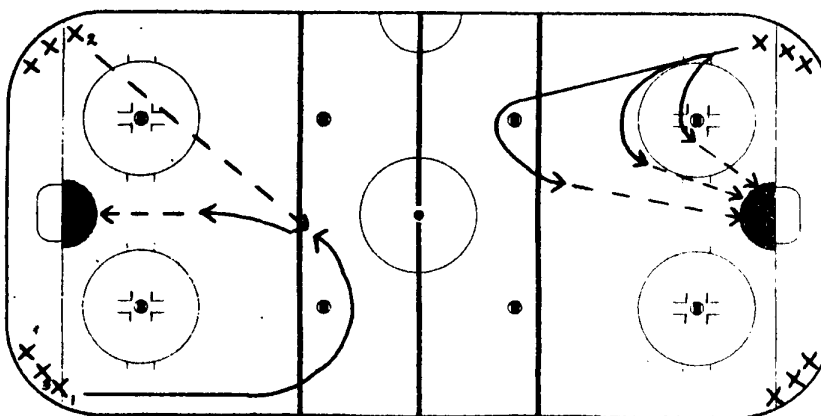


Drill 1: Two players one on the centre line and one on the blue line, pass the puck between them varying from forehand, backhand and saucer pass.

Drill 2: Two players stay approx. 5m apart to do one touch passes on the move. One will skate forward whilst the other is skating backwards. They then stop and change direction.

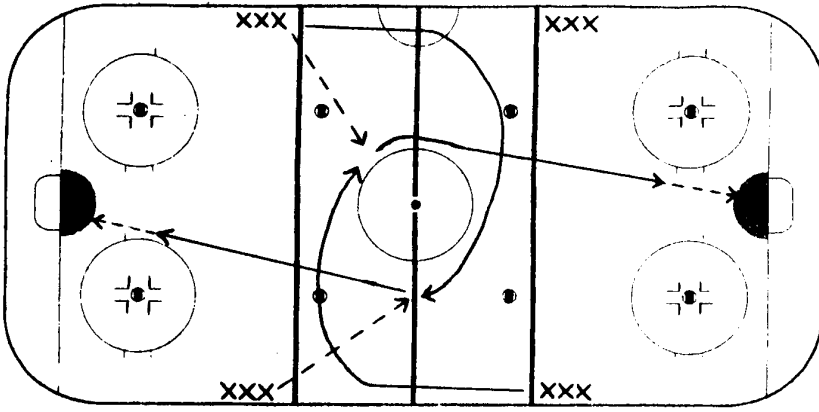


Three players form a square with one corner not taken. They pass along the lines of the square forcing one player to use quick feet and skate into the vacant corner.

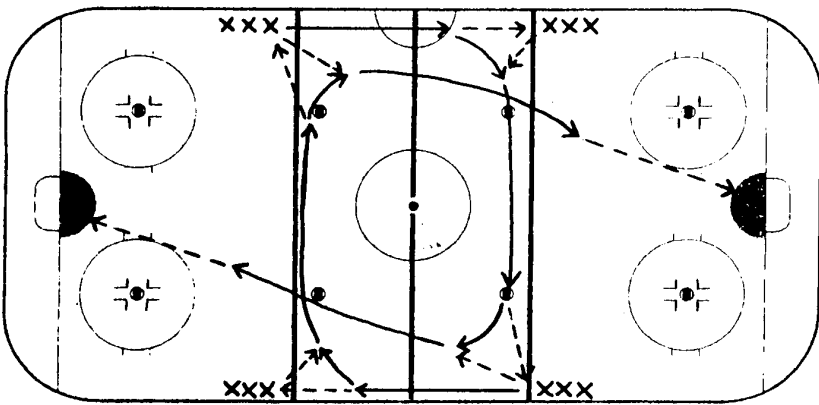


Drill 1: Player (x1) comes out of corner over blue line and curls in receiving a pass from the other corner (x2) and takes a shot. The other corner (x2) then goes when they have made the pass. This player receives the pass from (x3) and so on.

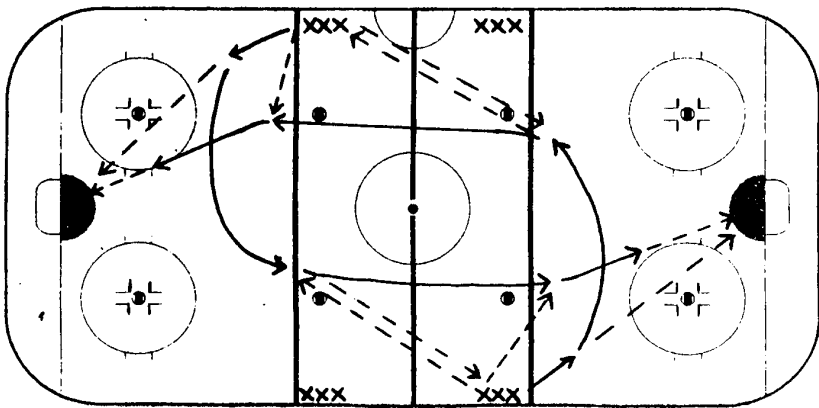
Drill 2: Three players go out of one corner first one goes across the face off dot, second one goes across the top circle and the third one goes over the blue line. They all take a shot in turn. Other corner follow, Vary distance and change corner.



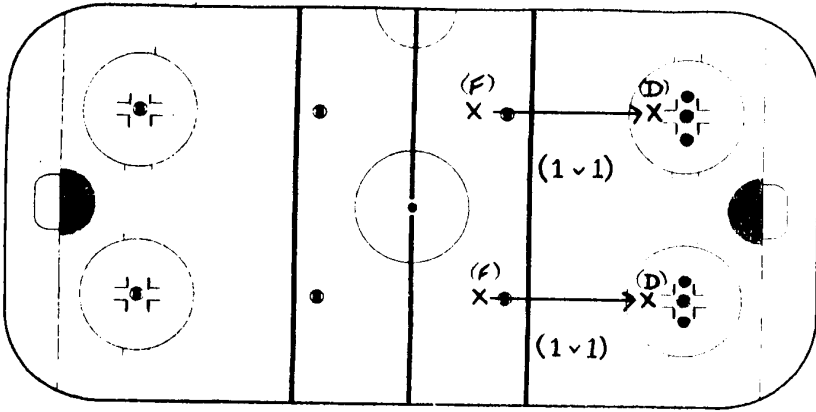
Players on all four corners of the blue line. Opposite corners go together, man skates up the boards round the circle and receives a pass from the opposite corner, then goes in and shoots. Other two corners then go.



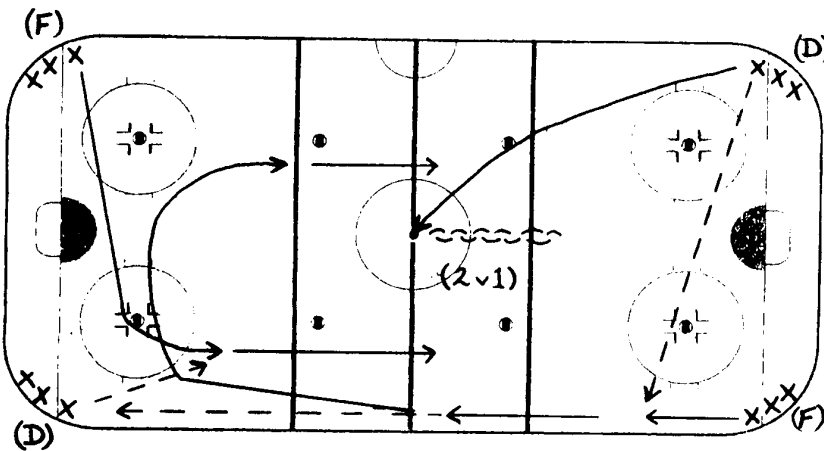
Players on all four corners of the blue line. Opposite corners go together, man skates up the boards with a puck and exchanges passes with the man in queue, then skates across the blue line and exchange passes with man in queue, goes down boards and takes a shot. Other two corners then go.



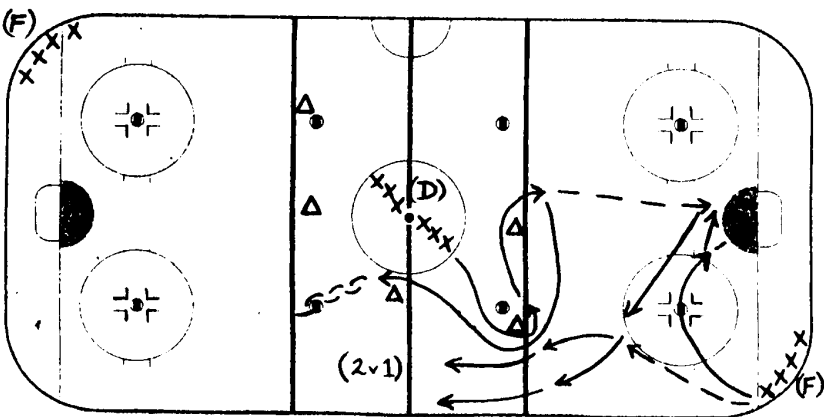
Players on all four corners of the blue line. Opposite corners go together. Man goes just inside blue line and takes a shot he then curls and receives and returns a pass from the opposite corner, and takes a shot. Other corners then go. He skates across other blue line where he receives



Three pucks are placed on both face off dots in one end. Defensemen protect them without a stick. Forwards skate in and try and get one puck at a time. Only when they have scored can they move onto the next puck. Goalenders must be aware of both sides.



Full ice. Defensemen in opposite corners and forwards in opposite corners. Defenseman passes across to forward in the same end who skates hard down the boards and passes to defenseman, he then curls round to opposite wing. Other forward skates across ice and picks up the pass. Defensemen who started the drill will have skated to the centre line and pivoted backwards to create a two on one. Other end then start the drill.



Forward skates over face off dot and takes a shot. Defenseman skates around cones and takes a low shot for the forward to tip in.. Defenseman then skates forward and pivots backwards around cones. Whilst forward receives a pass from his line and skates down the boards. Forward who passed the puck to the first forward joins the play to create a two on one.