

2.10.4 Game Activities

- **Invasion Games**

Association Football

Basketball

Field Hockey

Gaelic Football

Hurling

Netball

Rugby League

Rugby Union

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.

Game Activities: Invasion Games**Unit 2564**

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 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.

Invasion Games - Conditioned Competitive Situation Exemplars

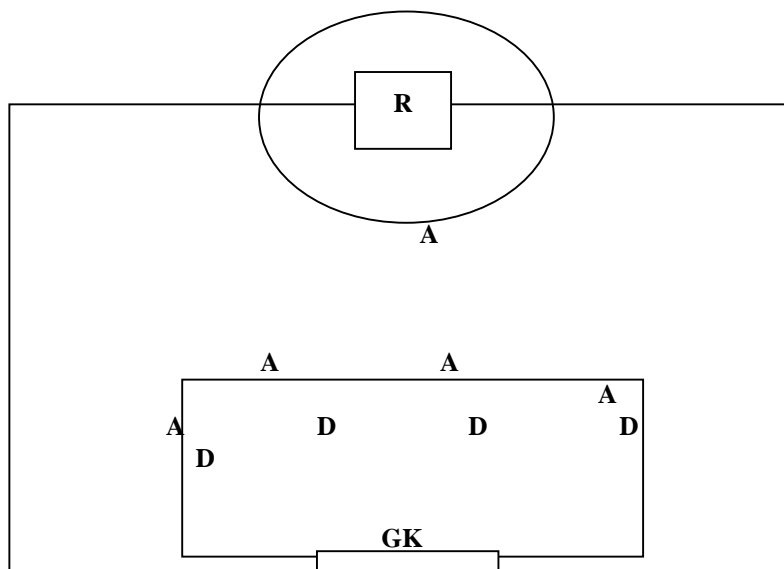
The following are given as suggestions/exemplars of conditioned competitive situations and are not seen as being prescriptive. Centres may devise their own conditioned competitive situations in accordance with the guidelines given in Section 2.5.

Association Football/Hockey

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

Association Football/Hockey 6 v 5

- 1 player is restricted to an area on the half-way line (could be centre circle in football). This player cannot be tackled or closed down.
- Play is restricted to half pitch.
- Goalkeeper is not included in the team numbers but is on the defending side.
- Attacking team can only score from within penalty area.
- Defending team score by passing ball to player in centre circle.



R = Restricted player
D = Defence
A = Attack
GK = Goal Keeper

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

passing and receiving
attacking **or** defending.

This assessment takes into account the candidates':

- 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) no tackling.
- (b) the type of pass to be used.
- (c) the number of passes prior to scoring.

Basketball

Attack 3 v 3

Defence 3 v 3

These two situations can be assessed using the same half-court game.

The team on the attack commences from the mid-courtline. The defending team attempt to prevent a score. The attack is completed on a score or loss of possession. Fouls on a shooter gives this player one free shot. Other fouls by defenders result in the attack starting again.

Attacking team have five attempts then change to defend.

Team membership should be varied over a series of games.

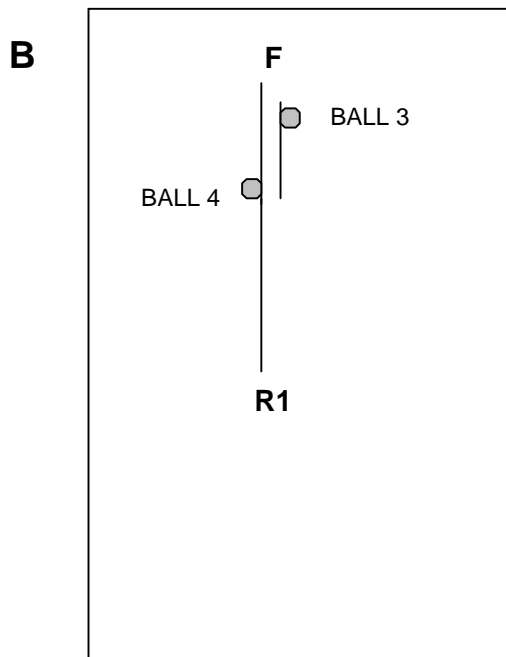
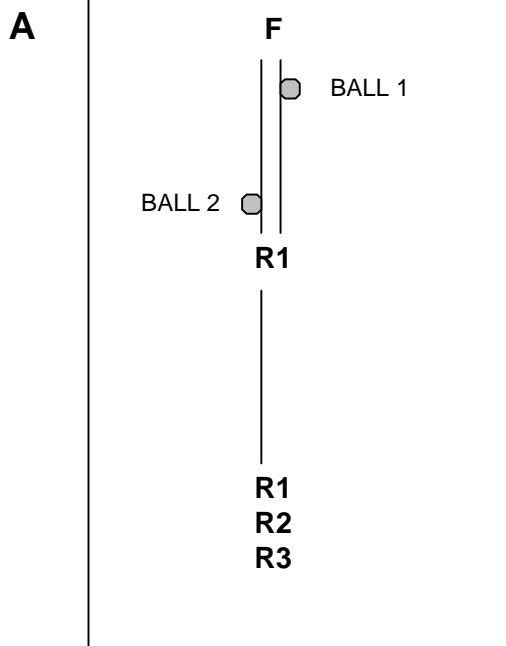
Half court conditioned game

- (i) Player to player defence
- (ii) No pressing defence
- (iii) No zone defence

This assesses ability in a team competitive situation. Wherever possible the candidate should experience playing in each of the three attacking situations: guard, forward and centre in order that their and application of the skills and tactics appropriate to each position can be demonstrated.

Netball

DRILL 1



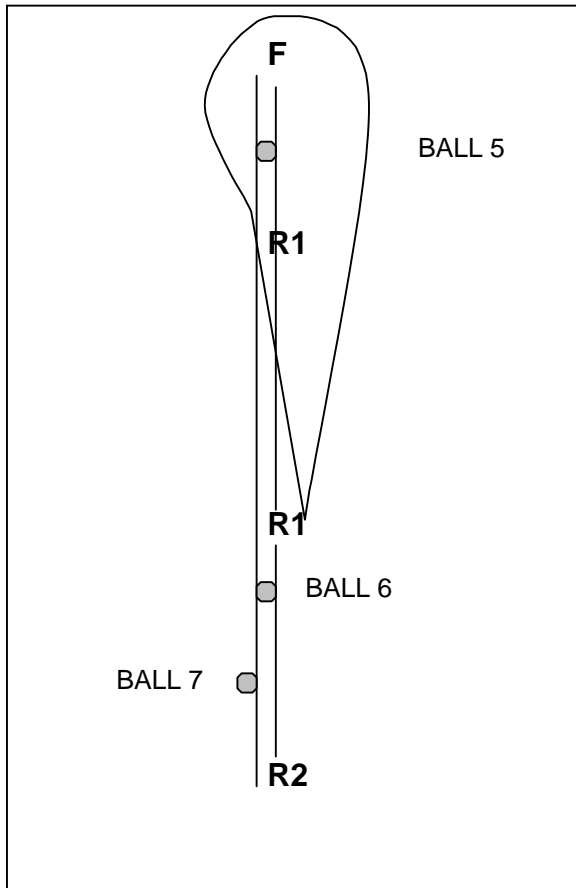
PASSING AND RECEIVING

Conditioned activities to demonstrate the variety and quality of the pass and the opportunity to use different footwork and demonstrate the speed and agility of the performer. Drills to work on and then perform team v team or timed (etc).

A: F pass to just beyond ½ court (ball 1). R1 drives into receive. R1 gives quick ball back to F (ball 2).

B: F now sends a high jump ball (ball3). R1 carries on running forward jumps forward to collect high ball. (can demo volley or right left hand catch). R1 catches and gives quick ball back to feed (can be quick under arm).

C



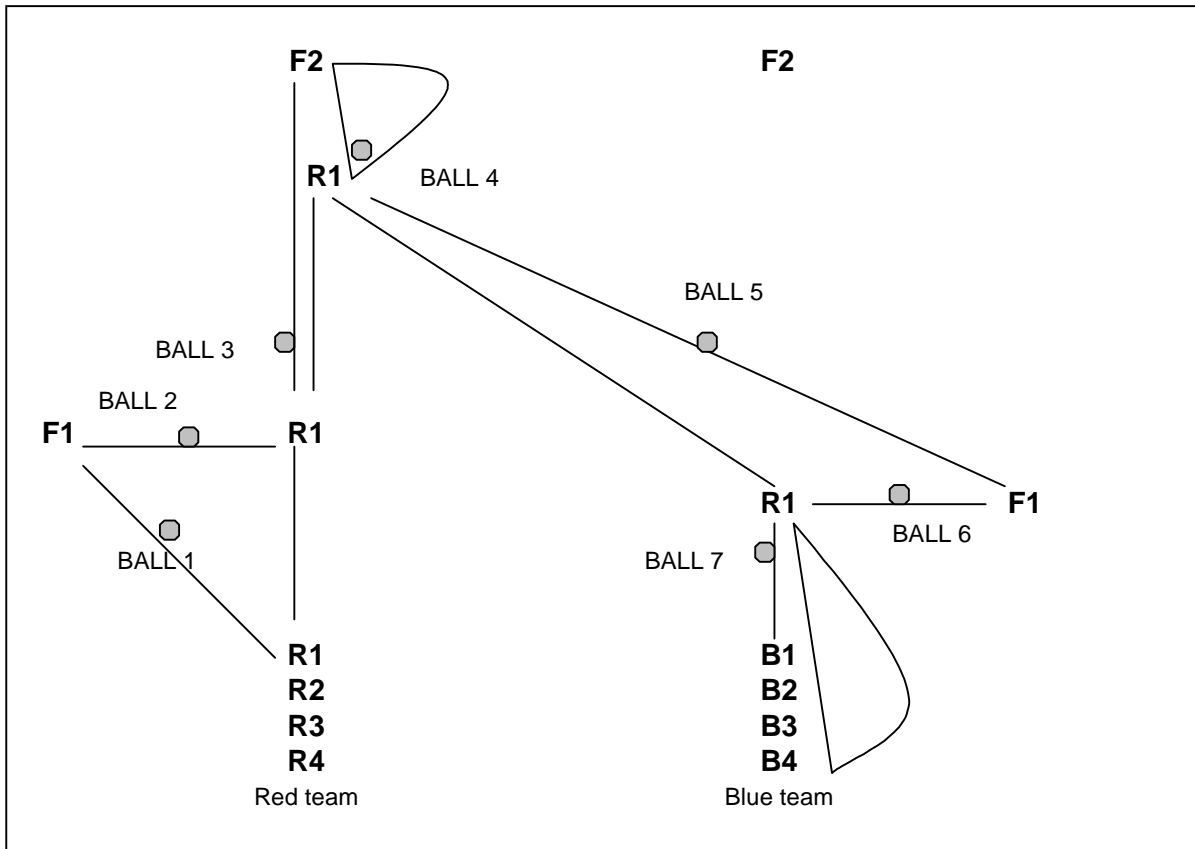
R1 now run around the back of F. F looks for the ball and sprints forward to collect a 'loose' roll (a dropped ball) or a bounce pass from F (ball 5). R1 collects and decides on type of pass to give to R2 (can use rugby ball pick up and underarm) (ball 6). R2 send a long ball back to F to start the process again (ball 7).

Notes

- (i) F remains on the spot all passes straight. Can vary with angle on first ball right or left angle on ball 5.
- (ii) Add competition team v team or time the squad back to start or number of laps in a given time.
- (iii) Number of receives can be 4/5/6.

DRILL 2

2 Teams and 2 balls – explained for 1 team over 2/3 court however both teams must work at the same time.



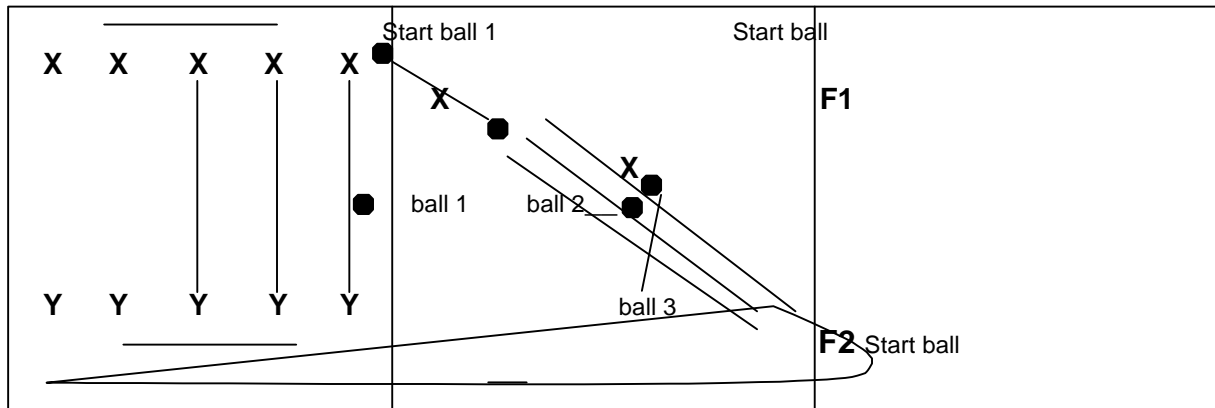
R1 starts with the ball, 2 feeders for each team F1 and F2, R1 gives a quick pass to F1 (ball 1) who is on an angle at the side line. R1 sprints forward and collects a square flat ball from F1 (ball 2). R1 now sends a long straight ball (ball 3) to F2 and R1 sprints forward to approx 1.5 metres away from F2, F2 sends a high jump ball (ball 4) R1 jumps to collect and demos a turn in the air to land and face F1 for opposing team side. R1 sends a diagonal pass to F1 (ball 5). R1 drives on an angle to collect a flat ball from F1 (ball 6). R1 then sends a straight flat ball to blue B1 (ball 7). R1 sprints down line to join opposite queue. Quality of footwork, speed and accuracy of pass are crucial.

Notes

- (i) As R and R2 start they must stay together so it maybe necessary to hold the first pass when it is returned.
- (ii) Condition the game by setting team task of "getting there and back" (if a ball is a bad pass players must be quick to retrieve).

DRILL 3

'3' BALL



1. Starts as above
 - (a) Ball passes from X to Y.
 - (b) X then drives on an angle towards F2 to receive ball 2 from F2
 - (c) X gives a quick ball back to F2
 - (d) X carries on running round F2 and sprints down the side line to join the queue. (there may be no queues when the practice is done at speed).

2. Y gives the ball back to the next player on the X row and also drives across to collect the flat ball from F1. She does exactly the same as X did.

Notes

- (i) The teams should establish a pattern and the 3 balls keep moving
- (ii) Try a high feed from F or a bounce pass.
- (iii) Coach shouts 'change' and the X and Y approaching F1 and F2 change over to become feeders.
- (iv) Use as a team relay or timed 'there and back'.

Half Court Conditioned Games

4 v 4

C-WA-GA-GS
C-WD-GD-GK

(A) Attack

Challenge for the attacking team to get the ball into the circle in:-

- 4 passes
- 3 passes
- 2 passes

If the attackers put the ball out of the court, or if the defence make an interception, take the centre again.

Score out of 10 attempts.

(B) Defence

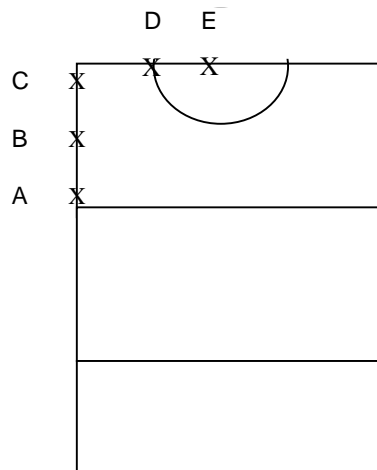
Same activity – however the attacking team must do 8/10 passes before attackers can shoot.

Defence to try person to person defence

- blocking
- zone defence

(C) Attack

Taking a throw from the goal third sideline, backline and goal line.



Attackers take the 'throw-in' from each of the 5 positions marked on both left and right side.

Attackers show movements to:

- create space
- hold space

Score

- (a) the number of times out of the 10 starts that the shooter receives the ball in the circle.
- (b) the number of goals scored out of the ten attempts.

(D) Defence

Defence bring the ball out of the goal third and win a point if they keep possession of the ball and pass it to their own centre who was to receive the ball in their attacking third.

Score a point for:

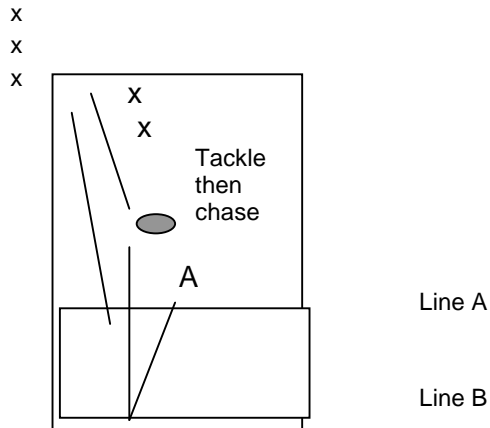
- (a) ten passes;
- (b) ten passes and taking the ball to the sideline.

Rugby League

Defending

1.

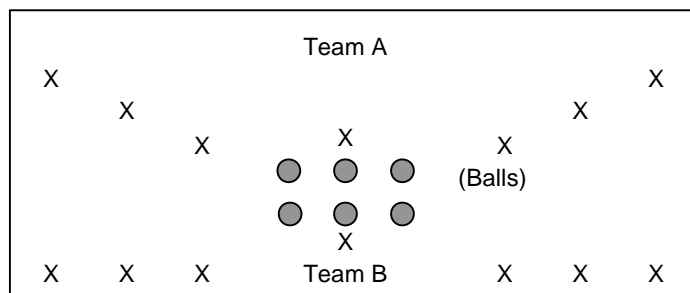
Player A is the defender whose task it is to tackle the other five members of the group in turn. Player A starts from line A, retreats to line B and at this point the attacker commences their run forward. Player A must advance and make the tackle, driving the attacker backwards and then assume marker position and finish with a chase to the end of the grid before repeating the drill with the next attacker.



2.

Two teams line up in opposition 10m apart with six balls placed in the centre position indicated. Team A attacks and retains possession even if they make a mistake. Team B must therefore continually defend. After a set of six tackles the teams return to the start and repeat. All six balls should be used to overload the defence.

A set of cones should mark the defending teams position and coaches should look for the initial upwards movement before commencing a slide.

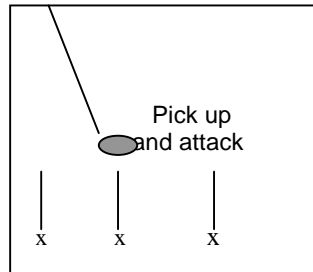


Attacking

1. 3 v 2

Two defenders face three attackers in a 20m grid. The defenders grubber kick the ball towards the attackers who pick it up and commence an attack against the defence, looking for space as they see fit. After a score or an error; attackers become defenders and the drill is a continuous practice.

Grubber
kick



2.

Five players line up at the end of a 20m grid. Each player is numbered one to five and the coach calls out any two of those numbers who become the defenders by racing out to the marked cones, as soon as the defenders reach the cones the remaining three players start their attack attempting to score by any means they see fit.

