

THOMAS REDDALL HIGH SCHOOL - YEAR 10 PDHPE PRACTICAL ASSESSMENT TASK
Soccer 2 – Skills Checklist
Weighting: 10% (Marked out of 15)

Student Information

What am I trying to achieve? (Syllabus Outcomes & Literacy Continuum Markers)

A student:

- 5.4** Adapts, transfers and improvises movement skills and concepts to improve performance
- 5.5** Composes, performs and appraises movement in a variety of challenging contexts
- 5.14** Confidently uses movement to satisfy personal needs and interests

TMA6.1 Transfers and adapts tactics according to purpose to participate successfully across a range of physical activities.

TMa6.2 Evaluates tactics according to purpose to participate successfully across a range of physical activities.

TMb6.1 Assesses the relationship between rules and tactics to create plans for achieving success in physical activities.

TMb6.2 Reflects on and creates new plans that take account of a number of variables (eg. Own team's and opposition's strengths, the effectiveness of previous plans) to succeed in a range of physical activities.

What do I have to do? (Description of Task)

Students will be assessed for their ability in the following foundation and specialised soccer skills:

- Trapping
- Passing
- Dribbling
- Attacking
- Defending

Students will have the opportunity to practice and refine these skills in a range of teaching and learning activities, including modified games.

This assessment will be conducted by the teacher throughout the unit and will conclude at the end of lesson 5.

What do I need to do the task? (Resources)

- Student information sheet
- Knowledge of the rules and skills of Soccer
- Movement skill competence and confidence

How will I be assessed? (Criteria for assessing performance)

Students will be assessed on their ability to:

- Display knowledge and understanding of the rules and skills required to play Soccer.
- Perform movement skills in a variety of challenging contexts.

How will I know how well I've done? (Feedback)

Students will receive written feedback from the teacher on the marking criteria sheet.

How will this help me in future learning in PDHPE? (Future Directions)

- Students will be better able to perform skills in Soccer and will hopefully transfer such skills positively to other Invasion games.

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Marking Guideline

Name: _____

Class: _____

The teacher is to highlight/circle the criteria box which corresponds with the student's ability level. Each criteria box highlighted/circled represents 0/1/2/3 marks towards the assessment total out of 15. To accomplish the skill, it would be expected that students meet the skill process requirement regularly. In some cases the students might meet process requirements across two criteria levels, if this is the case, the teacher is to exercise their professional judgement to determine what criteria level has been adequately satisfied.

	Marking Criteria			
Skills	0	1	2	3
Trapping	No Effort	- Has proper body mechanics - Lines up with the ball	- Can trap and accurate pass - Can block an inaccurate pass up to 1m away - All aspects of Criteria 1	- Successfully uses body traps - Gains control of ball off a long pass - All aspects of Criteria 1 & 2
Passing	No Effort	- Has proper body mechanics - Can pass accurate up to 10m	- Moves ball forward, left and right - Can pass from a dribble - Can pass up to 25m - All aspects of Criteria 1	- Can pass using instep and out-step - Follows up a trap with an accurate pass (two touch pass) - Varies speed and distance - All aspects of Criteria 1 & 2
Dribbling	No Effort	- Has proper body mechanics - Moves ball forward	- Uses tight dribble (1-1.5m) - Moves ball at speed - All aspects of Criteria 1	- Chooses loose or tight dribble at appropriate time - All aspects of Criteria 1 & 2
Attacking	No Effort	- Has proper body mechanics - Faces defenders - Dribbles at defenders	- Can commit a defender towards them - Passes to support players - Can move into space to receive a pass - All aspects of Criteria 1	- Sprints forward after passing (give and go) - Evades defenders - Advances towards goal - All aspects of Criteria 1 & 2
Defending	No Effort	- Has proper body mechanics - Pressures opponent with the ball - Protects space behind other defenders	- Can delay the progress of the attacker - Can challenge for the ball - Can mark an opponent within the vicinity of the ball - All aspects of Criteria 1	- Can win the ball and initiate counterattack - Can intercept a pass - Can cover for beaten defenders - All aspects of Criteria 1 & 2

Total Marks	
1. Trapping	_____ /3
2. Passing	_____ /3
3. Dribbling	_____ /3
4. Attacking	_____ /3
5. Defending	_____ /3
Total:	_____ /15

Skills Grade & Overall Physical Literacy Continuum Clustering														
E			D			C			B			A		
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
End of Year 6 – Cluster 4					End of Year 8 – Cluster 5					End of Year 10 – Cluster 6				
Applies multiple tactics within a physical activity, e.g. shows they have a number of options in a situation to change the way they move Implements tactics which account for the strengths of self and others within a physical activity					Applies multiple tactics appropriately to achieve success within a range of physical activities Transfers tactics across physical activities					Transfers and adapts tactics according to purpose to participate successfully across a range of physical activities Evaluates tactics according to purpose to participate successfully across a range of physical activities				
Recognises similarities and differences between tactics used to achieve specific purposes in physical activities Creates a plan to succeed in physical activity which takes account of individual strengths					Compares tactics and how they can be used across multiple physical activities Creates a plan to succeed in physical activity which takes account of the abilities of self and others					Assesses the relationship between rules and tactics to create plans for achieving success in physical activities Reflects on and creates new plans that take account of a number of variables (e.g. own team's and opposition's strengths, the effectiveness of previous plans) to succeed in a range of physical activities				

Achievement of Outcomes in the Task:

5.4 Adapts, transfers and improvises movement skills and concepts to improve performance			
Not Evident	Working Towards	Achieved	Working Beyond
5.5 Composes, performs and appraises movement in a variety of challenging contexts			
Not Evident	Working Towards	Achieved	Working Beyond
5.14 Confidently uses movement to satisfy personal needs and interests			
Not Evident	Working Towards	Achieved	Working Beyond
TMa6.1 Transfers and adapts tactics according to purpose to participate successfully across a range of physical activities.			
Not Evident	Working Towards	Achieved	Working Beyond
TMa6.2 Evaluates tactics according to purpose to participate successfully across a range of physical activities.			
Not Evident	Working Towards	Achieved	Working Beyond
TMb6.1 Assesses the relationship between rules and tactics to create plans for achieving success in physical activities			
Not Evident	Working Towards	Achieved	Working Beyond
TMb6.2 Reflects on and creates new plans that take account of a number of variables (eg. Own team's and opposition's strengths, the effectiveness of previous plans) to succeed in a range of physical activities.			
Not Evident	Working Towards	Achieved	Working Beyond

Comments:

Mark: ____ **/ 15** **Grade:** ____ **Signed:** _____ **Date:** _____

Tactical Movement Physical Literacy Continuum Cluster : _____