

# THOMAS REDDALL HIGH SCHOOL - YEAR 8 PDHPE PRACTICAL ASSESSMENT TASK

## Soccer 1 – Skills

Weighting: 10% (Marked out of 16)

### Student Information

#### What am I trying to achieve? (Outcomes **Physical Literacy Continuum Markers**)

A student:

- 4.4 demonstrates and refines movement skills in a range of contexts and environments
- 4.5 combines the features and elements of movement composition to perform in a range of contexts and environments
- 4.14 engages successfully in a wide range of movement situations that displays an understanding of how and why people move

**TM a 5.1** Applies multiple tactics appropriately to achieve success within a range of physical activities

**TMa 5.2** Transfers tactics across physical activities

**TMb 5.1** Creates a plan to succeed in physical activity which takes account of the abilities of self and others

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

Students will be assessed for their ability in the following foundational soccer skills:

- Passing
- Trapping
- Dribbling
- Positioning
- Heading
- Shooting

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 7.

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

- Student information sheet
- Knowledge of the 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 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.

**THOMAS REDDALL HIGH SCHOOL - YEAR 8 PDHPE PRACTICAL ASSESSMENT TASK**

**Soccer 1 – Skills**

**Weighting: 10% (Marked out of 16)**

**Marking Criteria**

**Name:** \_\_\_\_\_

**Class:** \_\_\_\_\_

The teacher is to tick/cross for each skill item. Each tick represents having achieved the skill requirement and equals one mark towards the assessment total out of 16. To receive a tick for having accomplished the skill, it would be expected that students meet the skill process requirement regularly.

<b>Passing/Trapping</b>	
<b>Skill Criteria</b>	<b>Satisfies Skill Criteria Yes ✓ No ✗</b>
Can receive and pass a ball to/from an opponent (two touch pass)	
Can pass a ball along the ground to a target using the inside-of-the-foot method over 10m	
Can pass a ball along the ground to a target using the outside-of-the-foot method over 10m	
Can perform a lofted or chip pass to a target over 20m	
Can receive a lofted or chip pass over 20m, using the body to control the ball.	
Can make a pass and follow through to receive another pass off a teammate	
<b>Total:</b>	<b>/6</b>

<b>Dribbling</b>	
<b>Skill Criteria</b>	<b>Satisfies Skill Criteria Yes ✓ No ✗</b>
Can perform a slalom dribble without loss of momentum/control	
Can perform a speed dribble over 20m without loss of momentum/control	
Can dribble to evade defenders	
<b>Total:</b>	<b>/3</b>

<b>Positioning</b>	
<b>Skill Criteria</b>	<b>Satisfies Skill Criteria Yes ✓ No ✗</b>
Can create space and avoid defenders in attack	
Can apply pressure and effect tackles in defence	
<b>Total:</b>	<b>/2</b>

<b>Heading</b>	
<b>Skill Criteria</b>	<b>Satisfies Skill Criteria Yes ✓ No ✗</b>
Can head a ball with forehead when stationary	
Can head a ball with forehead when moving	
<b>Total:</b>	<b>/2</b>

Shooting	
Skill Criteria	Satisfies Skill Criteria Yes ✓ No ✗
Can shoot to score from a 10m set piece	
Can score off one touch when moving from 10-15m	
Can score under pressure close to goal.	
<b>Total:</b>	<b>/3</b>

Total Marks	
1. Passing/Trapping	_____ /6
2. Dribbling	_____ /3
3. Positioning	_____ /2
4. Heading	_____ /2
5. Shooting	_____ /3
<b>Total:</b>	_____ /16

Skills Grade & Physical Literacy Continuum Clustering															
E			D			C				B		A			
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
<b>End of Year 4 – Cluster 3</b>					<b>End of Year 6 – Cluster 4</b>						<b>End of Year 8 – Cluster 5</b>				
Applies a specific tactic to achieve success in a single physical activity, e.g. shows an understanding of when, where and how to move Implements a tactic based on individual strengths within a physical activity					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				
Describes the intent of tactics used in different physical activities Identifies how to modify tactics within the rules to influence achievement or success within a physical activity					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				

#### Achievement of Outcomes in the Task:

4.4	demonstrates and refines movement skills in a range of contexts and environments		
<b>Not Evident</b>	<b>Working Towards</b>	<b>Achieved</b>	<b>Working Beyond</b>
4.5	combines the features and elements of movement composition to perform in a range of contexts and environments		
<b>Not Evident</b>	<b>Working Towards</b>	<b>Achieved</b>	<b>Working Beyond</b>
4.14	engages successfully in a wide range of movement situations that displays an understanding of how and why people move		
<b>Not Evident</b>	<b>Working Towards</b>	<b>Achieved</b>	<b>Working Beyond</b>
<b>TM a 5.1</b> Applies multiple tactics appropriately to achieve success within a range of physical activities			
<b>Not Evident</b>	<b>Working Towards</b>	<b>Achieved</b>	<b>Working Beyond</b>
<b>TM a 5.2</b> Transfers tactics across physical activities			
<b>Not Evident</b>	<b>Working Towards</b>	<b>Achieved</b>	<b>Working Beyond</b>
<b>TM b 5.1</b> Creates a plan to succeed in physical activity which takes account of the abilities of self and others			
<b>Not Evident</b>	<b>Working Towards</b>	<b>Achieved</b>	<b>Working Beyond</b>

**Comments:**

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**Mark:** \_\_\_\_ / 16 **Grade:** \_\_\_\_ **Signed:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Tactical Movement Physical Literacy Continuum Cluster:** \_\_\_\_\_