

## Association Football

Players must participate in conditioned practices and a full-sided competitive game to meet the criteria for the second column. Where it becomes apparent to the teacher that the students are not being given the opportunity to demonstrate their full range of skills in the game, teachers may intervene to create an opportunity (for example permitting defenders to switch sides) or use a conditioned practice (for example a one-on-one, or drill with additional instructions) to allow students to demonstrate their appropriate skills.

<b>The performance of skills and techniques in isolation/unopposed situations</b>	<b>Application of skills, techniques and decision making under pressure during a conditioned practice and conditioned/formal/competitive situation</b>
<p>Candidates will be assessed on any <b>four</b> of the skills listed below when performed in isolation or unopposed practice.</p> <p>Outfield players' skills/techniques:</p> <ul style="list-style-type: none"> <li>• passing (short passes - push pass, instep)</li> <li>• running with the ball (dribbling, feints, step overs)</li> <li>• tackling (block, slide)</li> <li>• heading (attack/defence)</li> <li>• turning with the ball – recycling (Cruyff, drag back)</li> <li>• striking the ball (free kicks, shooting - dominant foot).</li> </ul> <p>OR</p> <p>Goal keeping (if player's chosen position):</p> <ul style="list-style-type: none"> <li>• shot stopping – angles, off line/down line, free kicks</li> <li>• dealing with crosses – high/low</li> <li>• dealing with back passes (keeping possession, long clearances)</li> <li>• kicking (punt, goal kicking)</li> <li>• 1 v. 1, attacker v. keeper – denying space, body position</li> <li>• handling (catching, parry)</li> <li>• distribution (throws, short passes).</li> </ul>	<p>Candidates will be assessed on the quality of appropriate skills, techniques and decision-making processes to meet the challenges during a conditioned/formal/competitive situation (according to the player's position), including using the skills/techniques from isolation/unopposed situations, as well as:</p> <p>Outfield players and goal keeper (where appropriate):</p> <ul style="list-style-type: none"> <li>• receiving the ball and control (first touch, either/both feet, thigh, chest)</li> <li>• jockeying (shadowing ball/player, channelling)</li> <li>• striking the ball (shooting, clearing, long passes)</li> <li>• throw ins – attack defence (short/long)</li> <li>• restarts – attack/defence (corners, free kicks)</li> <li>• contribution to open play: unit formation, specific role – keeping/regaining possession, support (attack and defence)</li> <li>• contribution to set play/moves, e.g. free-kicks, corners, throw ins (attack and defence)</li> <li>• demonstrating communication and influence on team performance</li> <li>• applying the team strategy in open play and set play</li> <li>• decision making</li> <li>• ability to adapt to the environment and changing circumstances (e.g. weather, loss of a player)</li> <li>• adhering to rules, health and safety guidelines, and considering appropriate risk management strategies</li> </ul>

<p><b>The performance of skills and techniques in isolation/unopposed situations</b></p>	<p><b>Application of skills, techniques and decision making under pressure during a conditioned practice and conditioned/formal/competitive situation</b></p>
	<p>OR</p> <p>Goal keeping (if player's chosen position):</p> <ul style="list-style-type: none"> <li>• demonstrating communication and influence on team performance</li> <li>• applying the team strategy in open play and set play</li> <li>• decision making</li> <li>• ability to adapt to the environment and changing circumstances (e.g. weather, loss of a player)</li> <li>• adhering to rules, health and safety guidelines, and considering appropriate risk management strategies</li> </ul>

### Assessment criteria for association football

Level	Mark	Descriptor	Level	Mark	Descriptor
	0	No rewardable evidence		0	No rewardable evidence
1	1-2	<p>Demonstrates an <b>ineffective</b> level of technical accuracy, with little or no precision, control and fluency, when:</p> <p>Skills/techniques:</p> <ul style="list-style-type: none"> <li>• passing (short passes - push pass, instep)</li> <li>• running with the ball (dribbling, feints, step overs)</li> <li>• tackling (block, slide)</li> <li>• heading (attack/defence)</li> <li>• turning with the ball – recycling (Cruyff, drag back)</li> <li>• striking the ball (free kicks, shooting - dominant foot).</li> </ul> <p>Goal keeping (if player’s chosen position):</p> <ul style="list-style-type: none"> <li>• shot stopping – angles, off line/down line, free kicks</li> <li>• dealing with crosses – high/low</li> <li>• dealing with back passes (keeping possession, long clearances)</li> <li>• kicking (punt, goal kicking)</li> <li>• 1 v. 1, attacker v. keeper – denying space, body position</li> <li>• handling (catching, parry)</li> <li>• distribution (throws, short passes).</li> </ul>	1	1-5	<p>Demonstrates <b>ineffective</b> skills, techniques and decision making, with little or no precision, control and fluency, during a conditioned /formal/competitive situation, to include the following.</p> <ul style="list-style-type: none"> <li>• Position-specific skills and techniques performed ineffectively.</li> <li>• Skills and techniques performed ineffectively with inaccurate timing and inconsistent application.</li> <li>• Minimal influence on the performance and motivation of self and others.</li> <li>• Limited communication during the full sided game.</li> <li>• No awareness and use of environmental conditions to benefit performance.</li> <li>• No clear evidence of tactical changes; when seen they are ineffective and inconsistent in response to the opposition’s actions.</li> <li>• No valid attempt to adapt to changes in a competitive situation to dominate opponents.</li> </ul>

Level	Mark	Descriptor	Level	Mark	Descriptor
2	3-4	<p>Demonstrates a <b>basic</b> level of technical accuracy, with little precision, control and fluency, when:</p> <p>Skills/techniques:</p> <ul style="list-style-type: none"> <li>• passing (short passes – push pass, instep)</li> <li>• running with the ball (dribbling, feints, step overs)</li> <li>• tackling (block, slide)</li> <li>• heading (attack/defence)</li> <li>• turning with the ball – recycling (Cruyff, drag back)</li> <li>• striking the ball (free kicks, shooting - dominant foot).</li> </ul> <p>Goal keeping (if player’s chosen position):</p> <ul style="list-style-type: none"> <li>• shot stopping – angles, off line/down line, free kicks</li> <li>• dealing with crosses – high/low</li> <li>• dealing with back passes (keeping possession, long clearances)</li> <li>• kicking (punt, goal kicking)</li> <li>• 1 v. 1, attacker v. keeper – denying space, body position</li> <li>• handling (catching, parry)</li> <li>• distribution (throws, short passes).</li> </ul>	2	6-10	<p>Demonstrates <b>basic</b> skills, techniques and decision making, with little precision, control and fluency, during a conditioned/formal/competitive situation, to include the following.</p> <ul style="list-style-type: none"> <li>• Position-specific skills and techniques performed basically.</li> <li>• Skills and techniques performed basically with inaccurate timing and inconsistent application and multiple errors, with misjudgements.</li> <li>• Basic influence on the performance and motivation of self and others.</li> <li>• Rarely communicates during the full sided game and with little impact.</li> <li>• Attempts to respond to environmental conditions but without success.</li> <li>• Any tactical changes are ineffective and inconsistent in response to the opposition’s actions.</li> <li>• Attempts to adapt to changes in a competitive situation to dominate opponents, but with little success.</li> </ul>

Level	Mark	Descriptor	Level	Mark	Descriptor
3	5–6	<p>Demonstrates a <b>competent</b> level of technical accuracy, with some precision, control and fluency, when:</p> <p>Skills/techniques:</p> <ul style="list-style-type: none"> <li>• passing (short passes - push pass, instep)</li> <li>• running with the ball (dribbling, feints, step overs)</li> <li>• tackling (block, slide)</li> <li>• heading (attack/defence)</li> <li>• turning with the ball – recycling (Cruyff, drag back)</li> <li>• striking the ball (free kicks, shooting - dominant foot).</li> </ul> <p>Goal keeping (if player’s chosen position):</p> <ul style="list-style-type: none"> <li>• shot stopping – angles, off line/down line, free kicks</li> <li>• dealing with crosses – high/low</li> <li>• dealing with back passes (keeping possession, long clearances)</li> <li>• kicking (punt, goal kicking)</li> <li>• 1 v. 1, attacker v. keeper – denying space, body position</li> <li>• handling (catching, parry)</li> <li>• distribution (throws, short passes).</li> </ul>	3	11–15	<p>Demonstrates a <b>competent</b> level of skills, techniques and decision making, with some precision, control and fluency, during a conditioned/formal/competitive situation, to include the following.</p> <ul style="list-style-type: none"> <li>• Position-specific skills and techniques performed competently.</li> <li>• Skills and techniques used competently with some accurate timing and consistency of application, but with errors.</li> <li>• Some influence on the performance and motivation of self and others.</li> <li>• Some communication during the full sided game with some impact, but inconsistent in places.</li> <li>• Attempts to respond to environmental conditions, but with little success.</li> <li>• Tactical changes are sometimes effective but inconsistently applied in response to the opposition’s actions.</li> <li>• Attempts to adapt to changes in a competitive situation to dominate opponents, with some success.</li> </ul>

Level	Mark	Descriptor	Level	Mark	Descriptor
4	7-8	<p>Demonstrates a <b>good</b> level of technical accuracy, with precision, control and fluency, when:</p> <p>Skills/techniques:</p> <ul style="list-style-type: none"> <li>• passing (short passes - push pass, instep)</li> <li>• running with the ball (dribbling, feints, step overs)</li> <li>• tackling (block, slide)</li> <li>• heading (attack/defence)</li> <li>• turning with the ball – recycling (Cruyff, drag back)</li> <li>• striking the ball (free kicks, shooting - dominant foot).</li> </ul> <p>Goal keeping (if player’s chosen position):</p> <ul style="list-style-type: none"> <li>• shot stopping – angles, off line/down line, free kicks</li> <li>• dealing with crosses – high/low</li> <li>• dealing with back passes (keeping possession, long clearances)</li> <li>• kicking (punt, goal kicking)</li> <li>• 1 v. 1, attacker v. keeper – denying space, body position</li> <li>• handling (catching, parry)</li> <li>• distribution (throws, short passes).</li> </ul>	4	16-20	<p>Demonstrates a <b>good</b> level of skills, techniques and decision making, with good precision, control and fluency, during a conditioned/formal/competitive situation, to include the following.</p> <ul style="list-style-type: none"> <li>• Good position-specific skills and techniques.</li> <li>• Good skills and techniques, with mostly accurate timing and consistency of application, but with minor errors and misjudgements.</li> <li>• Often able to influence effectively the performance and motivation of self and others, but with minor misjudgements.</li> <li>• Effective communication with good impact during the full sided game, but with misjudgements.</li> <li>• Responds to environmental conditions with some success.</li> <li>• Tactical changes are effective and consistent, but in response to the opposition’s actions.</li> <li>• Adapts effectively but inconsistently to changes in a competitive situation to dominate opponents.</li> </ul>

Level	Mark	Descriptor	Level	Mark	Descriptor
5	9–10	<p>Demonstrates a <b>very good</b> level of technical accuracy, with accurate precision, control and fluency, when:</p> <p>Skills/techniques:</p> <ul style="list-style-type: none"> <li>• passing (short passes - push pass, instep)</li> <li>• running with the ball (dribbling, feints, step overs)</li> <li>• tackling (block, slide)</li> <li>• heading (attack/defence)</li> <li>• turning with the ball – recycling (Cruyff, drag back)</li> <li>• striking the ball (free kicks, shooting - dominant foot).</li> </ul> <p>Goal keeping (if player’s chosen position):</p> <ul style="list-style-type: none"> <li>• shot stopping – angles, off line/down line, free kicks</li> <li>• dealing with crosses – high/low</li> <li>• dealing with back passes (keeping possession, long clearances)</li> <li>• kicking (punt, goal kicking)</li> <li>• 1 v. 1, attacker v. keeper – denying space, body position</li> <li>• handling (catching, parry)</li> <li>• distribution (throws, short passes).</li> </ul>	5	21–25	<p>Demonstrates a <b>very good</b> level of skills, techniques and decision making, with very good precision, control and fluency, during a conditioned/formal/competitive situation, to include the following.</p> <ul style="list-style-type: none"> <li>• Very good position-specific skills and techniques.</li> <li>• Very good skills and techniques, with accurate timing and consistency of application, with few, if any, errors or misjudgements.</li> <li>• Consistently able to effectively influence the performance and motivation of self and others.</li> <li>• Consistent communication during the full sided game with effective impact, with few, if any, misjudgements.</li> <li>• Responds effectively to environmental conditions.</li> <li>• Applies tactical changes effectively and consistently in response to the opposition’s actions, with few, if any, misjudgements.</li> <li>• Adapts effectively and consistently to changes in a competitive situation to dominate opponents.</li> </ul>