



PHYSICAL EDUCATION

PERFORMANCE ASSESSMENT SUPPORT MATERIAL

SOCCER

IMPORTANT INFORMATION

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Assessment of practical student performance in Physical Education

Authentic assessment must include tasks that are worthwhile, significant and meaningful, as well as involve the ongoing process of recording, monitoring and reflection to assist learning, monitor learning, set learning goals and help identify further practice opportunities in order for these to be achieved. Final assessment at the end of a teaching unit on the selected activity may be completed through monitoring of progress together with formalised assessment tasks.

When assessing students' performance in a practical context, a teacher should refer to observation points for individual and game skills in the selected activity.

Assessment of **individual skills**

Observation points for a skill must be taken into account holistically rather than by focussing on a detailed anatomy of its parts before deciding on a mark. It is essential that when assessing individual skills, observations reflect the quality of a student's movement when performing. The teacher must take into account four elements in the demonstration of a skill: consistency; precision; fluency; and control.

Final assessment of the skill performance and level of attainment will be guided by the achievement standards for the appropriate year level as set out by the School Curriculum and Standards Authority.

Breaking of sport specific rules

When students are taught and given opportunities to practise and use various skills in a competitive scenario, the teacher should indicate to the student if a rule is consistently broken while performing the skill, e.g. foul throw. If, at the time of assessment, a student consistently breaks the rules of the sport, but who otherwise performs at a particular standard, should have one mark deducted for each rule that is consistently broken.

Assessment of **game/competition skills**

Tactical situations or problems appropriate to the year group should be identified before assessment of students' performance. This may include defence or offence skills depending on the activity being assessed. Game pressure, pace, skill and intensity of opponent and teammates, playing area, environmental conditions etc. may affect performance and should be taken into account when assessing game/competition skills.

The teacher must take into consideration that contact, or possession, which provide the opportunity for individual skill assessment accounts for only a small percentage of game time. Most game time is spent in movement and performance of tactical/strategic skills 'off the ball'.

Assessment should typically take into account the totality of game play, including the dynamic and changing situations associated with game play, by considering tactical products and processes which form part of the total composition of game/competition performance.

The range of marks or assessment scale will be determined by the teacher but must reflect expected achievement standards for that year group.

Individual skills – marks allocation

A mark is allocated to the level of performance demonstrated consistently for each skill across a variety of practice drills and scenarios.

6	Observation points across all phases of a skill are demonstrated over a number of attempts. Performance is fluent and control of the body and/or the ball is maintained throughout the execution of the skill.
5	Performance consistently reflects the majority of the observation points of a skill and is performed with some fluency. Control of the body and/or the ball is maintained.
4	Performance is mostly efficient with the ability to correct some errors during execution of a skill. The body and/or the ball are controlled during the majority of the performance.
3	Performance is somewhat effective while demonstrating most observation points, occasionally performing each skill with some fluency and control. Overall reflects an adequate skill level.
2	Achieves some success when performing a skill but commits a number of errors with respect to execution and control. Sometimes reflects an adequate skill level.
1	Performs with significant errors and minimal control. Rarely demonstrates an adequate skill level.
0	Minimum skill level is not demonstrated

Individual skills

Heading (attack and defence)

Short pass

Long lofted pass

Throw in

Dribble

Shot

Control – low ball

Control – high ball

Volley

First touch juggle

Goalkeeping

Heading (attack and defence)

Preparation

- Balance in anticipation on the balls of the feet
- Hips and knees are flexed
- Shoulders are square to the path of the ball
- Eyes track the ball
- Torso maintains upright position, not leaning forward or backwards

Execution

- Moves towards the ball if necessary
- Knees extend to initiate jump as the ball approaches
- Arms lift up to assist in getting height, generating power and balance
- Body arches backward from the torso
- Head reaches upward and toward the ball (neck extended) and in the direction where the ball is intended to travel
- Timing – the head ‘meets’ the approaching ball during the forward momentum before the head and torso becomes linear
- Ball contacts on the middle section of the forehead

Completion

- Fluency – the preparation and execution components are completed in sequence
- Upper body continues in the direction of the headed ball

Outcome

- Flight and direction: successfully clears ball from danger zone – defensive
- Flight and direction: towards intended target – attacking

Short pass

Preparation

- Body is balanced in anticipation on the balls of the feet
- The ball is approached with a fluid motion, knees slightly bent with body fluent and balanced
- The supporting foot is placed next to and level with the centre of the ball with knee slightly bent for balance
- Supporting foot facing towards the intended target

Execution

- Supporting leg slightly flexed to provide balance
- Head is down and over the ball
- Kicking leg swings forward towards the centre of the ball
- The foot meets the ball while it is turned to the outside, parallel to the ground with ankle locked (firm)
- Instep makes contact with the ball, striking through the centre of the ball
- Timing of the pass – the foot 'meets' the ball central to the body, i.e. not reaching for the ball

Completion

- Kicking foot follows through in the direction of the pass
- The body still and balanced
- Ball moves rolling along the ground

Outcome

- Ball hits the intended target

Long lofted pass

Preparation

- The ball is positioned between the kicker and the target
- Approach to the ball is made at an angle of approx 30°
- The ball is approached in a fluid and balanced motion
- As the ball is approached the supporting foot reaches toward and is placed next to and level with the centre of the ball. The knee is slightly bent for balance
- The supporting foot faces towards the intended target
- Kicking leg moves toward the ball with knee slightly bent

Execution

- The supporting leg is slightly flexed to provide balance
- The head is over the ball looking towards the intended target
- Kicking leg swings forward towards the bottom part of the ball
- The foot meets the ball while it is turned to the outside, parallel to the ground with ankle locked (firm)
- Instep makes contact with the ball, striking through the centre of the ball
- Timing – the kicking foot 'meets' the ball central to the body, not reaching for the ball

Completion

- Kicking foot follows through in the direction of the kick
- The body still and balanced
- Ball moves toward the target in the air, ideally reaching approximately two metres above the ground at its highest point (this demonstrates the ability to play the 'lofted' pass over the opposition players – technical execution)
- Fluency – the preparation and execution components are completed in sequence

Outcome

- Ball hits the intended target

Throw in

Preparation

- Body is balanced on the balls of the feet
- Hands to be placed slightly behind the ball
- Ball is drawn behind the head
- Head to be upright with eyes facing towards the target
- Shoulders to be square to the intended target

Execution

- Knees are flexed to provide propulsion
- Back extends with arms extended behind the head
- Flexion of upper body causes a slinging motion of arms
- Ball is released from above or just behind the head

Completion

- Upper body follows through in the direction of the throw

Outcome

- Appropriate flight and direction is used to allow teammate to control the ball

Dribble

Preparation

- Ball is positioned close and central to the body
- Dribbling knee is positioned up and over the ball
- Body is balanced
- Head is positioned over the ball
- Body is facing the defender
- Ball is kept central to the body

Execution

- Dribbling foot pushes the ball forward in a controlled manner
- Knee is over the ball as it is touched forward
- Ball is always kept within control-distance of the foot
- Both inside and outside of the foot are used to move the ball forward
- Eyes are kept up to assess further play options
- Player simultaneously dribbles and scans the field

Completion/Outcome

- Player controls the ball and is able to utilise further options

Shot
<p>Preparation</p> <ul style="list-style-type: none"> • Ball is positioned between, or level with the kicker and the target • Ball is approached at a slight angle • Ideally approach is to be no longer than three metres <p>Execution</p> <ul style="list-style-type: none"> • Supporting leg is positioned next to the ball and is slightly flexed to provide balance • Head is down over the ball • Knee and body are positioned slightly over the ball • Arms are out to maintain balance • Shooting leg swings forward with knee flexed, foot extended, ankle firm • Contact is made with the top of the foot (laces) moving through the ball <p>Completion</p> <ul style="list-style-type: none"> • Shooting foot swings ‘through’ the ball along with body weight • Appropriate power is applied to the ball and is consistent with position of goalkeeper <p>Outcome</p> <ul style="list-style-type: none"> • Ball hits the intended target
Control – low ball
<p>Preparation</p> <ul style="list-style-type: none"> • Body is balanced in anticipation on the balls of the feet • Hips and knees are flexed • Body is moved into position behind the path of the approaching ball • Eyes are kept on the ball <p>Execution</p> <ul style="list-style-type: none"> • Receiving foot is turned out, parallel to the ground and slightly raised • Supporting foot is positioned alongside the ball with knee flexed and arms out to maintain balance • Head is over the ball • The centre of the ball is ‘cushioned’ using the middle of the inside of the foot <p>Completion/Outcome</p> <ul style="list-style-type: none"> • Ball is in a position to be used effectively after it has been controlled
Control – high ball
<p>Preparation</p> <ul style="list-style-type: none"> • Body is balanced in anticipation on the balls of the feet • Hips and knees are flexed • Body is moved into position behind the path of the approaching ball • Eyes are kept on the ball • Arms are out to maintain balance • Back begins extension in preparation for contact with the ball <p>Execution</p> <ul style="list-style-type: none"> • Knees are flexed and back is arched to allow ‘cushioning’ of the ball by receiving body part – thigh, knee, chest or head • Receiving body part relaxes upon impact to ‘cushion’ the ball • Ball is able to be passed to target within a further two touches <p>Completion/Outcome</p> <ul style="list-style-type: none"> • Ball is controlled and brought to ground as quickly as possible and in a position to be used effectively

Volley

Preparation

- Body is balanced in anticipation on the balls of the feet
- Hips and knees are flexed
- Shoulders are square to the path of the ball
- Eyes track the ball to the foot
- Torso maintains upright position, not leaning forward or backwards

Execution

- Move is toward the ball (if necessary)
- Supporting foot is 'planted' before impact with the ball
- Timing – the foot meets the approaching ball with a firm locked ankle
- Ball contact is made with the instep or top of the foot
- Ball is directed to the target
- Body is not leaning back

Completion

- Fluency – the preparation and execution components are completed in sequence

Outcome

- Flight and direction of the ball is consistent with player intentions

First touch juggle

Preparation

- Body is balanced on the balls of the feet
- Hips and knees are flexed
- Eyes are kept on the ball
- Arms are out to maintain balance

Execution

- Ball is kept off the ground

With the foot

- Contact is made with the top of the foot
- Knee flexes and extends to contact under the ball with some backspin created

With the thigh

- Contact is made with the thigh just above the knee with no spin

With the head

- Contact is made with the upper area of the forehead with no spin

Completion

- Ball is kept under control

Outcome

- Player anticipates and prepares for next option

Goalkeeping

Preparation

- Body is balanced in anticipation on the balls of the feet
- Hips and knees are flexed
- Hands positioned level with the hip
- Eyes tracking the ball

Execution

- Player moves toward the ball if necessary
- Timing of catching the ball – the hands meet the approaching ball at the highest point
- Ball contact made with 'soft (cushioned) hands' positioned in a 'W' shape with thumbs up the centre behind the ball

Completion

- Fluency – the preparation and execution components are completed in sequence

Outcome

- Flight and direction of ball is consistent with player intentions when throwing to a teammate

Game skills		
Tactical problems	OFFENCE	DEFENCE
Use of space	<ul style="list-style-type: none"> • Creates options by moving to areas such as behind a defender or passes to teammate in open position • Leads to open space to create a passing option for a teammate or draw defenders away • Supports teammate with the ball 	<ul style="list-style-type: none"> • Reads play and moves to defend space or opponent • Denies opponent's opportunity to attack
Positioning	<ul style="list-style-type: none"> • Anticipates ball movement and moves to attacking position • Moves to a defensive position when possession is lost 	<ul style="list-style-type: none"> • Anticipates ball movement and moves to defensive position • Blocks opponent's moves • Appropriate guarding/marketing of an opponent who may or may not have the ball • Shows attacking flair in turnovers
Execution	<ul style="list-style-type: none"> • Selects appropriate individual skills such as: <ul style="list-style-type: none"> ▪ dribble to get around opponents or move into open space ▪ pass to teammate with correct timing to an appropriate position ▪ shot with correct timing and appropriate pace and accuracy • Uses ball skills effectively to benefit team tactics • Follows up to be involved in play after releasing the ball 	<ul style="list-style-type: none"> • Uses ball and defensive skills effectively under pressure: <ul style="list-style-type: none"> ▪ clears the ball away ▪ applies a well-timed tackle ▪ prevents the ball carrier from turning toward goal • Follows up to back-up team mates
Decision making	<ul style="list-style-type: none"> • Uses selected skill creatively • Shows evidence of tactical thinking in attacking moves 	<ul style="list-style-type: none"> • Uses selected skill creatively • Shows evidence of tactical thinking in nullifying attack
Subtotal	20	20
Total	40	

Game skills – marks allocation

A mark is allocated to the level of performance demonstrated consistently for each element of offence and defence.

5	Performance is consistent in offence and defence under pressure in a variety of competitive situations. Demonstrates the ability to control play and influence opponent's performance. Selection of movement patterns and skills are effective in achieving the intended outcome.
4	Performance is usually effective in a variety of competitive situations under some pressure. Movement patterns and skills are often effective and achieve the intended outcome.
3	Performance is somewhat effective while demonstrating most components with some success. Overall reflects an adequate level of performance.
2	Achieves some success when performing in a competitive situation but commits a number of errors with respect to execution of skills and appropriate decision making. Sometimes reflects an adequate level of performance.
1	Performs with significant errors with respect to execution of skills and appropriate decision making. Rarely demonstrates an adequate level of performance.
0	Minimum level of performance is not demonstrated