

# Key Stage 3

## Subject Assessment Criteria: Football

Level	Assessment Descriptor	
	Skills	Gameplay
<b>9</b>	<p>Passing/receiving – over shorter and longer distances adding variety e.g. (through ball and crosses effectively) can replicate the correct technique under pressure</p> <p>Dribbling/moving with the ball – in a straight line and changing direction, using the correct technique under pressure to outwit opponents</p>	<p>The quality of technique is maintained for all skills with consistency and fluidity except in the most challenging scenarios, decision making is regularly effective. There may be occasional minor or moderate errors but the student regularly produces the intended results/accuracy. They can officiate a game of football with confidence and can point out when rules are broken and what needs to happen next. They can understand and implement tactics with game play and set plays and can identify strengths and weakness of themselves and others performance providing feedback on how to improve.</p>
<b>8</b>	<p>Shooting – correct technique under pressure, power and regular accuracy using laces and inside of the foot adapting to the situation</p> <p>Tackling and marking – success in tackling, marking and closing down, use of effective jockeying to time a tackle.</p>	
<b>7</b>	<p>Passing/receiving – over shorter and longer distances adding variety e.g. (through ball and crosses effectively) can replicate the correct technique under pressure.</p> <p>Dribbling/moving with the ball – in a straight line and changing direction, using the correct technique under pressure to outwit opponents.</p> <p>Shooting – correct technique under pressure, power and regular accuracy using laces and inside of the foot adapting to the situation.</p> <p>Tackling and marking – success in tackling, marking and closing down, some use of effective jockeying to time a tackle.</p>	<p>The quality of technique is maintained for all skills with fluidity except in the most challenging scenarios, decision making is regularly effective. There may be occasional minor or moderate errors but the student regularly produces the intended results/accuracy. They can officiate a game with some confidence and can point out when rules are broken and what needs to happen next. They can understand and implement tactics and can identify strengths and weakness of themselves and others performance providing feedback on how to improve.</p>
<b>6</b>	<p>Passing/receiving – over shorter and longer distances adding variety e.g. (through ball and crosses effectively) can replicate the correct technique under pressure.</p> <p>Dribbling/moving with the ball – in a straight line and changing direction, using the correct technique under pressure to outwit opponents.</p> <p>Shooting – correct technique under pressure, power and regular accuracy using laces and inside of the foot adapting to the situation.</p> <p>Tackling and marking – success in tackling, marking and closing down, some use of effective jockeying to time a tackle.</p>	<p>The quality of technique is maintained for most skills and maintained under pressure. There may be occasional errors but the student will be able to adapt with different situations. They regularly produce the intended results/accuracy even when under some pressure. They can point out when most rules are broken and what needs to happen next. They can understand and sometimes implement tactics and can identify strengths and weakness of themselves providing information on how improve.</p>
<b>5</b>	<p>Passing/receiving – over shorter and medium distances adding variety e.g. (through ball and crosses) can replicate the correct technique under pressure.</p> <p>Dribbling/moving with the ball – in a straight line and changing direction, using the correct technique under pressure sometimes outwitting opponents.</p> <p>Shooting – correct technique under pressure, some power and regular accuracy using laces and inside of the foot.</p> <p>Tackling and marking – some success in tackling, marking and closing down, some use of effective jockeying.</p>	<p>The quality of technique is maintained for most skills and maintained under pressure. There may be occasional errors but the student will be able to adapt with different situations. They regularly produce the intended results/accuracy even when under some pressure. They can point out when most rules are broken and what needs to happen next. They can understand and occasionally implement tactics and can identify strengths and weakness of themselves providing information on how to improve.</p>
<b>4</b>	<p>Passing/receiving – over shorter and medium distances, can replicate the correct technique under some pressure.</p> <p>Dribbling/moving with the ball – in a straight line and changing direction, using the correct technique under some pressure.</p>	<p>The quality of technique is maintained for some skills and under pressure. There may be occasional errors and the student may be unable to adapt with different situations. They may not produce the intended results/accuracy when under a lot of pressure. They can point out when some</p>

	<p>Shooting – correct technique under some pressure, some power and accuracy using laces and inside of the foot.</p> <p>Tackling and marking – some success in tackling, marking and closing down.</p>	<p>rules are broken and what needs to happen next. They can understand and occasionally implement tactics and can identify strengths and weakness of themselves providing some feedback.</p>
<b>3</b>	<p>Passing/receiving – over shorter distances, can sometimes replicate the correct technique under some pressure.</p> <p>Dribbling/moving with the ball – in a straight line and changing direction, using the correct technique under some pressure.</p> <p>Shooting – correct technique under some pressure, some power and accuracy.</p> <p>Tackling and marking – some success in tackling and awareness of marking.</p>	<p>The quality of technique is maintained for some basic skills and may deteriorates under higher levels of pressure. There may be some errors and the student may be unable to adapt with different situations. They may not produce the intended results/accuracy when under a lot of pressure. They can point out when some rules are broken and what needs to happen next. They can understand and occasionally implement some basic tactics and can identify strengths and weakness of themselves providing some feedback.</p>
<b>2</b>	<p>Passing/receiving – over short distances, can sometimes replicate the correct technique under some pressure.</p> <p>Dribbling/moving with the ball – in a straight line, using the correct technique under some pressure, can add direction.</p> <p>Shooting – correct technique under minimal pressure, may lack power and accuracy.</p> <p>Tackling and marking – often outwitted, some success in tight spaces and some awareness of marking.</p>	<p>The quality of technique is maintained for only basic skills and often deteriorates in challenging practices, decision making may be unsuccessful with opposition. There may be frequent errors and the student may be unable to adapt with different situations. They may not produce the intended results/accuracy. I know some rules of football. They can identify strengths and weakness of themselves providing some feedback.</p>
<b>1</b>	<p>Passing/receiving – over short distances, technique often incorrect under pressure.</p> <p>Dribbling/moving with the ball – in a straight line, often using toes under pressure.</p> <p>Shooting – often using toes, lacking accuracy under pressure.</p> <p>Tackling – often outwitted, some success in tight spaces.</p>	<p>The quality of technique is maintained for only basic skills and often deteriorates in challenging practices, decision making may be unsuccessful with opposition. There may be frequent errors and the student may be unable to adapt with different situations. They may not produce the intended results/accuracy. They know some rules of football. They can identify strengths and weakness of themselves providing some feedback.</p>