

Assessment Criteria for Power Chair Football GCSE Physical Education (5PE02/5PE04)

Skills, knowledge and understanding

Advanced skills developed in structured plays to enable students to perform in the context of the assessment

- Control in pressurised situations: use of chest, thigh, feet and head.
- Passing:
 - Short pass – including use of both sides of the attachment; front of the attachment.
 - Long pass (along the ground) – skills to include use of static spin hit, mobile spin hit and straight o hit.

All students should show an accuracy of pass as well as the ability to “weight the pass”.

- Shooting: power shots (short and long range); spin shots with both side of attachment; first time shots; shooting on the move; penalty kicks and direct free kicks.
- Tackling: block tackle; side tackle.
- Dribbling: Stunning ball; close control; use of either side; feints; changes of pace and direction.
- Jockeying: pressurising and attacking; closing down a player.

Application of advanced skills in a structured game situation providing the basis for the assessment of the individual student

- Pass and go; one touch play.
- Dribbling past an opponent – both sides, feints, close control.
- Pressurised practices and games, eg 3 v 3 or 4 v 4 illustrating spatial awareness; timing – when to drive/pass; judgement – where to drive, which pass.
- Positional sense; support; weighting the pass.

Tactics

- Attack: depth, width and penetration in attack; us of space and timing; mobility; support play; positional sense. Movements of the ball.
- Defence: close marking; lateral running; covering; depth, width and concentration in defence; delay in defence; man to man and zonal marking.
- Set pieces: direct and indirect free kicks.
- Corner kicks.
- Throw-in and goalkeeper’s kicks.

Systems of play.

Laws of the game and their application, including refereeing signals.

2.1.1: Player/participant

0	Performance not worthy of credit
1-2	Passes with some accuracy. Passes will tend to be under or over hit. Eyes taken off ball prior to contact. Shows reasonable skills but the ball is often played too

	<p>far in advance and control is often lost. Appears uncomfortable with the ball at his/her feet. Unable to take place off ball so that it bounces off part of body used to control it. Looks awkward with the ball coming towards them.</p> <p>Participates in games with limited effectiveness. Has difficulty performing basic skills in game situation. Shows uncertainty in comprehending team tactics.</p>
3-4	<p>Passes accurately with correct part of foot. The pass sometimes lacks correct weighting. Shows more basic control and technique. Ball kept within easy reach, but sometimes loses control. Control is dominated by the inside of the foot.</p> <p>Demonstrates control in isolation. Ball pushed forward slightly, ready for the dribble or pass. Some control may fail to remove "pace" from ball. Experiences difficulty with ball coming at differing heights. Starts to become more effective in game situation.</p> <p>May exhibit some individual skills in chosen position although they may be affected by pressures of the game. Will prefer others to take control.</p>
5-6	<p>Passes ball with accuracy while on the move. Demonstrates correct technique and timing while making various passes. Can run at opponent and dribble past on chosen side with close control of the ball and a high rate of success. Able to exercise control with either foot, having judged the pace and direction of oncoming ball. Ability to use chest and thigh as means of control is evident, although ball may not drop as close to feet as desired.</p> <p>Shows some ability to influence game either in attack or defence. Use of skills is evident under pressure. Able to switch quickly from attack to defence and appreciates the main tactics involved.</p>
7-8	<p>Passes ball with accuracy while on the move. Demonstrates different types of pass. Using correct technique and timing – displays accuracy with all types of pass. Shows tight control while dribbling past opponent on either side and is beginning to develop a feint action with the upper body. Able to control with all parts of body and apply this frequently in pressurised competitive situations.</p> <p>Able to exert an influence on game in both attack and defence. Makes few unforced errors and assists team mates. Shows high level of skill and tactical awareness.</p>
9-10	<p>Demonstrates all types of pass with accuracy, good timing and correct pace. Can pass accurately while on the move, with both inside and outside of the foot.</p> <p>Shows high level of balance and ball control when dribbling past an opponent. Able to "wrong foot" opponent using feint to go in one direction and move off in other. Able to control ball with both feet, demonstrating ability to push ball in front of body while moving forward, to create space while controlling the ball.</p> <p>Controls ball effectively with all parts of the body. Creates space as ball is controlled. Exerts significant control over game. Shows outstanding level of skill, tactical awareness and anticipation, making very few unforced errors, even under competitive pressure.</p>

Please refer to the Controlled Assessment Guide for examples of assessment criteria and the detail of information that is required.

Please note that activities designed for candidates with physical disabilities are **not** available to able bodied candidates in the role of player/ participant.