



**PHYSICAL EDUCATION STUDIES**

**Practical (performance) examination 2024**

**NETBALL**

**Marking Key**

Marking keys are an explicit statement about what the examiner expects of candidates when they respond to a question. They are essential to fair assessment because their proper construction underpins reliability and validity.

**Time allocated**

Warm up: 30 minutes

Skills and drills: 60 minutes

**Materials required****To be provided at the venue**

Non-personal equipment required for Netball

**To be provided by the candidate**

Non-marking athletic shoes

**Structure of the examination**

The Physical Education Studies ATAR course examination consists of a written component and a practical (performance) component.

Structure of this practical (performance) examination

<b>Sections and criteria</b>	<b>Marks available</b>	<b>Percentage of total exam</b>
Individual skills		
Skill 1: Lob pass	6	50
Skill 2: 3 feet (0.9 m) recovery	6	
Skill 3: Outside foot land and pivot	6	
Skill 4: Split and re-offer	6	
Skill 5: Shadowing	6	
Conditioned performance	20	50
	<b>Total</b>	<b>100</b>

**Instructions to candidates**

1. You are required to wear clothing and personal playing and safety equipment that is approved for competition by the sport's governing body.
2. Clothing must not identify you, your school, club or achievements, and it is requested that you wear black, navy or a white shirt for the examination.
3. You are required to report to a supervisor to register for the practical examination 40 minutes before your scheduled examination time.
4. Once your attendance has been recorded you will be given a coloured, numbered bib to wear for the examination and you will be directed to a supervised warm-up area.
5. Just prior to the scheduled examination time you will be escorted from the warm-up area to the examination area.

**Skill descriptors**

Although expert markers typically assess skill from a holistic view rather than by focussing on a detailed anatomy of its parts. The following points may be useful to guide Physical Education Studies practical (performance) examination markers in what to look for when marking each skill.

**What is motor skill?**

Motor skill may be defined as the execution of a goal directed action with efficiency, speed, power and accuracy. In Physical Education Studies we are looking mainly for efficiency and accuracy in a smooth coordinated movement. Skills should be performed at a rate that is close to 'game pressure'.

**Descriptors of skill**

In most sport skills, there are three distinct phases i.e. preparation, execution and completion, and a desired movement outcome. Markers will focus on these following four aspects when marking:

1. Preparation phase e.g.
  - Correct grip on implement
  - Positioning (e.g. foot behind fault line, centering in squash, making space in AFL)
  - Balanced posture during wind-up (e.g. backswing, counter-movements)
2. Execution phase e.g.
  - Smooth transition (acceleration) of force from larger muscles to peripheral muscles (coordination – the kinetic chain)
  - Core body control maintained (e.g. trunk, head position)
  - Action in line of movement (movement efficiency)
  - Force/power applied at appropriate time
  - Position of implement controlled throughout
  - Efficient use of energy
3. Completion phase e.g.
  - After execution of action candidate regains position for next action
  - Correct follow-through in kicking, striking skills
4. Movement outcome e.g.
  - Action results in accurate delivery of ball/shuttle to target position, in time as intended etc. On some occasions this will be incorporated in the completion phase.

**Marking**

How do we translate these principles to a marking key? As each sport is so different this generic set of descriptors needs to be interpreted in terms of the physical and skill demands of each sport, its rules and general conduct.

**Breaking of sport specific rules**

A candidate who breaks the rules of the sport, but who otherwise performs at any standard, will have one mark deducted for each rule that is consistently breached.

**SECTION ONE – Skills Performance**

**Skill 1: Lob pass**

**A. SKILL** – combination of four elements of an action i.e. efficiency, smoothness (coordination), accuracy, and rate.

**B. CONTEXT** – game pressure, pace, skill and intensity of opponent, ability of a lead, accuracy of a pass, environmental conditions etc. may affect performance and should be taken into account when marking.

**C. KEY SKILL COMPONENTS**

**Preparation**

- Body is balanced with a stable trunk
- Feet are shoulder-width apart
- Ball is held in two hands with fingers spread wide behind the ball

**Execution**

- Ball is transferred to one hand with arm back behind the shoulder
- Weight is transferred forward with opposite foot to the throwing arm
- Hips, shoulders and leading foot rotate towards the target
- Optimal angle of release to achieve accurate delivery of the pass. Ball is released at its highest point

**Completion/Outcome**

- Ball flight has parabolic trajectory
- Arm follows through. Wrists and fingers extend in direction of the target
- Ball follows appropriate trajectory
- Ball hits intended target

**D. MARK ALLOCATION**

<b>Marks</b>	<b>Observable key skill components described in C: Preparation, Execution, Completion and Outcome</b>
6	Consistently displays all of the selected observation points, performing skills with fluency and precision achieving the desired outcome
5	Demonstrates fluency and control while consistently displaying most of the selected observation points, performance usually achieves intended outcome
4	With some fluency and control, displays most of the selected observation points but achievement of the intended outcome is inconsistent
3	Demonstrates some control and some of the selected observation points, occasionally achieves the intended outcome
2	With some control, displays some of the selected observation points but performance and achievement of intended outcomes are inconsistent
1	Demonstrates minimal control and performance reflects a few of the selected observation points with minimal achievement of the intended outcome
0	Does not demonstrate any of the selected observation points

**Skill 2: 3 feet (0.9 m) recovery**

**A. SKILL** – combination of four elements of an action i.e. efficiency, smoothness (coordination), accuracy, and rate.

**B. CONTEXT** – game pressure, pace, skill and intensity of opponent, ability of a lead, accuracy of a pass, environmental conditions etc. may affect performance and should be taken into account when marking.

**C. SKILL KEY SKILL COMPONENTS****Preparation**

- Adequate transfer of force in the opposite direction
- Strong stride/jump back
- Weight is balanced over two feet
- Hips, knees and ankles are slightly flexed

**Execution**

- Arms are up and in a position appropriate to dictate desired direction of pass
- Weight is balanced on the balls of the feet
- Body leans forward from the hips
- Eyes are up, tracking the ball and play

**Completion/Outcome**

- Repositions quickly to defend attacker's moves

**D. MARK ALLOCATION**

<b>Marks</b>	<b>Observable key skill components described in C: Preparation, Execution, Completion and Outcome</b>
6	Consistently displays all of the selected observation points, performing skills with fluency and precision achieving the desired outcome
5	Demonstrates fluency and control while consistently displaying most of the selected observation points, performance usually achieves intended outcome
4	With some fluency and control, displays most of the selected observation points but achievement of the intended outcome is inconsistent
3	Demonstrates some control and some of the selected observation points, occasionally achieves the intended outcome
2	With some control, displays some of the selected observation points but performance and achievement of intended outcomes are inconsistent
1	Demonstrates minimal control and performance reflects a few of the selected observation points with minimal achievement of the intended outcome
0	Does not demonstrate any of the selected observation points

### Skill 3: Outside foot land and pivot

**A. SKILL** – combination of four elements of an action i.e. efficiency, smoothness (coordination), accuracy, and rate.

**B. CONTEXT** – game pressure, pace, skill and intensity of opponent, ability of a lead, accuracy of a pass, environmental conditions etc. may affect performance and should be taken into account when marking.

#### C. KEY SKILL COMPONENTS

##### Preparation

- Body is upright and trunk is stable
- Knees are slightly flexed
- Lead on 45° angle
- Leading leg and arms extend towards the ball
- Eyes focus on the thrower

##### Execution

- Land on ball of foot of outside leg. Impact is taken through outside foot
- Flexion through the knee, hip and ankle
- Follow with landing of second foot quickly to absorb remainder of forces of landing
- The attacker is to drive onto the ball which is thrown/placed into space
- Fingers are spread with thumbs behind ball, forming a 'W' with index fingers
- Allow force in the ball to assist in taking body around in turn
- Pivot on ball of the outside foot
- Strong through the trunk

##### Completion/Outcome

- Balance is maintained to prevent illegal movements
- Target for next pass is anticipated
- Land on ball of foot of outside leg and follow with landing of second foot, pivot on outside foot and anticipate target for next pass

#### D. MARK ALLOCATION

Marks	Observable key skill components described in C: Preparation, Execution, Completion and Outcome
6	Consistently displays all of the selected observation points, performing skills with fluency and precision achieving the desired outcome
5	Demonstrates fluency and control while consistently displaying most of the selected observation points, performance usually achieves intended outcome
4	With some fluency and control, displays most of the selected observation points but achievement of the intended outcome is inconsistent
3	Demonstrates some control and some of the selected observation points, occasionally achieves the intended outcome
2	With some control, displays some of the selected observation points but performance and achievement of intended outcomes are inconsistent
1	Demonstrates minimal control and performance reflects a few of the selected observation points with minimal achievement of the intended outcome
0	Does not demonstrate any of the selected observation points

**Skill 4: Split and re-offer**

**A. SKILL** – combination of four elements of an action i.e. efficiency, smoothness (coordination), accuracy, and rate.

**B. CONTEXT** – game pressure, pace, skill and intensity of opponent, ability of a lead, accuracy of a pass, environmental conditions etc. may affect performance and should be taken into account when marking.

**C. KEY SKILL COMPONENTS****Preparation**

- Body is upright and trunk is stable
- Knees and hips are slightly flexed
- Shoulders are square and chin is up
- Eyes are on the thrower

**Execution**

- Outside foot is placed strongly on the ground with adequate transfer of force in the opposite direction
- Change of direction is appropriately timed
- Hips turn inside towards the ball
- Force is transferred sequentially through legs, trunk and arms throughout motion
- Strong drives on both leads
- Run on to catch the ball
- Fingers are spread with thumbs behind ball, forming a 'W' with the index fingers

**Completion/Outcome**

- Strong sharp take of the ball in preparation for next pass
- Successful pass of ball to attacker
- Ball hits intended target

**D. MARK ALLOCATION**

<b>Marks</b>	<b>Observable key skill components described in C: Preparation, Execution, Completion and Outcome</b>
6	Consistently displays all of the selected observation points, performing skills with fluency and precision achieving the desired outcome
5	Demonstrates fluency and control while consistently displaying most of the selected observation points, performance usually achieves intended outcome
4	With some fluency and control, displays most of the selected observation points but achievement of the intended outcome is inconsistent
3	Demonstrates some control and some of the selected observation points, occasionally achieves the intended outcome
2	With some control, displays some of the selected observation points but performance and achievement of intended outcomes are inconsistent
1	Demonstrates minimal control and performance reflects a few of the selected observation points with minimal achievement of the intended outcome
0	Does not demonstrate any of the selected observation points

## **Skill 5: Shadowing**

**A. SKILL** – combination of four elements of an action i.e. efficiency, smoothness (coordination), accuracy, and rate.

**B. CONTEXT** – game pressure, pace, skill and intensity of opponent, ability of a lead, accuracy of a pass, environmental conditions etc. may affect performance and should be taken into account when marking.

### **C. KEY SKILL COMPONENTS**

#### **Preparation**

- Body is balanced with feet shoulder-width apart
- Knees are flexed
- Weight is slightly forward over the toes
- Back is upright

#### **Execution**

- Back is to attacker with use of peripheral vision to track opponent
- Positioned to cover half of opponent's body
- Arms are close to the body
- Trunk twists slightly as shoulders open to play
- Chin and eyes are up
- Head is positioned to see both ball and opponent (45°)

#### **Completion/Outcome**

- Small steps with fast feet to shadow player
- Uses slide step to maintain balance
- Receipt of pass and/or movement of opponent is prevented
- Intercepts ball without contacting player

### **D. MARK ALLOCATION**

<b>Marks</b>	<b>Observable key skill components described in C: Preparation, Execution, Completion and Outcome</b>
6	Consistently displays all of the selected observation points, performing skills with fluency and precision achieving the desired outcome
5	Demonstrates fluency and control while consistently displaying most of the selected observation points, performance usually achieves intended outcome
4	With some fluency and control, displays most of the selected observation points but achievement of the intended outcome is inconsistent
3	Demonstrates some control and some of the selected observation points, occasionally achieves the intended outcome
2	With some control, displays some of the selected observation points but performance and achievement of intended outcomes are inconsistent
1	Demonstrates minimal control and performance reflects a few of the selected observation points with minimal achievement of the intended outcome
0	Does not demonstrate any of the selected observation points



**SECTION TWO – Conditioned Performance**

**A. SKILL** – combination of four elements of an action i.e. efficiency, smoothness (coordination), accuracy, and rate.

**B. CONTEXT** – game pressure, pace, skill and intensity of opponent, ability of a lead, accuracy of a pass, environmental conditions etc. may affect performance and should be taken into account when marking.

**C. KEY SKILL COMPONENTS****Offence****(10 marks)****Execution:**

Centre pass following a score, sideline throw-in – attack and defence, back line throw-in – attack and defence and penalty pass/infringement

## Maintaining possession

- Off-the-ball skills – strong leads, reading off front person and vision of options
- On-the-ball skills – passing – chest, shoulder, bounce, overhead, lob pass, catching – 2 hands, ball in space and pivot, outside foot land and pivot, and use of ball fake

**Attacking the Goal Circle:**

## Shooting

- Off-the-ball skills – circle rotations, angled drives, short and sharp drives, space awareness and ability to create space
- On-the-ball skills – quick ball movement, strong hands, run on to the catch and turn quickly and look down court first

## Winning possession

- Off-the-ball skills – defence off the ball, footwork, body management and angle of body
- On-the-ball skills – defence on the ball, 2 hands on intercept and balance

**Using space:**

## Use of Space

- Off-the-ball skills – starting positions and quick transition into attacking position
- Off-the-ball skills – set a screen, 2 leads – split and re-offer, give-and-go, quick, strong drives and timing
- On-the-ball skills – give-and-go, fake and choice of pass/execution

## Creating space:

- Off-the-ball skills – clearing lead, dodge, drive and re-offer and front-cut and back-cut
- On-the-ball skills – fake on pass and choice of pass/execution

**Defence**

**(10 marks)**

**Decision making:**

Defending the opponent

- Off-the-ball skills – ball side defence, shadow, 1-on-1 and first ball defence
- On-the-ball skills – intercept the ball and outlet pass on transition

Defending the Goal Third

- Off-the-ball skills – 1-on-1, double defence, set ups on C-pass, block out, offline, zone defence and offline defence
- On-the-ball skills – hands over pressure, quick footwork – cut off step and rebound, outlet pass

Decision Making

- Off-the-ball skills – communication with team mates, positioning to prevent scoring opportunities
- On-the-ball skills – decisive quick movements, opponents passes are anticipated/intercepted

**D. MARK ALLOCATION**

<b>Marks</b>	<b>Observable key skill components described in C: Use of space, Positioning, Execution and Decision making</b>
9–10	Always demonstrates skills at an exceptional level under pressure
7–8	Consistently demonstrates skills under pressure
5–6	Frequently demonstrates appropriate skills, but not as intense as (7–8)
3–4	Demonstrates adequate skill level
1–2	Demonstrates low level of skill
0	Does not demonstrate minimum skill level

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