



Government of **Western Australia**  
School Curriculum and Standards Authority

## SAMPLE ASSESSMENT TASKS

---

PHYSICAL EDUCATION STUDIES  
GENERAL YEAR 12

---

**Copyright**

© School Curriculum and Standards Authority, 2019

This document – apart from any third party copyright material contained in it – may be freely copied, or communicated on an intranet, for non-commercial purposes in educational institutions, provided that the School Curriculum and Standards Authority is acknowledged as the copyright owner, and that the Authority's moral rights are not infringed.

Copying or communication for any other purpose can be done only within the terms of the *Copyright Act 1968* or with prior written permission of the School Curriculum and Standards Authority. Copying or communication of any third party copyright material can be done only within the terms of the *Copyright Act 1968* or with permission of the copyright owners.

Any content in this document that has been derived from the Australian Curriculum may be used under the terms of the [Creative Commons Attribution-NonCommercial 4.0 Australia licence](#)

**Disclaimer**

Any resources such as texts, websites and so on that may be referred to in this document are provided as examples of resources that teachers can use to support their learning programs. Their inclusion does not imply that they are mandatory or that they are the only resources relevant to the course.

## Sample assessment task

### Physical Education Studies – General Year 12

#### Task 2 – Unit 3 and Unit 4

**Assessment type:** Practical assessment

**Conditions:** the assessments will be completed during Week 8

**Task weighting:** 12.5% of the school mark for this pair of units

---

#### **Skill performance (basketball)**

**(36 marks)**

##### **What you need to do**

Perform the following skills from the School Curriculum and Standards Authority (the Authority) basketball support materials (support materials for practical examinations):

- control dribble
- shot – free throw
- pass (contested)
- lead – wing lead
- offensive stance – triple threat
- defence – on ball containment.

All skills are assessed on a scale of 0–6, taking into consideration the observation points of each skill as outlined in the practical examination specifications.

##### **Resources from the Authority**

- Physical Education Studies Basketball DVD (available from the School Curriculum and Standards Authority)
- Physical Education Studies Basketball support booklet (available at <https://senior-secondary.scsa.wa.edu.au/syllabus-and-support-materials/health-and-physical-education/physical-education-studies>)

##### **Note**

This assessment is a sample only and includes an assortment of basic basketball skills. Teachers are advised to select skills congruent with content that is taught.

## Marking key for sample assessment task 2

### Skill 1: Control dribble

**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 etc., will all affect performance and should be taken into account when marking.

### C. Key skill components

#### Preparation

- feet shoulder width apart (staggered stance)
- knees bent
- straight back
- head and eyes up

#### Execution

- extension of the elbow to create a pushing action
- finger pads used to contact the ball
- ball below waist level at all times
- non-dribbling hand (lead) between waist and shoulder height (parallel to the ground)
- ball contacts the ground adjacent to trail foot (rear)

#### Completion

- ball comes back into the hand at hip height

#### Outcome

- ball possession is maintained

### D. Mark allocation

Mark	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, with performance usually achieving the 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 achieving the intended outcome.
2	With some control, displays some of the selected observation points but performance and achievement of the intended outcome is 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: Shot – free throw

**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 etc., will all affect performance and should be taken into account when marking.

### C. Key skill components

#### Preparation

- body balanced with weight on balls of feet
- eyes focused on the target
- finger pads spread on the ball with elbow under the ball
- knees flexed

#### Execution

- extension of legs to provide vertical lift
- shooting hand under the ball, wrist flexed (90° between forearm and wrist)
- ball raised vertically through line of sight
- arm extension to full elbow lock and wrist snap
- the ball is released just before reaching full leg extension

#### Completion

- follow through position is held with middle three fingers directed at the target until the ball hits the rim
- body rises up onto the balls of the feet and balance is held until the ball hits the rim
- follow through position of arms is held, usually for two counts, or until the ball hits the rim
- ball travels with back spin

#### Outcome

- goal scored

### D. Mark allocation

Mark	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, with performance usually achieving the 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 achieving the intended outcome.
2	With some control, displays some of the selected observation points but performance and achievement of the intended outcome is 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: Pass (contested)

**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 etc., will all affect performance and should be taken into account when marking.

### C. Key skill components

#### Preparation

- offensive stance (triple threat)
- ball gripped strongly with pads of fingers
- overhead: hands on the sides of the ball
- push: one hand behind the ball with fingers up and other hand on the side of the ball with fingers forwards

#### Execution

- recognition of target
- selection of space (over/under defender's arms or overhead) to deliver pass
- elbows are flexed to draw the ball above the head or for a push pass to the side of the body
- force is transferred by stepping toward target, transferring weight to front foot and extending the elbow

#### Completion

- optimal angle of release with appropriate force to reach the target

#### Outcome

- accuracy (ball hits receiver's target hand)

### D. Mark allocation

Mark	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, with performance usually achieving the 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 achieving the intended outcome.
2	With some control, displays some of the selected observation points but performance and achievement of the intended outcome is 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: Lead – wing lead

**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 etc., will all affect performance and should be taken into account when marking.

#### C. Key skill components

##### Preparation

- move is towards the basket with hand closest to baseline raised as a passing target
- come to a stop in the key with baseline foot being closest to the basket

##### Execution

- shoulder of target hand (baseline hand, closest to basket) is rotated in a ‘slashing motion’ towards top of the keyway
- baseline foot is lifted (making opposite foot the pivot foot) and forward pivot towards the top of the keyway (this simulates stepping past the defence to get front position)
- foot is planted, facing top of the keyway and force is transferred from pivot foot to planted foot
- in a low stance, push-off is achieved from the planted foot and lead is out to the wing

##### Completion/Outcome

- front position is achieved
- lead results in a passing option

#### D. Mark allocation

Mark	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, with performance usually achieving the 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 achieving the intended outcome.
2	With some control, displays some of the selected observation points but performance and achievement of the intended outcome is 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: Offensive stance – triple threat

**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 etc., will all affect performance and should be taken into account when marking.

#### C. Key skill components

##### Preparation

- feet shoulder width apart
- back straight
- body weight low with knees flexed
- heels off the ground with weight on balls of feet
- head and eyes up, wide vision to see the whole court

##### Execution

- body square to the basket
- ball gripped strongly with pads of the fingers
- shooting hand behind the ball, non-shooting guide hand on the side of the ball
- ball on 'shooting hand' side of body
- ready to shoot, pass or dribble

##### Completion/Outcome

- integrity of balanced stance is maintained throughout

#### D. Mark allocation

Mark	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, with performance usually achieving the 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 achieving the intended outcome.
2	With some control, displays some of the selected observation points but performance and achievement of the intended outcome is 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 6: Defence – on ball containment

**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 etc., will all affect performance and should be taken into account when marking.

#### C. Key skill components

##### Preparation

- same stance as defensive slide
- feet shoulder width apart
- back straight
- knees slightly flexed
- head and eyes up
- position is on line between ball (offensive player) and basket

##### Execution

- same as defensive slide execution
- step/slide movement, maintaining stance
- the foot the side of the offensive player is moving towards, moves first with no leg crossover
- toes of lead foot point in the direction of the step
- contact with ground is with balls of feet (heels off the ground)
- gap is maintained (arm's length from feet of offensive player)

##### Completion

- low centre of gravity maintained throughout the slide
- ball, defender, basket relationship is maintained

##### Outcome

- offensive ball carrier is contained

#### D. Mark allocation

Mark	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 achieving the 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 achieving the intended outcome.
2	With some control, displays some of the selected observation points but performance and achievement of the intended outcome is 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.

## Sample assessment task

### Physical Education Studies – General Year 12

#### Task 5 – Unit 3 and Unit 4

**Assessment type:** Investigation

**Conditions:** the task will be completed over two weeks

**Task weighting:** 7.5 % of the school mark for this pair of units

---

#### Coaching sessions

**(47 marks)**

Choose a sport and select a skill:

- plan **two** coaching sessions suitable for a group of junior students (consult with your teacher to determine with which student group you will work). The aim of both coaching sessions is to teach/introduce, consolidate and extend the development of a skill
- consider the type of leadership you will use, as you will need to reflect on leadership styles and qualities of a good leader in the reflection section of the task
- choose **two** coaching strategies to enhance skill development (e.g. whole/part; chaining/shaping; specific/variable; accuracy/speed; mental/physical).

#### Planning

1. Outline **one** goal for each session. What are you planning to achieve? (2 marks)
2. Outline **three** necessary safety considerations to ensure a safe learning environment for all participants. (3 marks)
3. On the template provided, outline the following **for each session**:
  - a) **two** warm-up activities (2 marks)
  - b) **one** activity that will introduce the skill (3 marks)
  - c) **one** activity that will refine, consolidate or extend skill level (3 marks)
  - d) **one** cool-down activity (1 mark)

#### Reflecting

4. The following questions require you to reflect on the coaching sessions in regard to leadership and feedback.
  - a) Name the leadership style you predominantly used in both sessions. (1 mark)
  - b) Describe **two** advantages of using this style when working with junior students. (4 marks)
  - c) Identify a different leadership style and describe **two** disadvantages of using this style when working with junior students. (5 marks)
  - d) Identify **two** leadership qualities you displayed and justify their importance. (6 marks)
  - e) Describe **two** occasions during the session where you provided feedback to participants (either individual or group). For each occasion, justify the reasons for providing the feedback. (8 marks)

**Coaching sessions: planning**

1. Outline **one goal for each session**. What are you planning to achieve? (2 marks)

Goal for Session 1:

---

---

Goal for Session 2:

---

---

2. Outline **three** necessary safety considerations to ensure a safe learning environment for all participants. (3 marks)

a) \_\_\_\_\_

---

---

b) \_\_\_\_\_

---

---

c) \_\_\_\_\_

---

---

## 3. Coaching sessions

Coaching Session 1	
Name of coach:	
Sport and skill to be taught:	
Experience level of athletes:	
Goal for the session:	
Safety considerations:	
Activities	Equipment and time allocation
<i>Warm-up activities (2 marks)</i>	
Description of Activity 1	
Description of Activity 2	



Coaching Session 2	
Name of coach:	
Sport and skill to be taught:	
Experience level of athletes:	
Goal for the session:	
Safety considerations:	
Activities	Equipment and time allocation
<i>Warm-up activities (2 marks)</i>	
Description of Activity 1	
Description of Activity 2	

Activities	Equipment and time allocation
<p><i>Skill development, fitness and game activities (6 marks)</i></p> <p>Activity 1 (coaching strategy to <i>introduce</i> the skill) (3 marks)</p> <p>Description of Activity 1</p>           <p>Activity 2 (coaching strategy to <i>develop/consolidate/extend</i> the skill) (3 marks)</p> <p>Description of Activity 2</p>	
<p><i>Cool-down and concluding activity (1 mark)</i></p> <p>Description of activity</p>	

**Coaching sessions: reflecting**

4. The following questions require you to reflect on the coaching sessions in regard to leadership and feedback.

a) Name the leadership style you predominantly used in both sessions. (1 mark)

---

b) Describe **two** advantages of using this style when working with junior students. (4 marks)

---

---

---

---

c) Identify a different leadership style and describe **two** disadvantages of using this style when working with junior students. (5 marks)

---

---

---

---

---

d) Identify **two** leadership qualities you displayed and justify the importance of each. (6 marks)

---

---

---

---

---

---



- e) Describe **two** occasions during the session where you provided feedback to participants (either individual or group). For each occasion, justify the reasons for providing the feedback.

(8 marks)

---

---

---

---

---

---

---

---

---

---

## Marking key for sample assessment task 5

1. Outline one goal for each session. What are you planning to achieve?

Description	Marks
two goals that are: <ul style="list-style-type: none"> <li>• clear</li> <li>• concise</li> <li>• achievable</li> </ul>	1–2
<b>Subtotal</b>	<b>/2</b>

2. Outline three necessary safety considerations to ensure a safe learning environment for all participants.

Description	Marks
three safety considerations that are appropriate to the: <ul style="list-style-type: none"> <li>• environment</li> <li>• participants</li> <li>• activity</li> </ul>	1–3
<b>Subtotal</b>	<b>/3</b>

3. On the template provided, outline the following for each session:

- a) two warm-up activities
- b) one activity that will introduce the skill
- c) one activity that will refine, consolidate or extend skill level
- d) one cool-down activity

Description	Marks
a) two warm-up activities that: <ul style="list-style-type: none"> <li>• are relevant to athletes' experience and ability level</li> <li>• are relevant to chosen skill</li> <li>• raise heart and respiration rate</li> <li>• prepare participants for further activity</li> </ul>	1–2
b) for the activity used to introduce the skill: <ul style="list-style-type: none"> <li>• the activity is relevant, described in detail and effectively introduces the skill</li> <li>• the activity is mostly relevant and the majority of the detail is provided</li> <li>• the activity shows little relevance, with minimal detail provided</li> </ul>	3 2 1
c) for the activity used to refine, consolidate or extend skill level: <ul style="list-style-type: none"> <li>• the activity is relevant, described in detail and provides appropriate opportunities to improve skill level</li> <li>• the activity is mostly relevant and the majority of the detail is provided</li> <li>• the activity shows little relevance, with minimal detail provided</li> </ul>	3 2 1
d) cool-down activity that: <ul style="list-style-type: none"> <li>• lowers heart and respiration rate</li> </ul>	1
Session 1	<b>/9</b>
Session 2	<b>/9</b>
<b>Subtotal</b>	<b>/18</b>

4. The following questions require you to reflect on the coaching sessions in regard to leadership and feedback.
- Name the leadership style you predominantly used in both sessions.
  - Describe two advantages of using this style when working with junior students.
  - Identify a different leadership style and describe two disadvantages of using this style when working with junior students.
  - Identify two leadership qualities you displayed and justify the importance of each.
  - Describe two occasions during the session where you provided feedback to participants (either individual or group). For each occasion, justify the reasons for providing the feedback.

Description	Marks
a) appropriate leadership style named	1
b) for each of two advantages described: <ul style="list-style-type: none"> <li>clear and detailed description</li> <li>general or brief description</li> </ul>	2 1
c) identifies a different leadership style to that in (a) For each of two disadvantages of using this style: <ul style="list-style-type: none"> <li>clear and detailed description</li> <li>general or brief description</li> </ul>	1 2 1
d) for each of two leadership qualities: <ul style="list-style-type: none"> <li>leadership quality identified</li> <li>comprehensive justification appropriate to the leadership quality</li> <li>justification is simple with some link to the leadership quality</li> </ul>	1 2 1
e) For each of two occasions where feedback was provided to participants: Description of the occasion <ul style="list-style-type: none"> <li>clear and detailed description</li> <li>general or brief description</li> </ul> Justification of the reasons feedback was provided: <ul style="list-style-type: none"> <li>accurate, detailed and relevant justification</li> <li>accurate, general and partially relevant justification</li> </ul>	2 1 2 1
<b>Subtotal</b>	<b>/24</b>
<b>Total</b>	<b>/47</b>

## Sample assessment task

### Physical Education Studies – General Year 12

#### Task 1 – Unit 3 and Unit 4

**Assessment type:** Response

**Conditions:** assessment will be 60 minutes

**Task weighting:** 5% of the school mark for this pair of units

---

#### Topic test – functional anatomy

**(34 marks)**

Answer each question in the space provided.

1. Identify the type of muscle contractions described below and provide an example. (6 marks)

a) The type of contraction that occurs when the muscle lengthens to develop tension.

Type of contraction:

---

Example:

---

---

b) The type of contraction that occurs when the muscle shortens to develop tension.

Type of contraction:

---

Example:

---

---

c) The type of contraction that occurs when the muscle is unable to change length to overcome resistance.

Type of contraction:

---

Example:

---

---

2. Complete the table below relating to types of joints and their related movements. (9 marks)

Type of joint	Example	Main associated movements
		flexion and extension only
	elbow	rotation only
		sideways, forwards and backwards movements
	hip	
saddle		

3. Outline each of the types of movement below and provide a sporting example of the movement type in action. (8 marks)

a) Extension

---



---



---

b) Circumduction

---



---



---

c) Plantar flexion

---



---



---

d) Abduction

---



---



---

4. Describe the difference between the origin and the insertion of a muscle. (2 marks)

---

---

---

---

5. Define the terms agonist and antagonist in relation to working muscles. Referring to a specific muscle movement, identify the appropriate agonist and antagonist muscles. (4 marks)

---

---

---

---

---

---

---

---

6. In relation to red and white muscle fibres: (1 mark)

- a) On what basis are the muscle fibres categorised?

---

---

- b) By what other terms are the two types referred to? (2 marks)

Red: \_\_\_\_\_ twitch

White: \_\_\_\_\_ twitch

- c) Provide an example of the type of athlete that would typically possess a higher percentage of: (2 marks)

Red muscle fibres: \_\_\_\_\_

White muscle fibres: \_\_\_\_\_

## Marking key for sample assessment task 1

1. Identify the type of muscle contractions described below and provide an example.

Description	Marks
a) The type of contraction that occurs when the muscle lengthens to develop tension <ul style="list-style-type: none"> <li>identifies type of contraction as eccentric</li> <li>relevant example: lowering a weight</li> </ul>	1 1
b) The type of contraction that occurs when the muscle shortens to develop tension <ul style="list-style-type: none"> <li>identifies type of contraction as concentric</li> <li>relevant example: lifting a weight</li> </ul>	1 1
c) The type of contraction that occurs when the muscle is unable to change length to overcome resistance <ul style="list-style-type: none"> <li>identifies type of contraction as isometric</li> <li>relevant example: pushing against a wall</li> </ul>	1 1
<b>Subtotal</b>	<b>/6</b>

2. Complete the table below relating to types of joints and related movements.

Description			Marks
Type of joint	Example	Main associated movements	1–9
hinge	knee, elbow	flexion and extension only	
pivot	elbow	rotation only	
gliding	wrist or ankle	sideways, forwards and backwards movements	
ball and socket	hip	able to move in all directions	
saddle	thumb, ankle	bi-axial movement	
<b>Subtotal</b>			<b>/9</b>

3. Outline each of the types of movement below and provide a sporting example of the movement type in action.

Description	Marks
a) extension <ul style="list-style-type: none"> <li>outline: the straightening of a joint, increasing the angle</li> <li>example: straightening the arms for a forearm pass in volleyball (or similar)</li> </ul>	1 1
b) circumduction <ul style="list-style-type: none"> <li>outline: rotation in a cone shape around a fixed point</li> <li>example: cricket bowling; softball pitch (or similar)</li> </ul>	1 1
c) plantar flexion <ul style="list-style-type: none"> <li>outline: extending the foot away from the shin</li> <li>example: preparing to kick a soccer ball (or similar)</li> </ul>	1 1
d) abduction <ul style="list-style-type: none"> <li>outline: moving a body part away from the midline</li> <li>example: sidestepping when defending in basketball (or similar)</li> </ul>	1 1
<b>Subtotal</b>	<b>/8</b>

4. Describe the difference between the origin and the insertion of a muscle.

Description	Marks
<ul style="list-style-type: none"> <li>Origin: the point at which a muscle is attached to the stationary bone during a movement</li> <li>Insertion: the point at which a muscle is attached to the moving bone during a movement</li> </ul>	1-2
<b>Subtotal</b>	<b>/2</b>

5. Define the terms agonist and antagonist in relation to working muscles. Referring to a specific muscle movement, identify the appropriate agonist and antagonist muscles.

Description	Marks
<ul style="list-style-type: none"> <li>Agonist: begins the movement and produces the force required to change the angle at the appropriate joint</li> <li>Antagonist: the muscle opposite the agonist which has the ability to stop the movement produced. It must relax sufficiently in order for the movement to occur</li> </ul>	1-2
<ul style="list-style-type: none"> <li>names the agonist and antagonist muscle appropriate to the movement, e.g. during the bending of the elbow, the bicep is the agonist and the tricep is the antagonist</li> </ul>	1-2
<b>Subtotal</b>	<b>/4</b>

6. In relation to red and white muscle fibres:

- On what basis are the muscle fibres categorised?
- By what other terms are the two types referred to?
- Provide an example of the type of athlete that would typically possess a higher percentage of:
  - Red muscle fibres
  - White muscle fibres

Description	Marks
a) The speed with which each type of muscle fibre can contract	1
b) Red: slow twitch	1
White: fast twitch	1
c) Red: marathon runners (or similar)	1
White: sprinters (or similar)	1
<b>Subtotal</b>	<b>/5</b>
<b>Total</b>	<b>/34</b>