



Western Australian Certificate of Education ATAR course examination, 2016

PHYSICAL EDUCATION STUDIES

Practical (performance) examination Badminton

Time allowed

Warm up: 30 minutes
Skills and Drills: 60 minutes

Materials required

To be provided at the venue

Non-personal equipment required for Badminton

To be provided by the candidate

Badminton racquet, 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.

Criteria for marking the practical (performance) examination

Criteria	Marks available	Percentage of practical examination
Skills performance	30	50
Conditioned performance	20	50
Total		100

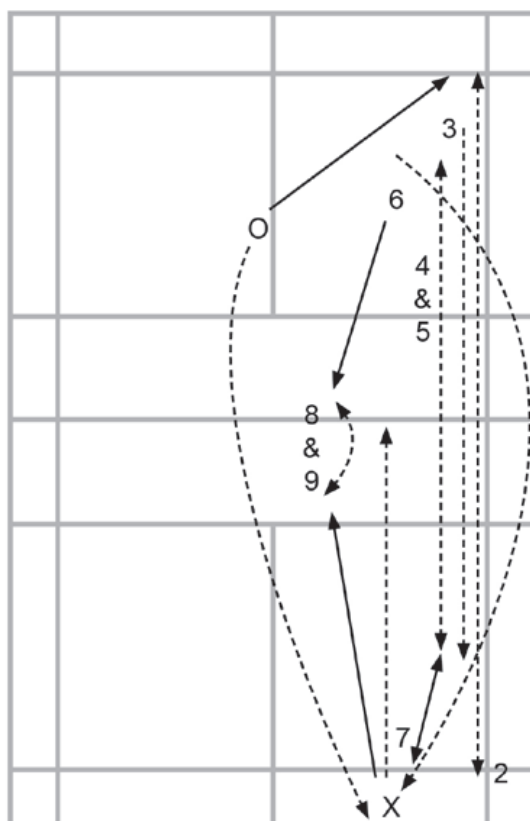
Instructions to candidates

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 white shirts 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 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.
6. You must follow the requirements for this examination published in the *Physical Education Studies ATAR course Practical (performance) examination requirements 2016* document.

SECTION ONE – Skills Performance**1. Skills set**

Skill 1	Skill 2	Skill 3	Skill 4	Skill 5
Forehand drive	Forehand underarm net tumble	Forehand low serve	Backhand underarm clear	Backhand overhead clear

Drill #1: Forehand drive, Forehand underarm net tumble



Key:

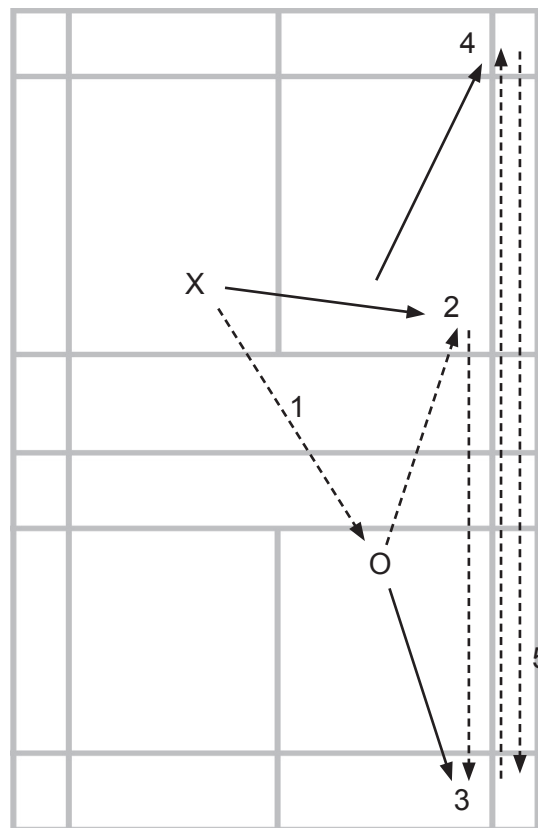
X	= player
O	= feeder
—————>	= player movement
—————>	= feeder movement
- - - - ->	= shuttle movement

Drill description:

1. Feeder hits a high singles serve to the forehand corner of the court.
2. Player returns with a forehand overhead clear down the line.
3. Feeder lets the shuttle drop to the ground then throws another shuttle to the players forehand side. Player moves and plays a forehand drive.
4. Feeder continues to throw three shuttles to the player's forehand side. Player demonstrates three consecutive forehand drives.
5. Feeder hits deep to the player's forehand side.
6. Player moves to the baseline and hits an overhead forehand drop shot close to the net straight down the line.
7. Feeder hits a return underarm net tumble.
8. Player moves into net returning a forehand underarm net tumble.
9. Rally continues between player and the feeder with three forehand underarm net tumbles completed by the player.

See next page

Drill #2: Forehand low serve, Backhand underarm clear, Backhand overhead clear



Key:

X	= player
O	= feeder
—————>	= player movement
—————>	= feeder movement
- - - - ->	= shuttle movement

Drill description:

1. Player hits a forehand low serve. Feeder lets the shuttle drop to the ground.
2. Feeder throws 2nd shuttle with a net attack shot down into the backhand tramline area.
3. Player steps across and hits a backhand underarm clear to the baseline.
4. Feeder returns with an overhead clear down the line.
5. Player moves back and plays a backhand overhead clear. Continue rally until three have been completed.
6. Complete three times.

SECTION TWO – Conditioned Performance

SCENARIO PLANNING	
DEFINE PLAYING AREA OR BOUNDARIES	Full court
SPECIFY NUMBER OF PLAYERS	1 versus 1 (singles play)
SPECIFY TACTICAL PROBLEM(S) TO BE SOLVED	Play out rallies in a singles match format
SPECIFY ROLES OR GOALS OF PLAYER(S)	Groups of four(4) as allocated by Team Leader. Players matched to opponents of similar ability. Players demonstrate skills and tactics for each rally situation. Scoring – rotate players after four(4) minutes.
SPECIFY OPTIONS, RULES AND/OR RESTRICTIONS	No special rules apply.

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*Published by the School Curriculum and Standards Authority of Western Australia
303 Sevenoaks Street
CANNINGTON WA 6107*