



PHYSICAL EDUCATION STUDIES

Practical (performance) examination 2016

TENNIS

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: 75 minutes

Materials required

To be provided at the venue

Non-personal equipment required for Tennis
Tennis balls

To be provided by the candidate

Tennis racquet, non-marking enclosed athletic shoes suitable for a hard surface and sun protection

Structure of the examination

The Physical Education Studies examination comprises a written examination worth 70% of the total examination score and a practical (performance) examination worth 30% of the total examination score.

Structure of this practical (performance) examination

Sections and criteria	Marks available	Percentage of total exam
Individual skills		
• Skill 1: Backhand ground stroke	6	15
• Skill 2: Forehand top-spin lob	6	
• Skill 3: Serve - Slice	6	
• Skill 4: Forehand ground stroke	6	
• Skill 5: Backhand drop shot	6	
Conditioned performance	20	15
	Total	30

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 30 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.

Skill Descriptors

Markers will 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, centring 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 demands as well as skill demands of each sport, its rules and general game play.

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: Backhand ground stroke

A. SKILL – demonstration of skills in competitive situations will be assessed taking into account the combination of four elements of an action i.e. consistency, precision, fluency and control.

B. CONTEXT – game pressure, pace, skill and intensity of opponent and team mates, playing area, environmental conditions etc. may affect performance and should be taken into account when marking.

C. KEY SKILL COMPONENTS

**Double-handed
Preparation**

- Grip: Hitting hand – eastern backhand
- Knees are slightly flexed
- Racquet in a neutral position (elbows away from the body)

Execution

Backswing

- Hitting arm remains slightly flexed
- A compact circular swing is commenced
- Shoulders rotate further than the hips (to create a separation angle)
- Both knees are flexed with the stance generally perpendicular to the net
- Approach shot: dynamic movement to the ball

Forward swing

- Legs extend, weight is transferred to the front foot and body segments uncoil in sequence
- Both arms work in unison to generate maximum amount of power
- Racquet and both hands drop below the ball and racquet is swung with a low to high trajectory

Impact

- Racquet face is vertical creating a longer hitting zone with contact made slightly in front of the body
- Head remains stable and eyes focused on impact point
- Wrist and forearm remain stable

Completion/Outcome

Follow-through

- Arm extend fully through impact and finishes high
- Racquet decelerates accordingly
- Hips open slightly to begin recovery
- Approach shot: dynamic movement toward the target

**Single-handed
Preparation**

- Grip: Hitting hand – eastern backhand
- Knees are slightly flexed
- Racquet in a neutral position (elbows away from the body)

Execution

Backswing

- Hitting arm remains slightly flexed
- A compact circular swing is commenced
- Shoulders rotate further than the hips (to create a separation angle)
- Back knee is flexed with the stance generally perpendicular to the net
- Approach shot: dynamic movement to the ball

Forward swing

- Arms separate
- Legs extend, weight is transferred to the front foot and body segments uncoil in sequence
- Racquet and hitting hand drop below the ball and racquet is swung with a low to high trajectory

Impact

- Racquet face is vertical creating a longer hitting zone with contact made slightly in front of the body
- Non-hitting arm straightens: hand to hand forms a line
- Head remains stable and eyes focused on impact point
- Wrist and forearm remain stable

Completion/Outcome

Follow-through

- Hitting arm continues to extend out and up through the impact zone, facilitating racquet deceleration
- Non-hitting arm straightens: hand to hand forms a line
- Hitting shoulder finishes high
- Hips open slightly to begin recovery
- Approach shot: dynamic movement toward the target

D. MARK ALLOCATION

Mark	Observable key skill components described in C: Preparation, Execution, Completion, and Outcome
6	Always demonstrates the observation points
5	Almost always demonstrates the observation points
4	Demonstrates reasonable skill level more than 50% of the time
3	Demonstrates adequate skill level approximately 50% of the time
2	Demonstrates adequate skill level less than 50% of the time
1	Rarely demonstrates adequate skill level
0	Does not demonstrate minimum skill level

Skill 2: Forehand top-spin lob

A. SKILL – demonstration of skills in competitive situations will be assessed taking into account the 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 and team-mates, playing area, environmental conditions etc. may affect performance and should be taken into account when marking

C. KEY SKILL COMPONENTS

Preparation

- Grip: eastern forehand, semi-western forehand or western
- Stance: knees are slightly flexed to assume a sound support base
- Racquet in a neutral position (elbows away from the body), with support provided by the non-hitting hand

Execution

Backswing

- Commences in a circular motion
- Hitting hand positioned closer to hips than shoulders and with non-dominant hand balancing the backward trunk rotation
- Shoulders rotate further than the hips (to create a separation angle) • Racquet and hand are still visible on the hitting side of the body
- Back knee is flexed

Forward swing

- Legs extend and body segments uncoil in sequence (i.e. hips and then shoulders rotate to face the net at impact)
- Compared to the forehand groundstroke, the racquet and hitting hand drop further below the ball and with a more pronounced upward racquet swing (greater vertical acceleration). Trunk orientation is more upright Impact
- Racquet face is vertical for a longer hitting zone with contact made slightly in front of the body
- Head remains stable and eyes focused on impact point
- Wrist and forearm remain stable

Completion

- Follow-through
- Arm and racquet extend fully through impact and finish high
- Racquet decelerates accordingly

Outcome

- Ball clears net and opponent and bounces in rear court

D. MARK ALLOCATION

Mark	Observable key skill components described in C: Preparation, Execution, Completion, and Outcome
6	Always demonstrates the observation points
5	Almost always demonstrates the observation points
4	Demonstrates reasonable skill level more than 50% of the time
3	Demonstrates adequate skill level approximately 50% of the time
2	Demonstrates adequate skill level less than 50% of the time
1	Rarely demonstrates adequate skill level
0	Does not demonstrate minimum skill level

Skill 3: Serve–slice

A. SKILL – demonstration of skills in competitive situations will be assessed taking into account the combination of four elements of an action i.e. consistency, precision, fluency and control.

B. CONTEXT – game pressure, pace, skill and intensity of opponent and team mates, playing area, environmental conditions etc. may affect performance and should be taken into account when marking.

C. KEY SKILL COMPONENTS

Preparation

- Grip: Continental
- Serving stance: perpendicular to the net, front foot is angled towards the net post, and back foot behind the front, parallel to the baseline
- Non-hitting hand supports the ball and throat of the racquet

Execution

Backswing

- Shoulders rotate, hands split, bodyweight transferred onto the back foot
- Tossing arm raises up towards the net post and leads the hitting arm
- The palm of the hitting hand remains down facing the ground before the hitting arm bends to provide for a fluent throwing motion

Forward swing

- Bodyweight transfers to the front foot through leg drive
- Hips uncoil followed by the shoulders (or trunk)
- Elbow extends and racquet follows an upward and outward swing path with the upper arm and forearm rotating outward
- Tossing arm tucks in close to the body to allow for continued acceleration of dominant arm
- Shoulders align more vertical than horizontal at impact with the eyes focusing on the impact point

Impact

- Slice serve: ball contact is made in line with the front foot and in front of the body, with the racquet contacting the outside of the ball

Completion/Outcome

Follow-through

- Racquet head decelerates and finishes on the opposite side of the body
- Natural upper arm internal rotation and forearm pronation complete the action
- Landing completed on the front foot

D. MARK ALLOCATION

Mark	Observable key skill components described in C: Preparation, Execution, Completion, and Outcome
6	Always demonstrates the observation points
5	Almost always demonstrates the observation points
4	Demonstrates reasonable skill level more than 50% of the time
3	Demonstrates adequate skill level approximately 50% of the time
2	Demonstrates adequate skill level less than 50% of the time
1	Rarely demonstrates adequate skill level
0	Does not demonstrate minimum skill level

Skill 4: Forehand ground stroke

A. SKILL – demonstration of skills in competitive situations will be assessed taking into account the combination of four elements of an action i.e. consistency, precision, fluency and control.

B. CONTEXT – game pressure, pace, skill and intensity of opponent and team mates, playing area, environmental conditions etc. may affect performance and should be taken into account when marking.

C. KEY SKILL COMPONENTS

Preparation

- Grip: eastern forehand, semi-western forehand or western
- Stance: knees are slightly flexed to assume a sound support base
- Racquet in a neutral position (elbows away from the body), with support provided by the non-hitting hand

Execution

Backswing

- Commences in a circular motion
- Hitting hand positioned between the shoulders and hips, with non-dominant hand balancing the backward trunk rotation
- Shoulders rotate further than the hips (to create a separation angle)
- Racquet and hand are still visible on the hitting side of the body
- Back knee is flexed

Forward swing

- Legs extend and body segments uncoil in sequence (i.e. hips and then shoulders rotate to face the net at impact)
- Racquet and hand drop below the ball and racquet is swung with a low to high trajectory

Impact

- Racquet face is vertical for a longer hitting zone with contact made slightly in front of the body
- Head remains stable and eyes focused on impact point
- Wrist and forearm remain stable

Completion/Outcome

Follow-through

- Racquet decelerates across the body
- Hitting shoulder finishes high

D. MARK ALLOCATION

Mark	Observable key skill components described in C: Preparation, Execution, Completion, and Outcome
6	Always demonstrates the observation points
5	Almost always demonstrates the observation points
4	Demonstrates reasonable skill level more than 50% of the time
3	Demonstrates adequate skill level approximately 50% of the time
2	Demonstrates adequate skill level less than 50% of the time
1	Rarely demonstrates adequate skill level
0	Does not demonstrate minimum skill level

Skill 5: Backhand drop shot

A. SKILL – demonstration of skills in competitive situations will be assessed taking into account the combination of four elements of an action i.e. consistency, precision, fluency and control.

B. CONTEXT – game pressure, pace, skill and intensity of opponent and team mates, playing area, environmental conditions etc. may affect performance and should be taken into account when marking.

C. KEY SKILL COMPONENTS

Preparation

- Grip: subject to disguise but generally, eastern forehand, eastern backhand or continental
- Knees are slightly flexed

Execution

Backswing

- Hitting arm remains slightly flexed and non-hitting arm is similarly flexed and raised to provide racquet head stability
- Shoulders rotate at least as far as the hips
- Back knee is flexed with stance perpendicular to the net

Forward swing

- Legs extend, weight is transferred to the front foot and body segments uncoil in sequence (with hips and shoulders remaining perpendicular to the net)
- Hands/arms separate

Impact

- Racquet head remains above the wrist and racquet trajectory is high-low
- Head remains stable and eyes focused on contact point
- Wrist and forearm remain stable

Completion/Outcome

Follow-through

- Follow-through is abbreviated, with the racquet finishing low (at approximately waist height) and pointing in the direction of the shot
- Non-hitting arm straightens: hand to hand forms a line

D. MARK ALLOCATION

Mark	Observable key skill components described in C: Preparation, Execution, Completion, and Outcome
6	Always demonstrates the observation points
5	Almost always demonstrates the observation points
4	Demonstrates reasonable skill level more than 50% of the time
3	Demonstrates adequate skill level approximately 50% of the time
2	Demonstrates adequate skill level less than 50% of the time
1	Rarely demonstrates adequate skill level
0	Does not demonstrate minimum skill level

SECTION TWO - Conditioned performance

A. SKILL – demonstration of skills in competitive situations will be assessed taking into account the combination of four elements of an action i.e. consistency, precision, fluency and control.

B. CONTEXT – game pressure, pace, skill and intensity of opponent and team mates, playing area, environmental conditions etc. may affect performance and should be taken into account when marking.

C. KEY SKILL COMPONENTS

Tactical problems	Off-the-ball skills	On-the-ball skills
OFFENCE – 10 marks		
Setting up to attack (creating space)	<ul style="list-style-type: none"> • Perception • Anticipation • Footwork • Coordination (differentiation, orientation etc) • Select optimal target areas 	<ul style="list-style-type: none"> • Groundstrokes <ul style="list-style-type: none"> • Forehand • Backhand • Backhand slice • Cross-court • Down the line • Return of serve • Approach shot • Drop shot • Serve
Winning the point	<ul style="list-style-type: none"> • Perception • Anticipation • Footwork • Coordination (differentiation, orientation etc) • Change the rhythm and tactics during the match • Attack the short ball • Winning plays (1-2 sequence) 	<ul style="list-style-type: none"> • Net volleys <ul style="list-style-type: none"> • Forehand • Backhand • Cross-court • Down the line • Return of serve • Passing shot • Attacking drop shot • Lob (forehand and backhand) • Smash • Serve
DEFENCE – 10 marks		
Defending own space	<ul style="list-style-type: none"> • Perception • Anticipation • Footwork • Coordination (differentiation, orientation etc) • Limit directional changes 	<ul style="list-style-type: none"> • Low service • Return of serve • Ground strokes (forehand and backhand) • Backhand slice • Hold the line on low volleys • Play consistent percentages
Defending against an attack	<ul style="list-style-type: none"> • Perception • Anticipation • Footwork • Coordination (differentiation, orientation etc) 	<ul style="list-style-type: none"> • Return of serve • Backhand slice • Lobs <ul style="list-style-type: none"> • Forehand • Backhand • Centre the ball • Hold the line on low volleys

D. MARK ALLOCATION

Mark	Observable key skill components described in C: Use of space, Positioning, Execution, and Decision-making
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

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 3.0 Australia licence.

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