



PHYSICAL EDUCATION STUDIES

Practical (performance) examination 2017

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: 75 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 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: Shoulder pass	6	15
• Skill 2: Lob pass	6	
• Skill 3: Dodge	6	
• Skill 4: Outside foot land and pivot	6	
• Skill 5: 3 feet (0.9m) recovery	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

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 teachers and markers in what to look for when marking.

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.

Marking

How do we translate these principles to your sport's 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: Shoulder 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, weather and court conditions will affect performance and should be taken into account when marking.

C. KEY SKILL COMPONENTS

Preparation

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

Execution

- Arms lead trunk in rotation towards the throwing side
- Ball is transferred to one hand with arm back behind the shoulder
- Elbow is away from the hip
- Weight is transferred forward as throwing arm moves through
- Hips and shoulders rotate towards the target
- Lead foot steps forward towards the target

Completion

- Optimal angle of release with appropriate force transferred to ball
- Arm follows through; wrists and fingers extend in direction of the target
- Ball flight has a flat trajectory

Outcome

- Ball follows appropriate trajectory
- Ball hits intended target

D. MARK ALLOCATION

Mark	Observable key skill elements described at C above for: Preparation, Execution, Completion, Outcome
6	Always demonstrated
5	Almost always demonstrated
4	Reasonable skill level demonstrated more than 50% of the time
3	Adequate skill level demonstrated approximately 50% of the time
2	Adequate skill level demonstrated less than 50% of the time
1	Adequate skill level rarely demonstrated
0	Adequate skill level never demonstrated

Skill 2: 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, weather and court conditions will affect performance and should be taken into account when marking.

C. KEY SKILL COMPONENTS

Preparation

- Body is balanced with a stable trunk
- Opposite foot to throwing arm is forward
- 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 as throwing arm moves through
- 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

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

Outcome

- Ball follows appropriate trajectory
- Ball hits intended target

D. MARK ALLOCATION

Mark	Observable key skill elements described at C above for: Preparation, Execution, Completion, Outcome
6	Always demonstrated
5	Almost always demonstrated
4	Reasonable skill level demonstrated more than 50% of the time
3	Adequate skill level demonstrated approximately 50% of the time
2	Adequate skill level demonstrated less than 50% of the time
1	Adequate skill level rarely demonstrated
0	Adequate skill level never demonstrated

Skill 3: Dodge

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, weather and court conditions will 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
- Eyes are on the thrower

Execution

- Dynamic lateral move, pushing off outside foot. Outside foot is planted to transfer force in the opposite direction
- When cutting off defender, angle towards the ball
- Accelerate onto the catch
- Pass is released as attacker runs past defender's shoulder
- Ball is passed in front of attacker to run onto
- Fingers are spread with thumbs behind ball, forming a 'W' with index fingers

Completion

- Sharp movement
- Strong take of the ball in preparation for next pass

Outcome

- Successful pass of ball to attacker dodger who evades defender
- Ball hits intended target

D. MARK ALLOCATION

Mark	Observable key skill elements described at C above for: Preparation, Execution, Completion, Outcome
6	Always demonstrated
5	Almost always demonstrated
4	Reasonable skill level demonstrated more than 50% of the time
3	Adequate skill level demonstrated approximately 50% of the time
2	Adequate skill level demonstrated less than 50% of the time
1	Adequate skill level rarely demonstrated
0	Adequate skill level never demonstrated

Skill 4: 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, weather and court conditions etc will 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

- Balance is maintained to prevent illegal movements
- Target for next pass is anticipated

Outcome

- Land on ball of foot of outside leg and follow with landing of second foot, intercept ball, pivot on outside foot and anticipate target for next pass

D. MARK ALLOCATION

Mark	Observable key skill elements described at C above for: Preparation, Execution, Completion, Outcome
6	Always demonstrated
5	Almost always demonstrated
4	Reasonable skill level demonstrated more than 50% of the time
3	Adequate skill level demonstrated approximately 50% of the time
2	Adequate skill level demonstrated less than 50% of the time
1	Adequate skill level rarely demonstrated
0	Adequate skill level never demonstrated

Skill 5: 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, weather and ground conditions etc, all 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

- Repositions quickly to defend attacker's moves

D. MARK ALLOCATION

Mark	Observable key skill elements described at C above for: Preparation, Execution, Completion, Outcome
6	Always demonstrated
5	Almost always demonstrated
4	Reasonable skill level demonstrated more than 50% of the time
3	Adequate skill level demonstrated approximately 50% of the time
2	Adequate skill level demonstrated less than 50% of the time
1	Adequate skill level rarely demonstrated
0	Adequate skill level never demonstrated

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 and team mates, playing area, environmental conditions etc. may affect performance and should be taken into account when marking.

C. SKILL: KEY SKILL COMPONENTS

Offense

(10 marks)

Execution:

Centre pass following a score, sideline throw-in – attack and defence, end 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, catching – 2 hands, ball in space and pivot, land and turn outside foot and 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, running through on intercept, footwork, body management
- 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 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, off line, zone defence and offline defence
- On-the-ball skills - hands over pressure, quick footwork – cut off step and rebound, outlet pass

Decision Making

- On-the-ball skills - decisive quick movements, choice of pass, placement of pass and strong hands on catch
- On-the-ball skills - decisive quick movements, choice of pass, placement of pass and strong hands on catch

D. Mark allocation

Mark	Observable key skill elements described at C above for: Use of space, Positioning, Execution, and Decision-making
9–10	Always demonstrated at an exceptional level of skill and pressure
7–8	Consistently demonstrated skill and pressure
5–6	Frequently demonstrated, but not as intense as (7–8)
4–5	Adequate skill level demonstrated
2–3	Low level of skill demonstrated
1	Poor skill level demonstrated
0	Adequate skill level never demonstrated
N/A	Skill not attempted

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