



PHYSICAL EDUCATION STUDIES

Practical (performance) examination 2021

BASKETBALL

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 Basketball

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

Sections and criteria	Marks available	Percentage of total exam
Skill 1: Control dribble	6	50
Skill 2: Lay-up	6	
Skill 3: Defence – on ball containment	6	
Skill 4: Leading – wing lead	6	
Skill 5: Shooting – one dribble jump shot	6	
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 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

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, 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: Control dribble

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

- 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
- Ball contacts the ground adjacent to trail foot (rear)
- Effective change of direction (variety, maintain control, change pace)

Completion/Outcome

- Ball comes back into the hand between knee and hip height
- Ball possession is maintained

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 2: Lay-up

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**

- Dribble with control
- Eyes on the basket
- Ball in both hands in the movement to the basket
- Once dribble has ceased – foot work is: right, left (jump) for a right-hand lay up

Execution

- Movement to near side of the basket to create appropriate angle
- RH – flexion of left knee to apply vertical force. Right leg should be at 90° and driving up towards basket (knee at waist height)
- Elbow extension of shooting arm allowing for one-hand release
- Wrist flexion and finger extension to release ball or ball may be ‘dunked’ at maximum height
- Height of elbow at release on or above eye level, in front of shooting eye (right eye, right hand)

Completion/Outcome

- Ball contacts in the square (on a 45° lay up), and goes through the hoop
- Balanced landing

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 3: Defence – on ball containment

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

- Same stance as defensive slide
 - Feet shoulder-width apart
 - Back straight
 - Knees slightly flexed
 - Head and eyes up
- Position is square 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 and feet not touching
 - Toes of lead foot point in the direction of the step
 - Contact with ground is with balls of feet (heels off the ground)
 - Knees stay flexed
- Gap is maintained (arm's length from feet of offensive player), sprint to recover if beaten

Completion/Outcome

- Low centre of gravity maintained throughout the slide
- Offensive ball carrier is contained
- Ball, defender, basket relationship is maintained

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: Leading – wing lead

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

- Move is towards the basket with hand closest to baseline raised as a target (passing)
- 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
- Catch in triple threat position, square to the basket

Completion/Outcome

- Front position is achieved
- Lead results in a passing option

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
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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: Shooting – one dribble jump 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

- Triple threat position
- Onside – RH (dribble with right hand)
- Crossover – the ball is ripped to opposite side then dribble, or ‘throw down’ can be used

Execution

- Extension of legs to provide power and execute vertical jump
- Elbow at 90° pointing at the basket, shooting hand under the ball
- Elbow and wrist extend in a straight line to the basket
- Ball released just before maximum height of jump
- Inside foot is used first after the dribble

Completion/Outcome

- Leaving the ground and landing are on the same spot on the balls of the feet in a bouncing action for a 2-count
- Follow through position is held with middle three fingers directed at the target until the ball hits the rim
- Follow through position of arms is held, usually for two counts, until the ball hits the rim
- Ball travels with back spin

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

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	OFFENCE	DEFENCE
Use of space	<ul style="list-style-type: none"> Runs to create options Creates and maintains space Uses a variety of screening options (e.g. on ball, pin down, back screen) 	<ul style="list-style-type: none"> Reads play and moves to player Contains attacking players
Positioning	<ul style="list-style-type: none"> Anticipates ball movement and moves to effective attacking position Creates and maintains space Creates attacking goal shooting options 	<ul style="list-style-type: none"> Blocks offensive players Moves quickly in turnovers Maintains help positions off the ball
Execution	<ul style="list-style-type: none"> Uses ball skills effectively under pressure Follows up to be involved in play Creates for players 	<ul style="list-style-type: none"> Anticipates ball movement and moves to effective defensive position Rebounds ball and blocks out
Decision making	<ul style="list-style-type: none"> Creative use of skill Shows evidence of strategic thinking in attacking moves 	<ul style="list-style-type: none"> Creative use of skill Shows evidence of strategic thinking in defensive moves
Marks	10	10
Total	20	

D. MARK ALLOCATION

Marks	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

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