



PHYSICAL EDUCATION STUDIES

Practical (performance) examination 2018

Touch Football

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 Touch Football

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
Individual skills		
• Skill 1: Half pass (pop)	6	50
• Skill 2: Running pass	6	
• Skill 3: Effecting a touch –defender (dump/roll ball)	6	
• Skill 4: Scoop	6	
• Skill 5: Effecting a touch –attacker (dump/roll ball)	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, 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: Half pass (pop)

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

- Base of support is wide and the ball is swung across the body
- Outside foot is positioned near the ball
- Inside foot is facing towards the receiver
- Hips and knees flex to allow for pick-up of the ball

Execution

- The ball is secured with both hands
- Relative position of team-mate receiving the pass is monitored
- Ball is directed through flexion of the wrists
- Ball is flicked slightly backwards into space for the oncoming runner
- Velocity and angle of pass is appropriate to the distance required

Completion

- Follow through is balanced with fingers pointed towards the receiver
- Ball travels backwards
- Ball floats or 'hangs' with no spin
- Ball is received by team-mate between the shoulders and waist
- Team-mate is able to run onto the ball
- Player repositions and is available for a pass

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: Running pass

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

- Ball is held with two hands on either side with fingers spread and elbows slightly bent
- Body is balanced with the outside leg forward and the body turned towards the receiver
- Eyes are looking towards the target
- Ball is carried in front of the body

Execution

- Upper torso rotates to swing the ball across the front of the body
- Weight is transferred onto the foot closest to the target
- Velocity and angle of pass is appropriate to distance required
- Flexion of the wrists directs the ball towards the receiver

Completion / Outcome

- Follow through is balanced with fingers pointed towards the receiver
- Ball travels backwards with a flat trajectory
- Ball is received by team-mate between the shoulders and waist
- Receiver is able to run onto the ball
- Player repositions and is available for a pass

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: Effecting a touch – defender

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

- Balance is maintained during the run
- Control of the ball is maintained
- A slight step to the side establishes a wider base of support and forces defender to commit to a lateral movement

Execution

- Body weight is transferred towards the stepping leg
- The body feints towards the stepping side
- Knee is extended to achieve a push off the ball of the foot in the opposite direction
- Shoulders are rotated slightly away from opponent

Completion/Outcome

- Acceleration is away from the opponent at a new angle
- Defender is out of position
- Player shows awareness of further options

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: Scoop

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

- Outside foot is positioned side-on and near the ball
- Hips and knees flex to allow for low pick up
- Eyes are focused on the ball

Execution

- Balance and speed are maintained throughout
- Arms swing across the body to scoop up the ball in one hand
- Hands are positioned to secure the ball and lift it off the ground

Completion

- Extend through the hips to get back to upright position
- Player shows awareness of further options

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: Effecting a touch – attacker (dump/roll ball)

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

- Balance is maintained by lowering body position
- Body is positioned to one side of the defender
- The player decelerates in anticipation
- Eyes are focused on the hips of the defender

Execution

- Knees and the hips flex to lower the base of support
- Ball is controlled in a secure position
- Hand nearest the defender is extended to initiate the touch on opponent with minimal force
- Touch is effected at hip height

Completion

- Ball is controlled to the ground just in front of or between the feet that are parallel to the sidelines
- Player steps forward and square over the ball
- Player repositions and is available for a pass

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	OFFENCE	DEFENCE
Use of space	<ul style="list-style-type: none"> Runs to create options Creates and maintains space Blocks opposition to allow team mate to attack 	<ul style="list-style-type: none"> Reads play and moves to man or zone defence Blocks attacking players Is ready to force turnover
Positioning	<ul style="list-style-type: none"> Anticipates ball movement and moves to effective attacking position Blocks defensive players Creates and maintains space Creates attacking goal shooting options 	<ul style="list-style-type: none"> Anticipates ball movement and moves to effective defensive position Blocks offensive players Moves quickly in turnovers
Execution	<ul style="list-style-type: none"> Uses ball skills effectively Follows up to be involved in play 	<ul style="list-style-type: none"> Uses ball skills effectively under pressure Follows up after passing or blocking
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 blocking attack
Mark	10	10
Total		20

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 it is not changed and 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 4.0 International \(CC BY\)](https://creativecommons.org/licenses/by/4.0/) licence.

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