



PHYSICAL EDUCATION STUDIES

Practical (performance) examination 2023

CRICKET

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: 95 minutes

Materials required**To be provided at the venue**

Non-personal equipment required for cricket

To be provided by the candidate

Cricket bat, batting helmet, gloves, pads, thigh pad, protector and enclosed shoes or boots for a hard wicket.

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: Outfield catch	6	50
Skill 2: Infielding: ground fielding and overarm throw	6	
Skill 3: Bowling: pace (swing and seam) and spin	6	
Skill 4: Front-foot stroke production	6	
Skill 5: Back-foot offensive stroke production	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: Outfield catch

A. SKILL – combination of four elements of an action i.e. efficiency, smoothness (coordination), accuracy, and rate.

B. CONTEXT – Weather conditions, skill, ground and pitch condition, pace, trajectory and movement of the ball, may affect performance and should be taken into account when marking.

C. KEY SKILL COMPONENTS

Preparation

- Eyes on ball
- Head position is directed towards the anticipated ‘release’ point (impact) of the ball
- Preparatory footwork includes the utilisation of a ‘split-step’ ready position prior to impact to facilitate movement in a wide range of directions
- The ball is approached at the optimum angle and speed to facilitate early and effective positioning on the flight path of the ball

Execution

- Hands are positioned towards the ball to facilitate a ‘lengthened’ catch phase
- Open, cupped hands are presented in line with the flight path of the ball
- Hands ‘give’ along the flight path of the ball, prior, at and after contact
- Fingers close to secure the ball in the hands
- The ball is tracked into hands

Completion/Outcome

- Catch is successfully completed

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: Infielding: ground fielding and overarm throw

A. SKILL – combination of four elements of an action i.e. efficiency, smoothness (coordination), accuracy, and rate.

B. CONTEXT – Weather conditions, skill, ground and pitch condition, pace, trajectory and movement of the ball, may affect performance and should be taken into account when marking.

C. KEY SKILL COMPONENTS

Preparation

- Preparatory footwork includes the utilisation of a 'split-step' ready position prior to impact to facilitate movement in a wide range of directions
- A balanced, low and semi-open fielding position is adopted in line with the path of the ball
- Hands are presented to the ball with fingers pointing towards the ground

Execution

- The ball is gathered cleanly with a 'giving' motion of hands, elbows and arms
- Smooth and efficient transition from gather to ready position for throw
- A 'small' arc of rotation is utilised for preparatory movement of the throwing arm
- Body pivots from the throwing-arm foot to rotate front hip and shoulder towards the target line
- Forward stride of an optimum length to facilitate forward transfer of weight onto a braced lead leg and efficient rotation of hips towards the target
- Feet alignment is along target line and allows for efficient rotation of hips towards the target
- A 90° angle is established between the upper arm of the throwing arm and the trunk at release
- Wrist position is behind the ball at release
- A low body position is maintained during gather and release

Completion/Outcome

- Flight path of the ball is towards the base of the target; bounce-throw may be used
- Follow through allows for controlled deceleration of the body
- Balanced completion of the throw

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: Bowling: pace (swing and seam) and spin

A. SKILL – combination of four elements of an action i.e. efficiency, smoothness (coordination), accuracy, and rate.

B. CONTEXT – Weather conditions, skill, ground and pitch condition, pace, line, length, trajectory and movement of the ball, may affect performance and should be taken into account when marking.

C. KEY SKILL COMPONENTS

Preparation

- The run towards the crease accelerates with a smooth and coordinated approach
- For pace bowling: acceleration is achieved with an efficient running action
- Angle of approach facilitates efficient alignment of hips, shoulders and feet during the execution phase
- The gather prior to back-foot impact (BFI) is initiated by the controlled 'load-up' of the bowling arm towards target
- A 'coiled' position is achieved during the gather of the ball through coordinated movement of trunk, shoulders and arms
- For pace bowling: wrist is positioned behind the ball
- For spin bowling: wrist and hand position is set for maximum spin

Execution

- Forward momentum is maintained towards target through execution phase
- At BFI, hips and shoulders are aligned at right angles to the alignment of the back foot
- Feet placement during execution phase aligned along the target line
- Hip and shoulder alignment achieved at BFI maintained through to front-foot impact (FFI)
- Front arm utilised as an effective lever to initiate and control shoulder rotation
- Coordinated rotation of hips, trunk, shoulders and arms along the target line
- For pace bowling: wrist position is behind the ball at release
- For spin bowling: wrist and finger action effectively imparts spin on the ball

Completion/Outcome

- Follow through allows for controlled deceleration of the body
- Balanced completion of the delivery

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: Front-foot stroke production

A. SKILL – combination of four elements of an action i.e. efficiency, smoothness (coordination), accuracy, and rate.

B. CONTEXT – Weather conditions, skill, ground and pitch condition, pace, line, length, trajectory and movement of the ball, may affect performance and should be taken into account when marking.

C. KEY SKILL COMPONENTS

Preparation

- Stance is balanced and eyes are level facing the ball/bowler
- Head position is still and directed towards anticipated point of release of the ball
- Back-lift is initiated towards 1st–3rd slip position by coordinated movement of the wrists

Synchronised with:

- Efficient preparatory movement of the feet ('un-weighting' of the front foot) initiates forward stride of front foot towards the anticipated line of flight of the ball

Execution

- Movement of shoulders, elbows and wrists is coordinated to rotate the bat into a slightly open-faced back lift position

Synchronised with:

- Front-foot stride towards the line of flight of the ball
- Front shoulder is aligned downwards and towards the ball at the completion of the back lift
- Stable hitting 'base' is established and maintained through forward swing and impact
- Head position is directly above and on top of the ball at the point of impact
- Eyes track the ball until it has made contact with the bat

Completion/Outcome

- Ball travels in the intended direction of the shot
- Balanced completion of the stroke
- Ball travels in the intended direction of the shot

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 5: Back-foot offensive stroke production

A. SKILL – combination of four elements of an action i.e. efficiency, smoothness (coordination), accuracy, and rate.

B. CONTEXT – Weather conditions, skill, ground and pitch condition, pace, line, length, trajectory and movement of the ball, may affect performance and should be taken into account when marking.

C. KEY SKILL COMPONENTS

Preparation

- Balanced stance and eyes are level facing the ball/bowler
- Head position is still and directed towards anticipated point of release of the ball
- Back-lift is initiated towards 1st–3rd slip position by coordinated movement of wrists

Synchronised with:

- Efficient preparatory movement of feet initiates back (and across) step towards the anticipated line of flight of the ball

Execution

- Coordinated movement of shoulders, elbows and wrists to rotate the bat into a slightly open-faced back lift position

Synchronised with:

- Back foot steps back and across towards off stump
- Stable hitting 'base' is established and maintained through forward swing and impact
- Head position is in line with the line of flight of the ball at the point of impact
- For cut and pull shots, full extension of the arms is achieved immediately after impact
- For vertical bat forcing strokes, head position is directly above the ball at the point of impact
- Ball is tracked until it has made contact with the bat

Completion/Outcome

- Ball travels in the intended direction of the shot
- Balanced completion of the stroke

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 – combination of four elements of an action i.e. efficiency, smoothness (coordination), accuracy, and rate.

B. CONTEXT – Weather conditions, skill, pitch, light and ground condition, pace, line, length, trajectory and movement of the ball, may affect performance and should be taken into account when marking.

C. KEY SKILL COMPONENTS**Execution of skills:****(5 marks)**

- Bowler uses an appropriate combination of fluent run-up and delivery action in an attempt to pitch the ball in the appropriate zone on the pitch in relation to the batter's stance and batting stumps, to bowl the ball to follow its intended pace, line, trajectory, movement and length ('bowling to his/her field')
- Batter executes his stroke-play to prevent his dismissal and/or to maximise run scoring. Other batter works in partnership with batter on strike to maximise run scoring opportunities
- Fielder effectively maintains his fielding position and/or 'moves in with the bowler', catches the elevated or skied ball, intercepts the ground ball, prevents run scoring, or runs the batter out

Scoring/preventing scoring:**(5 marks)**

- Bowler places fieldsmen in appropriate fielding positions to prevent scoring by dismissing the batter or limiting run scoring stroke-play
- Batter counters the attempts by the bowler to prevent scoring (by dismissing the batter or limiting run scoring stroke-play) by implementing stroke-play that nullifies or thwarts the bowler's intended strategies. Other batter works in partnership with batter on strike to maximise run scoring opportunities
- Fielder effectively maintains his fielding position and/or 'moves in with the bowler', catches the elevated or skied ball, intercepts the ground ball, prevents run scoring, or runs the batter out

Positioning:**(5 marks)**

- Bowler places fieldsmen in appropriate fielding positions to prevent scoring by dismissing the batter or limiting run scoring stroke-play
- Batter implements stroke-play that positions the ball to penetrate the field, enabling run scoring. Other batter works in partnership with batter on strike to maximise run scoring opportunities
- Fielder effectively maintains his fielding position and/or 'moves in with the bowler'

Decision making:

(5 marks)

- Bowler decides/elects to pitch the ball in an intended zone on the pitch in relation to his field placements to prevent scoring by dismissing the batter or limiting run scoring stroke-play
- Batter makes spontaneous decisions to efficiently execute his stroke play to prevent his dismissal or to maximise scoring options and to rotate/control the strike. Other batter works in partnership with batter on strike to maximise run scoring opportunities
- Fielder demonstrates that he effectively maintains his fielding position and/or 'moves in with the bowler' to back up the bowler's attempts to pitch the ball on the appropriate line and length that prevents run scoring

D. MARK ALLOCATION

Marks	Observable key skill components described in C: Use of space, Positioning, Execution and Decision making
5	Always demonstrates skills at an exceptional level under pressure
4	Consistently demonstrates skills under pressure
3	Frequently demonstrates appropriate skills, but not as intense as (4)
2	Demonstrates adequate skill level
1	Demonstrates low level of skill
0	Does not demonstrate minimum skill level

Copyright

© School Curriculum and Standards Authority, 2023

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 (the 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 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.

An *Acknowledgements variation* document is available on the Authority website.

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