



PHYSICAL EDUCATION STUDIES

Practical (performance) examination 2020

BADMINTON

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

Shuttlecocks

To be provided by the candidate

Badminton racquet and 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: Forehand overhead clear	6	50
Skill 2: Backhand underarm net tumble	6	
Skill 3: High singles serve	6	
Skill 4: Forehand smash	6	
Skill 5: Forehand overhead drop 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 white shirts 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 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 and skill demands of each sport, its rules and general game 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: Forehand overhead clear

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

- Body slightly side-on to the net with non-racquet foot forward
- Non-racquet arm pointing upwards
- Elbow up with racquet dropped behind the head
- Weight slightly over the rear foot

Execution

- Contact shuttle as high as possible in front of the body
- Arm pronates on contact
- Shuttle hit firmly
- Step forward onto racquet foot
- Trajectory: shuttle travels high and deep

Completion/Outcome

- Follow through in the direction of the shot
- Shuttle lands in the target area located in the back corner of the court at the junction of the two sets of tram lines

D. MARK ALLOCATION

Mark	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: Backhand underarm net tumble

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

- Body square to the net with racquet foot slightly forward
- Non-racquet arm balancing the body
- Racquet kept forward – in front of the body
- Racquet face parallel to the floor – back of hand facing upwards

Execution

- Step forward with racquet leg
- Extend racquet arm to net height
- Contact shuttle with minimal arm swing allowing it to tumble over the net
- Trajectory: shuttle ‘tumbles’ over and close to the net

Completion/Outcome

- Push back with both legs to base position
- Shuttle lands just over the net

D. MARK ALLOCATION

Mark	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: High singles serve

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

- Stand mid-court near the centre line
- Body slightly side-on to the net
- Non-racquet foot forward
- Racquet held up behind the body
- Shuttle held in cup style (C-shape) out in front of leading foot

Execution

- Contact point in front of leading foot
- Transfer body weight from racquet foot to non-racquet foot
- Arm pronates on the forward upward swing
- Trajectory: Shuttle travels high and deep

Completion/Outcome

- Follow through in the direction of the shot
- Shuttle lands on/or in back tramlines

D. MARK ALLOCATION

Mark	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: Forehand smash

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

- Body slightly side-on with non-racquet foot forward
- Non-racquet arm pointing upwards
- Elbow up with racquet dropped behind the head
- Weight slightly over the rear foot

Execution

- Contact in front of the body
- Extend arm on contact
- Use downwards throwing action
- Step through with racquet foot on contact
- Body rotates on contact point
- Trajectory: shuttle travels at speed in downward direction

Completion/Outcome

- Follow through in the direction of the shot
- Shuttle lands in the target area located in the back corner of the court at the junction of the two sets of tram lines

D. MARK ALLOCATION

Mark	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: Forehand overhead 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

- Body slightly side-on to the net with non-racquet foot forward
- Non-racquet arm pointing upwards
- Elbow up with racquet dropped behind the head
- Weight slightly over the rear foot

Execution

- Contact shuttle as high as possible in front of body
- Push the racquet head downward slowly to reduce shuttle speed
- Trajectory: shuttle travels downwards

Completion/Outcome

- Follow through in the direction of the shot
- Shuttle lands in the target area located between the net and edge of the service court near the tram lines

D. MARK ALLOCATION

Mark	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	Off-the-shuttle skills	On-the-shuttle skills
SCORING (OFFENCE) – 10 marks		
Setting up an attack opportunity	<ul style="list-style-type: none"> ▪ Maintain central court position (get back to base) 	<ul style="list-style-type: none"> ▪ Overhead clear – forehand, backhand ▪ Overhead drop shot – forehand, backhand ▪ High serve ▪ Flick serve ▪ Drive – forehand and backhand
Winning the point	<ul style="list-style-type: none"> ▪ Quick movement to shuttle ▪ Meeting shuttle early – above net height ▪ Holding racquet high out in front of body ▪ Awareness of opponent's position ▪ Anticipation of play 	<ul style="list-style-type: none"> ▪ Smash ▪ Attacking the serve ▪ Attacking drop shot ▪ Control the net with net tumbles ▪ Net attack shot
PREVENTING SCORING (DEFENCE) – 10 marks		
Defending on own side of the net	<ul style="list-style-type: none"> ▪ Recovery to base with quick footwork ▪ Holding racquet out in front of body ▪ Be patient and move to retrieve all shots back into play ▪ Anticipation of play 	<ul style="list-style-type: none"> ▪ Low serve ▪ Underarm – clear forehand and backhand ▪ Overhead – clear forehand and backhand ▪ High serve
Defending against an attacking player	<ul style="list-style-type: none"> ▪ Keep moving to keep rally going ▪ Be patient ▪ Play to opponent's weaknesses ▪ Re-gain the attack position 	<ul style="list-style-type: none"> ▪ Push shuttle flat (drives) ▪ Hit shuttle away into furthest corners ▪ Return the smash with a forehand or backhand underarm clear/ block ▪ Return the drop shot with net tumble ▪ Return fast flat drives by meeting shuttle early

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

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