



PHYSICAL EDUCATION STUDIES

Practical (performance) examination 2016

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: 75 minutes

Materials required

To be provided by the candidate

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
Skill 1: Control dribble	6	15
Skill 2: Lay-up	6	
Skill 3: Closeouts-wing	6	
Skill 4: Shooting-free throw	6	
Skill 5: Shooting-catch and shoot jump shot	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

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.

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: 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
- Non-dribbling hand (lead) between waist and shoulder height (parallel to the ground)
- Ball contacts the ground adjacent to trail foot (rear)

Completion/Outcome

- Ball comes back into the hand at hip height
- Ball possession is maintained

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: 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 (knee at waist height)
- Elbow extension of shooting arm allowing for one-hand release
- Wrist flexion and finger extension to release ball 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 top corners of small square (on a 45° lay up)
- Balanced landing with flexion of knees to absorb impact

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: Closeouts – wing

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

- Ready stance: feet shoulder width apart
- Heels off the ground (weight on balls of feet)
- On cue (offensive player receiving the ball) turn is made moving nearest foot to the offensive player first and sprint

Execution

- As distance to the offensive player is reduced so is the distance of strides (shorter steps, quicker contact with floor) 'stutter steps'
- Width between feet is wider than hips during 'stutter steps'
- Arms are raised upward with palms facing the ball
- Ball, defender, basket relationship (defender face on to offensive player)

Completion/Outcome

- Efficiency of movement (timing of transition from sprint to stutter steps)
- Offensive player is checked

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: Shooting-free throw

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 balanced with weight on balls of feet
- Eyes focused on the target
- Finger pads spread on the ball with elbow under the ball
- Knees flexed

Execution

- Extension of legs to provide vertical lift
- Shooting hand under the ball, wrist flexed (creates 90° between forearm and wrist)
- Ball raised vertically through line of sight
- Arm extension to full elbow lock and wrist snap
- The ball is released just before reaching full leg extension

Completion/Outcome

- Follow through position is held with middle three fingers directed at the target until the ball hits the rim
- Body rises up onto the balls of the feet and balance is held until the ball hits the rim
- Follow through position of arms is held , usually for two counts, or until the ball hits the rim
- Ball travels with back spin

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: Shooting-catch and shoot 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

- Shoulders square to the basket
- Knees flexed
- Target (both hands up) is provided for the passer
- Step is into the pass
- Catch is made with both hands

Execution

- Catch in the air
- A jump or stride stop is used (non-shooting foot lands first)
- Shooting hand under the ball, wrist flexed creates a 90° angle between forearm and wrist
- Ball is raised vertically through line of sight
- Extension of legs to provide power and vertical jump (off the ground)
- Arm extension to full elbow lock and snap of the wrist

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

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

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