



**PHYSICAL EDUCATION STUDIES**

**Practical (performance) examination 2021**

**TENNIS**

**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 Tennis

Tennis balls

**To be provided by the candidate**

Tennis racquet, non-marking enclosed shoes suitable for a hard surface

**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

<b>Sections and criteria</b>	<b>Marks available</b>	<b>Percentage of total exam</b>
Individual skills		
Skill 1: Serve – slice	6	50
Skill 2: Forehand groundstroke	6	
Skill 3: Backhand drop shot	6	
Skill 4: Net volley – backhand	6	
Skill 5: Overhead	6	
Conditioned performance	20	50
	<b>Total</b>	<b>100</b>

**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: Serve – slice**

**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**

- Grip: Continental
- Serving stance: perpendicular to the net, front foot is angled towards the net post, and back foot behind the front, parallel to the baseline
- Non-hitting hand supports the ball and throat of the racquet

**Execution**

Backswing

- Shoulders rotate, hands split, bodyweight transferred onto the back foot
- Tossing arm raises up towards the net post and leads the hitting arm
- The palm of the hitting hand remains down facing the ground before the hitting arm bends to provide for a fluent throwing motion

Forward swing

- Bodyweight transfers to the front foot through leg drive
- Hips uncoil followed by the shoulders (or trunk)
- Elbow extends and racquet follows an upward and outward swing path with the upper arm and forearm rotating outward
- Tossing arm tucks in close to the body to allow for continued acceleration of dominant arm
- Shoulders align more vertical than horizontal at impact with the eyes focusing on the impact point

Impact

- Slice serve: ball contact made in line with front foot and in front of the body, with the racquet contacting the outside of the ball

**Completion/Outcome**

Follow-through

- Racquet head decelerates and finishes on the opposite side of the body
- Natural upper arm internal rotation and forearm pronation complete the action
- Landing completed on the front foot

**Skill 1: Serve – slice (continued)****D. MARK ALLOCATION**

<b>Marks</b>	<b>Observable key skill components described in C: Preparation, Execution, Completion and Outcome</b>
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: Forehand groundstroke

**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

- Grip: eastern forehand, semi-western forehand or western
- Stance: knees are slightly flexed to assume a sound support base
- Racquet in a neutral position (elbows away from the body), with support provided by the non-hitting hand

#### Execution

##### Backswing

- Commences in a circular motion
- Hitting hand positioned between the shoulders and hips, with non-dominant hand balancing the backward trunk rotation
- Shoulders rotate further than the hips (to create a separation angle)
- Racquet and hand are still visible on the hitting side of the body
- Back knee is flexed

##### Forward swing

- Legs extend and body segments uncoil in sequence (i.e. hips and then shoulders rotate to face the net at impact)
- Racquet and hand drop below the ball and racquet is swung with a low to high trajectory

##### Impact

- Racquet face is vertical for a longer hitting zone with contact made slightly in front of the body
- Head remains stable and eyes focused on impact point
- Wrist and forearm remain stable

#### Completion/Outcome

##### Follow-through

- Racquet decelerates across the body
- Hitting shoulder finishes high

### 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: Backhand 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

- Grip: subject to disguise but generally, a continental grip
- Knees are slightly flexed

##### Execution

###### Backswing

- Hitting arm remains slightly flexed and non-hitting arm is similarly flexed and raised to provide racquet head stability
- Shoulders rotate at least as far as the hips
- Back knee is flexed with stance perpendicular to the net

###### Forward swing

- Legs extend, weight is transferred to the front foot and body segments uncoil in sequence (with hips and shoulders remaining perpendicular to the net)
- Hands/arms separate

###### Impact

- Racquet head remains above the wrist and racquet trajectory is high-low
- Head remains stable and eyes focused on contact point
- Wrist and forearm remain stable

##### Completion/Outcome

###### Follow-through

- Follow-through is abbreviated, with the racquet finishing low (at approximately waist height) and pointing in the direction of the shot
- Non-hitting arm straightens: hand to hand forms a line

#### 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: Net volley – backhand

**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

- Grip: continental
- Stance: knees are slightly flexed
- Racquet in a neutral position (elbows away from the body), with support provided by the non-hitting hand
- Non-hitting hand initiates any grip change

##### Execution

###### Backswing

- Shoulders aligned horizontally to the ball path
- Balanced and neutral shoulder-head alignment is maintained
- Dominant arm remains slightly flexed. Non-hitting arm provides racquet head stability with the elbow raised
- Racquet head is kept above the wrist. Strings in line with the path of the ball

###### Forward swing

- Arms separate
- Knees/hips extend and right foot steps forward to transfer weight through the volley
- Racquet head is kept above the wrist. Racquet face is vertical creating a longer hitting zone
- Head remains stable and eyes focused on contact point

###### Impact

- Ball-racquet impact occurs in front of the body
- Wrist and forearm remain stable

##### Completion/Outcome

###### Follow-through

- Racquet follows path towards the target
- Non-hitting arm straightens and remains back: hand to hand forms a line
- Deceleration of body weight to recover

#### 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: Overhead**

**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**

- Grip: continental
- Racquet in a neutral position (elbows away from the body) with support and grip change provided by the non-hitting hand

**Execution****Backswing**

- Right leg moves back for a right-handed player. Body weight is consequently shifted onto the back leg
- Both knees are flexed in preparation for leg drive
- Both arms raised together, racquet is closed with racquet angle at 45°
- Hitting arm is bent to provide for a fluent throwing motion

**Forward swing**

- Legs fully extend to lead uncoiling of other body parts (i.e. hips and trunk rotate to a position near parallel to the net)
- Elbow extends and racquet follows an upward and outward swing path with the upper arm and forearm rotating outward
- Non-hitting arm tucks in close to the body to allow for continued acceleration of dominant arm

**Impact**

- Racquet-ball contact made in line with or to the right of the front foot and in front of the body
- Head and shoulders aligned, eyes focused on impact point

**Completion/Outcome****Follow-through**

- Racquet head decelerates and finishes on opposite side of the body
- Natural upper-arm internal rotation and forearm pronation complete the action

**D. Mark allocation**

<b>Marks</b>	<b>Observable key skill components described in C: Preparation, Execution, Completion and Outcome</b>
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-ball skills	On-the-ball skills
<b>OFFENCE – 10 marks</b>		
Setting up to attack (creating space)	<ul style="list-style-type: none"> <li>• Perception</li> <li>• Anticipation</li> <li>• Footwork</li> <li>• Coordination (differentiation, orientation etc)</li> <li>• Select optimal target areas</li> <li>• Communication with partner (Doubles play)</li> </ul>	<ul style="list-style-type: none"> <li>• Groundstrokes                             <ul style="list-style-type: none"> <li>◦ Forehand</li> <li>◦ Backhand</li> <li>◦ Backhand slice</li> <li>◦ Cross-court</li> <li>◦ Down the line</li> </ul> </li> <li>• Return of serve</li> <li>• Approach shot</li> <li>• Drop shot</li> <li>• Serve</li> </ul>
Winning the point	<ul style="list-style-type: none"> <li>• Perception</li> <li>• Anticipation</li> <li>• Footwork</li> <li>• Coordination (differentiation, orientation etc)</li> <li>• Change the rhythm and tactics during the match</li> <li>• Attack the short ball</li> <li>• Winning plays (1-2 sequence)</li> </ul>	<ul style="list-style-type: none"> <li>• Net volleys                             <ul style="list-style-type: none"> <li>◦ Forehand</li> <li>◦ Backhand</li> <li>◦ Cross-court</li> <li>◦ Down the line</li> </ul> </li> <li>• Return of serve</li> <li>• Passing shot</li> <li>• Attacking drop shot</li> <li>• Lob (forehand and backhand)</li> <li>• Smash</li> <li>• Serve</li> </ul>
<b>DEFENCE – 10 marks</b>		
Defending own space	<ul style="list-style-type: none"> <li>• Perception</li> <li>• Anticipation</li> <li>• Footwork</li> <li>• Coordination (differentiation, orientation etc)</li> <li>• Limit directional changes</li> <li>• Communication with partner (Doubles play)</li> </ul>	<ul style="list-style-type: none"> <li>• Low service</li> <li>• Return of serve</li> <li>• Ground strokes (forehand and backhand)</li> <li>• Backhand slice</li> <li>• Hold the line on low volleys</li> <li>• Play consistent percentages</li> </ul>
Defending against an attack	<ul style="list-style-type: none"> <li>• Perception</li> <li>• Anticipation</li> <li>• Footwork</li> <li>• Coordination (differentiation, orientation etc)</li> </ul>	<ul style="list-style-type: none"> <li>• Return of serve</li> <li>• Backhand slice</li> <li>• Lobs                             <ul style="list-style-type: none"> <li>◦ Forehand</li> <li>◦ Backhand</li> </ul> </li> <li>• Centre the ball</li> <li>• Hold the line on low volleys</li> </ul>

**D. MARK ALLOCATION**

<b>Marks</b>	<b>Observable key skill components described in C: Use of space, Positioning, Execution and Decision making</b>
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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