



PHYSICAL EDUCATION STUDIES

Practical (performance) examination 2020

SOCCKER

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 Soccer – balls, goals, markers

To be provided by the candidate

Shin guards, enclosed shoes or soccer boots.

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: Dribbling	6	50
Skill 2: Long lofted pass	6	
Skill 3: Shooting	6	
Skill 4: Control low ball	6	
Skill 5: Short pass	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 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: Dribbling

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 positioned close and central to the body
- Dribbling knee is positioned up and over the ball
- Body is balanced
- Head is positioned over the ball
- Body facing the defender
- Ball is kept central to the body

Execution

- Dribbling foot pushes the ball forward in a controlled manner
- Knee is over the ball as it is touched forward
- Ball is always kept within control-distance of the foot
- Use both inside and outside of the foot to move the ball forward
- Eyes are kept up to assess further play options (Eyes not fixed only on the ball)
- Player simultaneously dribbles and scans the field

Completion/Outcome

- Player controls the ball and is able to utilise further options

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: Long lofted 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 positioned between the kicker and the target
- Approach to the ball made at an angle of approx 30° (Not straight at the ball)
- Ball is approached in a fluid and balanced motion
- As the ball is approached the supporting foot reaches toward and is placed next to and level with the centre of the ball. The knee is slightly bent for balance
- Supporting foot faces towards the intended target
- Kicking leg then moves toward the ball with knee slightly bent

Execution

- Supporting leg slightly flexed to provide balance
- Head over the ball looking towards the intended target
- Kicking leg swings forward towards the bottom part of the ball
- As the foot meets the ball the foot is turned to the outside, parallel to the ground with ankle locked (firm not floppy)
- Instep makes contact with the ball, striking through the centre of the ball
- Timing of the pass – the kicking foot ‘meets’ the ball central to the body – not reaching for the ball

Completion/Outcome

- Kicking foot follows through in the direction of the kick
- The body still balanced (not leaning back)
- Ball moves toward the target in the air (not bobbling along the ground) ideally reaching approximately 2 metres above the ground at its highest point (this demonstrates the ability to play the ‘lofted’ pass over the opposition players – technical execution)
- Fluency – the preparation and execution completed in sequence

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: Shooting

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 positioned between (or level with) the kicker and the target
- Ball is approached at a slight angle
- Ideally approach is to be no longer than three metres

Execution

- Supporting leg is positioned next to the ball and is slightly flexed to provide balance
- Head is down over the ball
- Knee and body are positioned slightly over the ball
- Arms are out to maintain balance
- Shooting leg swings forward with knee flexed, foot extended, ankle firm
- Contact is made with the top of the foot (laces) moving through the ball

Completion/Outcome

- Shooting foot swings ‘through’ the ball along with body weight
- Appropriate power is applied to the ball and is consistent with position of goalkeeper
- Ball hits the intended target

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: Control – low 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

- Body is balanced in anticipation on the balls of the feet
- Hips and knees are flexed
- Body moved into position behind the path of the approaching ball
- Eyes are kept on the ball

Execution

- Receiving foot is parallel to the ground and slightly raised
- Supporting foot is positioned alongside the ball with knee flexed and arms out to maintain balance
- Head is over the ball
- The centre of the ball is ‘cushioned’ using the middle of the inside of foot

Completion/Outcome

- Ball is in a position to be used effectively after it has been controlled

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: Short 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

- Player standing balanced in anticipation on the balls of the feet (not flat footed)
- The ball is approached in fluid motion, knees slightly bent with body fluent and balanced
- The supporting foot is placed next to and level with the centre of the ball with knee slightly bent for balance
- Supporting foot facing towards the intended target

Execution

- Supporting leg slightly flexed to provide balance
- Head is down and over the ball
- Kicking leg swings forward towards the centre of the ball
- As the foot meets the ball the foot is turned to the outside, parallel to the ground with ankle locked (firm not floppy)
- Instep makes contact with the ball, striking through the centre of the ball
- Timing of the pass – the foot ‘meets’ the ball central to the body – not reaching for the ball

Completion/Outcome

- Kicking foot follows through in the direction of the ball
- The body still balanced (not leaning back)
- Ball moves along the ground (not bouncing along the ground or in the air) in a forward rolling direction

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	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) 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