



PHYSICAL EDUCATION STUDIES

Practical (performance) examination 2022

TOUCH FOOTBALL

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: 70 minutes

Materials required

To be provided at the venue

Non-personal equipment required for Touch Football

To be provided by the candidate

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: Half pass (pop)	6	50
Skill 2: Running pass	6	
Skill 3: Effecting a touch – defender	6	
Skill 4: Effecting a touch – attacker (dump/roll ball)	6	
Skill 5: Scoop	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: Half pass (pop)

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

- Relative position of team-mate receiving the pass is monitored
- Base of support is wide
- Foot furthest away from receiver is positioned near the ball
- Foot nearest to the receiver is facing towards the receiver with both feet perpendicular to sideline
- Hips and knees flex to allow for pick-up of the ball

Execution

- The ball is secured with both hands
- Relative position of team-mate receiving the pass is monitored
- Ball is directed through flexion of the wrists and flicked upwards and slightly backwards into space for the oncoming runner
- Velocity and angle of pass is appropriate to the distance required (less than one metre)

Completion/Outcome

- Follow through is balanced with fingers pointed towards the receiver
- Ball travels slightly backwards and floats or ‘hangs’ with no spin
- Ball is received by team-mate between the shoulders and waist
- Team-mate is able to run onto the ball
- Player repositions and is available for a pass
- Pass received by team-mate

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: Running 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 held with two hands on either side with fingers spread and elbows slightly bent
- Body is balanced with the outside leg forward and the body turned towards the receiver
- Eyes are looking towards the target
- Ball is carried in front of the body

Execution

- Upper torso rotates to swing the ball across the front of the body
- Weight is transferred onto the foot closest to the target
- Velocity and angle of pass is appropriate to distance required
- Flexion of the wrists directs the ball towards the receiver

Completion/Outcome

- Body is balanced during follow through with hands finishing in the direction of the receiver
- Ball travels backwards with a flat trajectory
- Ball is received by team-mate between the shoulders and waist
- Receiver is able to run onto the ball
- Player repositions and is available for a pass

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: Effecting a touch – defender

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

- Balance is maintained by lowering body position when running towards the attacker
- Acceleration is towards the attacking player
- Eyes are focused on the lower trunk of the attacker

Execution

- Step towards the attacker with one foot turning side on and initiate the touch with the same hand as the foot
- Deceleration when near the attacker
- Initiate touch with one hand and same foot in a side on position at shoulder height

Completion/Outcome

- Touch is effected at shoulder height
- Right hand touch – split left and retreat to outside position and prevent touch down
- Left hand touch – split right to outside position and prevent touch down
- Retreats 7 m to prevent scoring opportunity

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: Effecting a touch – attacker (dump/roll 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

- Balance is maintained by lowering body position
- Body is positioned to one side of the defender
- The player decelerates in anticipation
- Eyes are focused on the hips of the defender

Execution

- Knees and the hips flex to lower the base of support
- Ball is controlled in a secure position
- Hand nearest the defender is extended to initiate the touch on opponent with minimal force
- Touch is effected at hip height

Completion/Outcome

- Ball is controlled to the ground just in front of or between the feet that are parallel to the sidelines
- Player steps forward and square over the ball
- Player repositions and is available for a pass or to become the next acting half

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: Scoop

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

- Outside foot is positioned side-on and near the ball
- Hips and knees flex to allow for low pick up
- Eyes are focused on the ball

Execution

- Balance and speed are maintained throughout
- Arm swings across the body to scoop up the ball in one hand

Completion/Outcome

- Extend through the hips to get back to upright position
- Ball is secured with two hands running forward
- Player breaks the line and looks for further options

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 – 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"> Creates space to provide passing/scoring opportunities by drawing or moving the defence Uses the width to enable plays Attack/uses the holes in the defensive lines to create scoring opportunities Control plays and planned moves in rucking the ball down the field to set up and execute moves on the score line 	<ul style="list-style-type: none"> Reads the play and anticipates opposition movements Holds their position in a line attack and moves at a slower pace Stops attacking momentum by shutting down attackers roll ball or movement forward by getting inside early in ruck defence
Positioning	<ul style="list-style-type: none"> Repositions quickly to become an attacking option (i.e. dump and split) Positioning in space by running at holes Lateral movement (position adjustment) Position behind ball carrier (line or ruck attack) 	<ul style="list-style-type: none"> Adopts strong defensive position to cover more than one attacking move for a ruck or line defence Protects short side i.e. pushes attacking back to the middle where support is situated Communicates their position and also where team mates should move to after touch
Execution	<ul style="list-style-type: none"> Executes skills and moves effectively with fluency, control, precision and consistency during on the ball plays Correct execution of skills i.e. passing, evading, initiating the touch Maintains possession of the ball Ability to involve other players in rucking patterns and attacking moves to score 	<ul style="list-style-type: none"> Retreats quickly after play to reposition for next play Executes skills and moves effectively with fluency, control, precision and consistency during on the ball or off the ball plays Correct execution of skills i.e. touch left hand left foot forward and movement to side the ball is going
Decision making	<ul style="list-style-type: none"> Clear and effective communication with team mates at all times Executes or directs set plays by carrying out their role Exploits defensive weaknesses or takes advantage of defensive position 	<ul style="list-style-type: none"> Clear and effective communication with team mates at all times Understanding of basic policies Responds effectively and/or pre-empts to oppositional moves within their role/position
Marks	10	10
Total	20	

Above is a guide and not exhaustive of all elements of a game.

D. MARK ALLOCATION

Marks	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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