Physical Education Studies

Support materials for school-based practical external assessment

Basketball

**Acknowledgement of Country**

Kaya. The School Curriculum and Standards Authority (the Authority) acknowledges that our offices are on Whadjuk Noongar boodjar and that we deliver our services on the country of many traditional custodians and language groups throughout Western Australia. The Authority acknowledges the traditional custodians throughout Western Australia and their continuing connection to land, waters and community. We offer our respect to Elders past and present.

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Physical Education Studies – Performance assessment

The school-based practical external assessment (SPEA) process involves all students enrolled in the School Curriculum and Standards Authority (the Authority) Physical Education Studies ATAR Year 12 course.

This document describes the format of the SPEA conducted by the Authority. It may be used as a resource to support teachers in their school-based assessment of student performance of students in ATAR and General Physical Education Studies courses in both Years 11 and 12.

Assessment at the end of a teaching program on the selected sport must reflect the requirements of the practical (performance) external assessment design brief in the course syllabus.

Sessions are conducted separately for male and female students and, where necessary, may be adjusted for varying ability levels.

The assessment consists of a competitive performance, the duration of which will be dependent on the number of students in the group being assessed. During this time, students will be provided with opportunities to demonstrate skills in each of two sections:

* skill execution
* tactical application.

Competence in demonstrating the individual skills required in the selected sport must be assessed holistically rather than focusing on a detailed analysis of their individual parts. The final mark for ‘skill execution’ must take into account the timing and appropriateness of skills being used in specific competitive conditions.

When assessing game skills, factors such as game pressure, pace, skill and intensity of opponent and teammates, playing area and environmental conditions, may affect performance and should be considered. Contact and/or possession account for only a small percentage of game time, most of which is spent in movement and performance of tactical/strategic skills ‘off the ball’, and this must also be considered when assessing each student.

Students will be provided with opportunities to demonstrate anticipation, creativity and deception within a competitive environment. These attributes can be demonstrated through a number of ways which include:

* anticipation: early movement to a position where opponents’ shots, passes, scoring attempts are directed; reading of opponents’ tactics and movement in time to reduce opponents’ options
* creativity: changing a pass/shot in response to opponents’ movement/position
* deception: use of a skill, pass or shot that is not the obvious choice; use of fake/baulking movements.

Decision making within a competitive sport environment includes the student’s ability to:

* receive, identify and select relevant information
* apply this information together with an athlete’s skills and knowledge
* execute an action to achieve a specific goal.

Judgements on each student’s ability may also take into consideration the speed with which such decisions are made. Within the context of this assessment, the speed of decisions will affect the demonstration of several of the skills across the two sections.

When allocating a mark for ‘tactical application’, skill selection and placement in relation to teammates and/or opponents, possession, scoring opportunities and spatial awareness must be considered. In this section, students will be rewarded for their demonstration of deception, creativity and/or anticipation. These tactics must be demonstrated in offence and defence as well as in varying positions and roles.

Assessment should typically take into account the totality of game play, including the dynamic and changing situations associated with game play, by considering tactical processes and outcomes which form part of the total composition of game performance.

**Note:** the final mark awarded to a student for each section must reflect the student’s performance consistently during the assessment and not intermittent occurrences at either end of the performance continuum.

Sport-specific information

1. Workspace and organisation

* the game will be played on a half basketball court, preferably indoors

1. Team composition

* four players per team
* male and female students are to be assessed separately
* teams are to be monitored to ensure students demonstrate skills in a variety of positions

1. Duration

* each group of eight students will be assessed for 40 minutes, including suitable breaks as required; however, this will be dependent on the number of students in the group being assessed.

1. Amended rules

* play starts at halfway and continues until either a goal is scored or the ball is intercepted by the defence
* if a goal is scored, the next numbered player inbounds from the halfway line
* if possession is regained by the defence (through interception, rebound or from out of court), they move the ball beyond the halfway line and become the offence
* all other rules in accordance with Fédération Internationale de Basketball (FIBA) Basketball Rules

1. Minimum equipment required

* size 6 indoor ball for females
* size 7 indoor ball for males

1. Logistical requirements

To be organised by the school

* equipment, as outlined in point 5
* numbered bibs or playing tops
* performance facility, including appropriate markings
* suitably experienced umpire
* warm-up/preparation of students prior to the commencement of the session
* additional students of suitable ability, if required, to ensure two teams of four

To be organised by the Authority

* session date and time
* independent assessor

1. For technical information on the performance of individual and/or game skills, reference should be made to the resources provided by the National/State organisations. This is available from [Coaches Education Platform - World Association of Basketball Coaches - FIBA.basketball](https://www.fiba.basketball/wabc).
2. Elite performers

For a student to be considered as an elite performer they must have participated at the described level as a minimum in the last two years.

Basketball elite performance

* U/18 Championship WABL **OR**
* represented WA in National Competition (u/18)

Basketball assessment overview

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| Section | Basketball observations |
| **Section one**  Skill execution – 20 marks (35% of the practical assessment)  The student is required to demonstrate individual, sport-specific skills within a competitive environment. The assessment will include:   * proficiency of performance in individual skills * selection and application of appropriate skills in specific situations. | * execution * consistency * control * fluency * precision * kinematics of arms during throwing/catching, including sequencing and energy transfer * footwork * skill selection and timing |
| **Section two**  Tactical application – 20 marks (65% of the practical assessment)  The student is required to demonstrate individual and/or team, sport-specific tactics within a competitive environment. The assessment will include the use of team/individual tactics. | **Offence**   * maintaining possession * setting up a play (structure) * ball projection (angle), velocity and spin * pace of attack * creating scoring opportunities * communication with teammates * use of space through movement and/or pass selection * positioning |
| **Defence**   * regaining possession * preventing scoring opportunities * communication with teammates * support of other defenders * positioning/movement to dispossess or intercept |

Marking key

Section one – Skill execution

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| --- | --- |
| Basketball – skills for consideration | |
| * execution * consistency * control * fluency * precision * kinematics of arms during throwing/catching, including sequencing and energy transfer * footwork * skill selection and timing | Skill selection and timing   * examples of decisions to be made: * offensive techniques, such as: dribble; pass; shooting; lay-up; setting and using screens; leading for the ball * defensive techniques, such as: on ball defence and defensive stance and slide; blocking out * rebounding |

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| Marks allocation – proficiency  10 marks | Marks |
| Consistently performs skills at high intensity with precision, efficiency and fluency  Consistently controls the flight and delivery of the ball, achieving the desired outcome | 9–10 |
| Performs skills at high intensity with a high degree of precision and fluency  Demonstrates a high level of control of the delivery and flight of the ball when aiming for a target, with a high degree of success in achieving the desired outcome | 7–8 |
| At moderate intensity, performs most skills with precision and fluency  Controls the delivery and flight of the ball when aiming for a target most of the time mostly achieving the desired outcome | 5–6 |
| With little intensity, performs skills somewhat fluently with variable precision  Controls the delivery and flight of the ball some of the time when aiming for a target, with some degree of success in achieving the desired outcome | 3–4 |
| Without appropriate intensity, performs few skills and demonstrates limited fluency  Demonstrates limited control of the delivery and flight of the ball when aiming for a target with a low degree of success in achieving the desired outcome | 1–2 |

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| Marks allocation – selection and application of skills  10 marks | Marks |
| Consistently makes the correct decision and selects a variety of skills that range from simple to complex and are appropriate to the situation, achieving the desired outcome | 9–10 |
| Selects a broad range of simple and complex skills that are mostly appropriate for the situation and has a high degree of success in achieving the desired outcome | 7–8 |
| Selects and uses mainly simple skills that are mostly appropriate for the situation and usually achieves the desired outcome | 5–6 |
| Uses the appropriate skill in some situations, giving preference to the more familiar and less complex skills | 3–4 |
| Performs a limited range of simple skills, regardless of the situation, with a low degree of success in achieving the desired outcome | 1–2 |

Section two – Tactical application

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| Basketball – skills for consideration | |
| **Offence** | |
| * maintaining possession * setting up a play (structure) * ball projection (angle), velocity and spin * pace of attack * creating scoring opportunities * communication with teammates * use of space through movement and/or pass selection * positioning | Setting up a play   * passes to the open or best positioned player * passes to a scoring option * communicates with teammates to set up play * dribbles ball to an attacking position   Ball projection (angle), velocity and spin   * passes are at an appropriate angle to reach target * passes are at an appropriate speed to teammate’s advantage * passes are at an appropriate angle and speed to assist in scoring a goal   Pace of attack   * attacks are at an appropriate pace to gain advantage of opponents’ position or weakness   Pass distribution   * examples of decisions to be made: * passing opportunities are created and used by positioning on the court, passes are made to players in open space or to an advantage (e.g. mismatch)   Support of ball carrier   * player movement * into open space * away from opponent * into attacking positions/receiving positions * rebounding position |

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| Basketball – skills for consideration | |
| **Defence** | |
| * regaining possession * preventing scoring opportunities * communication with teammates * support of other defenders * positioning/movement to dispossess or intercept | Preventing scoring opportunities   * opponents’ moves are restricted/stopped * opponents’ attacking options are reduced   Support of other defenders   * positioning in relation to a teammate defending an opponent * communication is evident between teammates   Positioning/movement to tackle or intercept   * space available for ball carrier is closed down * movement into position to reduce passing, shooting and dribbling options * position in relation to opponent to remove them as a passing option * opponents’ passes are anticipated/intercepted |

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| Marks allocation Offence – 10 marks  Defence – 10 marks | Marks |
| Consistently performs required skills to an exceptional level and appropriate to the competitive situation, demonstrating creativity, deception and anticipation while maintaining intensity under game-like pressure | 9–10 |
| Performs required skills with some consistency to a high level and appropriate to the competitive situation, usually demonstrating creativity, deception and anticipation while maintaining intensity under game-like pressure on most occasions | 7–8 |
| Performs required skills most of the time and usually appropriate to the competitive situation, at times demonstrating creativity, deception and anticipation at a reduced intensity | 5–6 |
| Performs required skills some of the time, often appropriate to the competitive situation, occasionally demonstrating a low degree of creativity, deception or anticipation at a low intensity | 3–4 |
| Occasionally performs a few of the required skills at a minimal intensity, at times appropriate to the competitive situation, with little or no creativity, deception or anticipation | 1–2 |