Physical Education Studies

Support materials for school-based practical external assessment

Netball

**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 generally conducted separately for male and female students. However, schools may choose to combine students for the purpose of the assessment in netball. If this option is employed, it is imperative that students are matched by skill level for performance assessment.

Groups may be adjusted for varying ability levels during the assessment, where necessary,

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’, shot 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 indoor netball court
1. Team composition
* four players per team, ensuring teams are equitable and reflected in the allocation of numbers
* male and female students are to be assessed separately; however, a school may choose to combine students for the purpose of the assessment in netball. If this option is employed, it is imperative that students are matched by ability level
* students are numbered with their number prominently written on each calf with a marker
* numbers will determine the allocated position in each rotation according to the grids below
* each rotation will continue for six minutes with breaks between rotations

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| Rotations for eight students |
| Rotation 1 | **Rotation 2** | **Rotation 3** | **Rotation 4** |
| Student # | Position | Student # | Position | Student # | Position | Student # | Position |
| 1 | GS | 3 | GS | 6 | GS | 7 | GS |
| 2 | GA | 4 | GA | 5 | GA | 8 | GA |
| 3 | WA | 1 | WA | 8 | WA | 5 | WA |
| 4 | C (Att) | 2 | C (Att) | 7 | C (Att) | 6 | C (Att) |
| 5 | C (Def) | 8 | C (Def) | 3 | C (Def) | 1 | C (Def) |
| 6 | WD | 7 | WD | 4 | WD | 2 | WD |
| 7 | GD | 6 | GD | 1 | GD | 3 | GD |
| 8 | GK | 5 | GK | 2 | GK | 4 | GK |

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| Rotations for 9 students |
| Rotation 1 | **Rotation 2** | **Rotation 3** | **Rotation 4** | **Rotation 5** | **Rotation 6** |
| Student # | Position | Student # | Position | Student # | Position | Student # | Position | Student # | Position | Student # | Position |
| 1 | GS | 3 | GS | 2 | GS | 6 | GS | 5 | GS | 9 | GS |
| 2 | GA | 4 | GA | 1 | GA | 9 | GA | 6 | GA | 5 | GA |
| 3 | WA | 2 | WA | 4 | WA | 7 | WA | 8 | WA | 6 | WA |
| 4 | C (Att) | 1 | C (Att) | 3 | C (Att) | 5 | C (Att) | 7 | C (Att) | 8 | C (Att) |
| 9 | C (Def) | 5 | C (Def) | 6 | C (Def) | 2 | C (Def) | 4 | C (Def) | 1 | C (Def) |
| 8 | WD | 9 | WD | 5 | WD | 1 | WD | 3 | WD | 2 | WD |
| 7 | GD | 8 | GD | 9 | GD | 3 | GD | 2 | GD | 4 | GD |
| 6 | GK | 7 | GK | 8 | GK | 4 | GK | 1 | GK | 3 | GK |
| 5 | Off | 6 | Off | 7 | Off | 8 | Off | 9 | Off | 7 | Off |

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| Rotations for 10 students |
| Rotation 1 | **Rotation 2** | **Rotation 3** | **Rotation 4** | **Rotation 5** | **Rotation 6** |
| Student # | Position | Student # | Position | Student # | Position | Student # | Position | Student # | Position | Student # | Position |
| 1 | GS | 3 | GS | 4 | GS | 8 | GS | 6 | GS | 9 | GS |
| 2 | GA | 5 | GA | 1 | GA | 6 | GA | 8 | GA | 10 | GA |
| 3 | WA | 1 | WA | 2 | WA | 7 | WA | 9 | WA | 6 | WA |
| 4 | C (Att) | 2 | C (Att) | 5 | C (Att) | 10 | C (Att) | 7 | C (Att) | 8 | C (Att) |
| 10 | C (Def) | 9 | C (Def) | 7 | C (Def) | 1 | C (Def) | 3 | C (Def) | 3 | C (Def) |
| 9 | WD | 8 | WD | 10 | WD | 4 | WD | 5 | WD | 1 | WD |
| 8 | GD | 6 | GD | 9 | GD | 3 | GD | 4 | GD | 5 | GD |
| 7 | GK | 10 | GK | 6 | GK | 5 | GK | 2 | GK | 4 | GK |
| 5 & 6 | Off | 4 & 7 | Off | 3 & 8 | Off | 2 & 9 | Off | 1 & 10 | Off | 2 & 7 | Off |

1. Duration
* total assessment period will be determined by the size of the group and the number of six‑minute rotations required as indicated in the tables above (plus breaks between rotations)
1. Amended rules
* play starts with a centre pass and continues until either a goal is scored or the ball is intercepted by the defence
* after a goal is scored, a backline throw-in is taken
* if possession is regained by the defence (through interception, rebound or from out of court), they move the ball beyond the half-way line and the game restarts with a centre pass
* all other rules in accordance with International Netball Federation (INF) Rules of Netball
1. Minimum equipment required
* regulation size 5 netballs
* two sets of contrasting positional bibs
1. Logistical requirements

To be organised by the school

* students are numbered with their number prominently written on each calf with a marker
* equipment, as outlined in point 5
* 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. These are available from:
* [Coaching Resources - Netball Australia](https://netball.com.au/coaching-resources)
* [Coaching Resources - Netball WA](https://wa.netball.com.au/coaching-resources).
1. 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.

Netball elite performance

* WA Netball League player in either Under 21’s, Men’s or Open **OR**
* Representative in West Coast Fever Reserves or West Coast Thunder (Men’s or Under 20’s) **OR**
* Representative in WA Netball Under 19 Team

Netball assessment overview

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| **Section** | **Netball 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
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| **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
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| **Defence*** regaining possession
* preventing scoring opportunities
* communication with teammates
* support of other defenders
* positioning/movement to dispossess or intercept
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Marking key

Section one – Skill execution

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| Netball – 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:
	+ pass or shot for goal
	+ type of pass, e.g. shoulder, bounce, lob, chest and overhead
	+ types of attacking movements, e.g. front cut, clear and drive, change of pace, hold and use of back space
	+ types of defence, e.g. shadowing, hands over pressure and delay/deny
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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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| Netball – 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 a leading player
* passes to a scoring option in a strong position
* uses width and depth

Ball projection (angle), velocity and spin* throws are at an appropriate angle to reach target
* passes are at an appropriate speed to teammate’s advantage
* shots are at an appropriate angle and speed to score a goal

Pace of attack* attacks at an appropriate pace to gain advantage of opponent’s position or weakness

Pass distribution* examples of decisions to be made:
* short or long passes
* passes to either side of the court
* passes made down the court or to a player behind
* passes made to players in open space

Support of player with ball* player movement
* into open space
* away from opponent
* into attacking positions
* clearing to create space
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| Netball – 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 blocked
* opponents’ attacking options are reduced

Support of other defenders* position in relation to a teammate defending an opponent
* defensive units, e.g. split circle, box and double defence

Positioning/movement to dispossess or intercept* space available for opposition is closed down
* movement into position to reduce passing options
* position in relation to opponent to remove them as a passing option
* opponents’ passes are anticipated/intercepted
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| Marks allocationOffence – 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 |