Physical Education Studies

Support materials for school-based practical external assessment

Tennis

**Acknowledgement of Country**

Kaya. The School Curriculum and Standards Authority (the SCSA) 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 SCSA 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 tennis. It is imperative that if this option is employed, students are matched by skill level for performance assessment.

During the assessment where necessary, groups 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’, 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 in a doubles format on a full-sized doubles court

1. Team composition

* two players per team
* male and female students are to be assessed separately; however, a school may choose to combine students for the purpose of the assessment in tennis. If this option is employed, it is imperative that students are matched by ability level
* students must be ranked by the teacher and all four students on the court should be of similar ability, including any additional students

1. Duration

* each group of four students will be assessed for up to 30 minutes, including suitable breaks as required

1. Amended rules

* play is continuous with points gained as per tennis rules
* pairings may be alteredto ensure that all students have sufficient opportunities to demonstrate their skills
* all other rules are to be in accordance with International Tennis Federation (ITF) Rules of Tennis

1. Minimum equipment required

* racquets
* tennis balls
* nets at regulation height (0.91 m at the centre)

1. Logistical requirements

To be organised by the school

* equipment, as outlined in point 5
* numbered bibs or playing tops
* performance facility, including appropriate nets and markings
* warm-up/preparation of students prior to the commencement of the session
* additional students of suitable ability, if required

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 Tennis Australia Level 1 Manual or [www.tennis.com.au/learn/how-to-play](http://www.tennis.com.au/learn/how-to-play).
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.

Tennis elite performance

* men’s/women’s state grade team or division 1 team **OR**
* represented WA at a national tournament

Tennis assessment overview

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| --- | --- |
| Section | Tennis 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 striking arm * footwork * shot 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**   * serving effectiveness * serving accuracy * distribution of shots used in relation to opponents’ position * selection of shot speed and trajectory for optimum advantage * placement and accuracy of shot in relation to opponents * scoring shots |
| **Defence**   * prediction of opponent’s shots * position to counteract opponents’ moves * communication with teammate for optimum positioning |

Marking key

Section one – Skill execution

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| --- | --- |
| Tennis – skills for consideration | |
| * execution   + consistency   + control   + fluency   + precision * kinematics of striking arm * footwork * shot selection and timing | Shot selection and timing   * examples of decisions to be made:   + flat, slice or topspin serve   + overhead, volley or groundstroke   + forehand or backhand groundstroke   + net volley or drop shot   + placement of return of serve   + pace and depth of shot |

|  |  |
| --- | --- |
| 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 demonstrating 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 |

|  |  |
| --- | --- |
| 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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| --- | --- |
| Tennis – skills for consideration | |
| Offence | |
| * serving effectiveness * serving accuracy * distribution of shots used in relation to opponents’ position * selection of shot speed and trajectory for optimum advantage * placement and accuracy of shot in relation to opponents * scoring shots | * groundstrokes travel flat across the net * drop shots bounce close to the net * overhead travels in a downward direction with a high pace of shot * lob shots are clear of opponent into space * positioning of serves into a variety of spots with a variety of spins * return of serve position * moving forward on attacking volleys placed away from opponents * communication between partners about serve position and net player’s movement * demonstrate a serve volley or willingness to come forward and finish points at the net (boys only) * shots placed away from opponents * shots used to move opponents to weaker area * serves placed to set up attacking play |

|  |  |
| --- | --- |
| Tennis – skills for consideration | |
| Defence | |
| * prediction of opponent’s shots * effective defensive positioning to counteract opponents’ moves * communication with teammate for optimum positioning | * moving and positioning to cover space/angles/attacks * defensive shots played to allow for recovery time and positioning, e.g. high lobs or deep shots * reflex volleys are successful to keep point going * return of serve position |

|  |  |
| --- | --- |
| 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 |