Physical Education Studies

Support materials for school-based practical external assessment

Touch football

**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.

**Copyright**

© School Curriculum and Standards Authority, 2024

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 the School Curriculum and Standards Authority (the 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 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 licence](https://creativecommons.org/licenses/by/4.0/).

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 touch football. It is imperative that if this option is employed, 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’, 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 playing area is 50 m (L) x 40 m (W). It is to be marked to identify boundaries and possible further markings to highlight the playing area, i.e. 7 m line/dead-ball line and 5 m score area
* markers – use of markers to highlight specific lines is desirable
1. Team composition
* four 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 touch football. It is imperative that if this option is employed, students are matched by ability level
* teams to be monitored to ensure students demonstrate skills in a variety of positions, e.g. students who play on the wing for an extended period to be rotated to the centre
1. Duration
* each group of eight students will be assessed for up to 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
* game is to begin with a tap on the defending 7 m line at the start of the game and after a touchdown is scored (to allow the ability to ruck the ball before getting into attack)
* all other rules are to be in accordance with Touch Football Australia (TFA) Rules
1. Minimum equipment required
* ball – Mighty Touch or Classic Touch; Senior size
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 referee(s)
* 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 [Coaching Tips from the Elite: Phil Gyemore - Touch Football Australia](https://aus01.safelinks.protection.outlook.com/?url=https%3A%2F%2Ftouchfootball.com.au%2Fnews%2F2024%2F03%2F26%2Fcoaching-tips-from-the-elite-phil-gyemore%2F&data=05%7C02%7CJo.Merrey%40scsa.wa.edu.au%7C14998165a05844521b3708dd6cdbaf43%7C5998b5ec02034308a043253474cdc1a2%7C0%7C0%7C638786412972270558%7CUnknown%7CTWFpbGZsb3d8eyJFbXB0eU1hcGkiOnRydWUsIlYiOiIwLjAuMDAwMCIsIlAiOiJXaW4zMiIsIkFOIjoiTWFpbCIsIldUIjoyfQ%3D%3D%7C0%7C%7C%7C&sdata=zVR5NpV%2Brk7%2BeVOpW%2BpQjjayPaPa%2Bgop5Guq43Ibkn0%3D&reserved=0).
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.

Touch football elite performance

* Competed at recognised WA Touch Association Live Lighter Super League Series (Adult competition) OR
* National Youth Championship (NYC)

Touch football assessment overview

|  |  |
| --- | --- |
| Section | Touch football observations |
| Section oneSkill 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 twoTactical 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 effect a touch or intercept
 |

Marking key

Section one – Skill execution

|  |
| --- |
| Touch football – 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 skills that could be executed:
	+ passes: running pass, half pass, spiral pass, lateral pass
	+ effecting the touch as attacker (dump/roll ball)
	+ effecting the touch as a defender
	+ scoop
 |

|  |  |
| --- | --- |
| Marks allocation – proficiency10 marks | Marks |
| Consistently performs skills at high intensity with precision, efficiency and fluencyConsistently 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 fluencyDemonstrates 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 fluencyControls 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 precisionControls 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 fluencyDemonstrates 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 skills10 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

|  |
| --- |
| Touch football – 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* rucking (transition)
	+ running forward to make ground
	+ initiating the touch with acting half present
	+ appropriate pass to running player
	+ pass selection/distribution for optimum advantage
* setting up an attack (line attack)
	+ passes to an attacking player
	+ passes to a scoring option
	+ pass selection/distribution for optimum advantage
* initiating the touch to move defence (creating space)
	+ scoop
	+ dump and split
* use of a pass to move defence (creating space)
	+ wrap
	+ switches

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
* use of spin for longer passes
* appropriateness of pass distance
	+ successful passes to target
	+ passes intercepted

Pace of attack* attacks at an appropriate pace to gain advantage of opponents’ position or weakness
* running with the ball into space
* support of ball carrier

Pass distribution* examples of decisions to be made:
	+ short or long passes
	+ passes to either side of the field

Support of ball carrier* player movement
	+ into open space
	+ away from opponent
	+ into attacking positions
	+ in position to be an acting half
 |

|  |
| --- |
| Touch football – skills for consideration |
| Defence |
| * regaining possession
* preventing scoring opportunities
* communication with teammates
* support of other defenders
* positioning/movement to effect a touch or intercept
 | Preventing scoring opportunities* opponents’ moves are blocked
* opponents’ attacking options are reduced
* supports other defenders
* positioning/movement to effect a touch or intercept

Support of other defenders* positioning in relation to a teammate defending an opponent

Positioning/movement to effect a touch or intercept* space available for ball carrier 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
 |

|  |  |
| --- | --- |
| Marks allocationOffence – 10 marksDefence – 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 |