



PHYSICAL EDUCATION STUDIES

Practical (performance) examination 2017

SOCCKER

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: 75 minutes

Materials required

To be provided at the venue

Non-personal equipment required for Soccer – balls, goals, markers

To be provided by the candidate

Shin guards, enclosed shoes or Soccer boots, mouth guard, sun protection

Structure of the examination

The Physical Education Studies examination comprises a written examination worth 70% of the total examination score and a practical (performance) examination worth 30% of the total examination score.

Structure of this practical (performance) examination

Sections and criteria	Marks available	Percentage of total exam
Individual skills		
• Skill 1: Dribbling	6	15
• Skill 2: Long Lofted Pass	6	
• Skill 3: Control high ball	6	
• Skill 4: Throw In	6	
• Skill 5: Heading - defence	6	
Conditioned performance	20	15
	Total	30

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 white shirts for the examination.
3. You are required to report to a supervisor to register for the practical examination 30 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 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, centring 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 demands as well as skill demands of each sport, its rules and general game play.

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: Dribbling

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 positioned close and central to the body
- Dribbling knee is positioned up and over the ball
- Body is balanced
- Head is positioned over the ball
- Body facing the defender
- Ball is kept central to the body

Execution

- Dribbling foot pushes the ball forward in a controlled manner
- Knee is over the ball as it is touched forward
- Ball is always kept within control-distance of the foot
- Use both inside and outside of the foot to move the ball forward
- Eyes are kept up to assess further play options (Eyes not fixed only on the ball)
- Player simultaneously dribbles and scans the field

Completion/Outcome

- Player controls the ball and is able to utilise further options

D. MARK ALLOCATION

Mark	Observable key skill components described in C: Preparation, Execution, Completion, and Outcome
6	Always demonstrates the observation points
5	Almost always demonstrates the observation points
4	Demonstrates reasonable skill level more than 50% of the time
3	Demonstrates adequate skill level approximately 50% of the time
2	Demonstrates adequate skill level less than 50% of the time
1	Rarely demonstrates adequate skill level
0	Does not demonstrate minimum skill level

Skill 2: Long lofted 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 positioned between the kicker and the target
- Approach to the ball made at an angle of approx 30° (Not straight at the ball)
- Ball is approached in a fluid and balanced motion
- As the ball is approached the supporting foot reaches toward and is placed next to and level with the centre of the ball. The knee is slightly bent for balance
- Supporting foot faces towards the intended target
- Kicking leg then moves toward the ball with knee slightly bent

Execution

- Supporting leg slightly flexed to provide balance
- Head over the ball looking towards the intended target
- Kicking leg swings forward towards the bottom part of the ball
- As the foot meets the ball the foot is turned to the outside, parallel to the ground with ankle locked (firm not floppy)
- Instep makes contact with the ball, striking through the centre of the ball
- Timing of the pass – the kicking foot ‘meets’ the ball central to the body – not reaching for the ball

Completion/Outcome

- Kicking foot follows through in the direction of the kick
- The body still balanced (not leaning back)
- Ball moves toward the target in the air (not bobbling along the ground) ideally reaching approximately 2 metres above the ground at its highest point (this demonstrates the ability to play the ‘lofted’ pass over the opposition players – technical execution)
- Fluency – the preparation and execution completed in sequence

D. MARK ALLOCATION

Mark	Observable key skill components described in C: Preparation, Execution, Completion, and Outcome
6	Always demonstrates the observation points
5	Almost always demonstrates the observation points
4	Demonstrates reasonable skill level more than 50% of the time
3	Demonstrates adequate skill level approximately 50% of the time
2	Demonstrates adequate skill level less than 50% of the time
1	Rarely demonstrates adequate skill level
0	Does not demonstrate minimum skill level

Skill 3: Control – high 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

- Body is balanced in anticipation on the balls of the feet
- Hips and knees are flexed
- Body moved into position behind the path of the approaching ball
- Eyes are kept on the ball
- Arms are out to maintain balance
- Back begins extension in preparation for contact with the ball

Execution

- Knees are flexed and back is arched to allow ‘cushioning’ of the ball by receiving body part (thigh, knee, chest or head)
- Receiving body part relaxes upon impact to ‘cushion’ the ball
- Ball is able to be passed to target within a further two touches

Completion/Outcome

- Ball is controlled and brought to ground as quickly as possible and in a position to be used effectively

D. MARK ALLOCATION

Mark	Observable key skill components described in C: Preparation, Execution, Completion, and Outcome
6	Always demonstrates the observation points
5	Almost always demonstrates the observation points
4	Demonstrates reasonable skill level more than 50% of the time
3	Demonstrates adequate skill level approximately 50% of the time
2	Demonstrates adequate skill level less than 50% of the time
1	Rarely demonstrates adequate skill level
0	Does not demonstrate minimum skill level

Skill 4: Throw in

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

- Body is balanced on the balls of the feet (not flat footed)
- Hands to be placed slightly behind the ball (Not directly on each side of the ball)
- Ball is drawn behind the head
- Head to be upright with eyes facing towards the target (not hunched over)
- Shoulders to be square to the intended target

Execution

- Knees are flexed to provide propulsion
- Back extends with arms extended behind the head
- Flexion of upper body causes a slinging motion of arms
- Ball is released just after it moves past the back of the head

Completion/Outcome

- Upper body follows through in the direction of the throw
- Appropriate flight and direction is used to allow team mate to control the ball easily

D. MARK ALLOCATION

Mark	Observable key skill components described in C: Preparation, Execution, Completion, and Outcome
6	Always demonstrates the observation points
5	Almost always demonstrates the observation points
4	Demonstrates reasonable skill level more than 50% of the time
3	Demonstrates adequate skill level approximately 50% of the time
2	Demonstrates adequate skill level less than 50% of the time
1	Rarely demonstrates adequate skill level
0	Does not demonstrate minimum skill level

Skill 5: Heading – defence

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 in anticipation on the balls of feet
- Hips and knees are flexed
- Shoulders are square to the path of the ball
- Eyes track the ball
- Torso maintains upright position, not leaning forward or backwards

Execution

- Moves towards the ball (If necessary)
- Knees extend as the ball approaches to initiate jump
- Arms lift up to assist in getting height, generating power and balance
- Body arches backward from the torso
- Head reaches upward and toward the ball (neck extended) and in the direction where the ball is intended to travel
- Timing of the header – the head ‘meets’ the approaching ball during the forward momentum before the head and torso becomes linear
- Ball contacts on the middle section of the forehead

Completion/Outcome

- Fluency – the preparation and execution completed in sequence
- Upper body continues in direction of headed ball
- Flight and direction successfully clears ball from danger zone

D. MARK ALLOCATION

Mark	Observable key skill components described in C: Preparation, Execution, Completion, and Outcome
6	Always demonstrates the observation points
5	Almost always demonstrates the observation points
4	Demonstrates reasonable skill level more than 50% of the time
3	Demonstrates adequate skill level approximately 50% of the time
2	Demonstrates adequate skill level less than 50% of the time
1	Rarely demonstrates adequate skill level
0	Does not demonstrate minimum skill level

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	OFFENSE	DEFENCE
Use of space	<ul style="list-style-type: none"> Runs to create options Creates and maintains space Blocks opposition to allow team mate to attack 	<ul style="list-style-type: none"> Reads play and moves to man or zone defence Blocks attacking players Is ready to force turnover
Positioning	<ul style="list-style-type: none"> Anticipates ball movement and moves to effective attacking position Blocks defensive players Creates and maintains space Creates attacking goal shooting options 	<ul style="list-style-type: none"> Anticipates ball movement and moves to effective defensive position Blocks offensive players Moves quickly in turnovers
Execution	<ul style="list-style-type: none"> Uses ball skills effectively Follows up to be involved in play 	<ul style="list-style-type: none"> Uses ball skills effectively under pressure Follows up after passing or blocking
Decision making	<ul style="list-style-type: none"> Creative use of skill Shows evidence of strategic thinking in attacking moves 	<ul style="list-style-type: none"> Creative use of skill Shows evidence of strategic thinking in blocking attack
Mark	10	10
Total	20	

D. MARK ALLOCATION

Mark	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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