



**PHYSICAL EDUCATION STUDIES**

**Practical (performance) examination 2019**

**TOUCH FOOTBALL**

**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 Touch Football

**To be provided by the candidate**

Non-marking athletic shoes

**Structure of the examination**

The Physical Education Studies ATAR course examination consists of a written component and a practical (performance) component.

Structure of this practical (performance) examination

<b>Sections and criteria</b>	<b>Marks available</b>	<b>Percentage of total exam</b>
Individual skills		
Skill 1: Half pass (pop)	6	50
Skill 2: Running pass	6	
Skill 3: Effecting a touch – defender	6	
Skill 4: Scoop	6	
Skill 5: Effecting a touch – attacker (dump/roll ball)	6	
Conditioned performance	20	50
	<b>Total</b>	<b>100</b>

**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 a white shirt for the examination.
3. You are required to report to a supervisor to register for the practical examination 40 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 you will be 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 conduct.

### **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: Half pass (pop)**

**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**

- Base of support is wide and the ball is swung across the body
- Outside foot is positioned near the ball
- Inside foot is facing towards the receiver
- Hips and knees flex to allow for pick-up of the ball

**Execution**

- The ball is secured with both hands
- Relative position of team-mate receiving the pass is monitored
- Ball is directed through flexion of the wrists
- Ball is flicked slightly backwards into space for the oncoming runner
- Velocity and angle of pass is appropriate to the distance required

**Completion/Outcome**

- Follow through is balanced with fingers pointed towards the receiver
- Ball travels backwards
- Ball floats or ‘hangs’ with no spin
- Ball is received by team-mate between the shoulders and waist
- Team-mate is able to run onto the ball
- Player repositions and is available for a pass

**D. MARK ALLOCATION**

Mark	<b>Observable key skill components described in C: Preparation, Execution, Completion and Outcome</b>
6	Consistently displays all of the selected observation points, performing skills with fluency and precision achieving the desired outcome
5	Demonstrates fluency and control while consistently displaying most of the selected observation points, performance usually achieves intended outcome
4	With some fluency and control, displays most of the selected observation points but achievement of the intended outcome is inconsistent
3	Demonstrates some control and some of the selected observation points, occasionally achieves the intended outcome
2	With some control, displays some of the selected observation points but performance and achievement of intended outcomes are inconsistent
1	Demonstrates minimal control and performance reflects a few of the selected observation points with minimal achievement of the intended outcome
0	Does not demonstrate any of the selected observation points

## Skill 2: Running 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 held with two hands on either side with fingers spread and elbows slightly bent
- Body is balanced with the outside leg forward and the body turned towards the receiver
- Eyes are looking towards the target
- Ball is carried in front of the body

#### Execution

- Upper torso rotates to swing the ball across the front of the body
- Weight is transferred onto the foot closest to the target
- Velocity and angle of pass is appropriate to distance required
- Flexion of the wrists directs the ball towards the receiver

#### Completion/Outcome

- Follow through is balanced with fingers pointed towards the receiver
- Ball travels backwards with a flat trajectory
- Ball is received by team-mate between the shoulders and waist
- Receiver is able to run onto the ball
- Player repositions and is available for a pass

### D. MARK ALLOCATION

Mark	Observable key skill components described in C: Preparation, Execution, Completion and Outcome
6	Consistently displays all of the selected observation points, performing skills with fluency and precision achieving the desired outcome
5	Demonstrates fluency and control while consistently displaying most of the selected observation points, performance usually achieves intended outcome
4	With some fluency and control, displays most of the selected observation points but achievement of the intended outcome is inconsistent
3	Demonstrates some control and some of the selected observation points, occasionally achieves the intended outcome
2	With some control, displays some of the selected observation points but performance and achievement of intended outcomes are inconsistent
1	Demonstrates minimal control and performance reflects a few of the selected observation points with minimal achievement of the intended outcome
0	Does not demonstrate any of the selected observation points

### Skill 3: Effecting a touch – defender

**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 is maintained by lowering body position
- Body is positioned in front of the attacker
- Acceleration is towards the attacking player
- Eyes are focused on the lower trunk of the attacker

##### Execution

- Hand nearest the attacker is extended to effect the touch on opponent with minimal force
- Touch is effected at shoulder height

##### Completion/Outcome

- Defender regains balance and retreats to onside position

#### D. MARK ALLOCATION

Mark	Observable key skill components described in C: Preparation, Execution, Completion and Outcome
6	Consistently displays all of the selected observation points, performing skills with fluency and precision achieving the desired outcome
5	Demonstrates fluency and control while consistently displaying most of the selected observation points, performance usually achieves intended outcome
4	With some fluency and control, displays most of the selected observation points but achievement of the intended outcome is inconsistent
3	Demonstrates some control and some of the selected observation points, occasionally achieves the intended outcome
2	With some control, displays some of the selected observation points but performance and achievement of intended outcomes are inconsistent
1	Demonstrates minimal control and performance reflects a few of the selected observation points with minimal achievement of the intended outcome
0	Does not demonstrate any of the selected observation points

### Skill 4: Scoop

**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

- Outside foot is positioned side-on and near the ball
- Hips and knees flex to allow for low pick up
- Eyes are focused on the ball

##### Execution

- Balance and speed are maintained throughout
- Arms swing across the body to scoop up the ball in one hand
- Hands are positioned to secure the ball and lift it off the ground

##### Completion/Outcome

- Extend through the hips to get back to upright position
- Player shows awareness of further options

#### D. MARK ALLOCATION

Mark	Observable key skill components described in C: Preparation, Execution, Completion and Outcome
6	Consistently displays all of the selected observation points, performing skills with fluency and precision achieving the desired outcome
5	Demonstrates fluency and control while consistently displaying most of the selected observation points, performance usually achieves intended outcome
4	With some fluency and control, displays most of the selected observation points but achievement of the intended outcome is inconsistent
3	Demonstrates some control and some of the selected observation points, occasionally achieves the intended outcome
2	With some control, displays some of the selected observation points but performance and achievement of intended outcomes are inconsistent
1	Demonstrates minimal control and performance reflects a few of the selected observation points with minimal achievement of the intended outcome
0	Does not demonstrate any of the selected observation points

### Skill 5: Effecting a touch – attacker (dump/roll 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

- Balance is maintained by lowering body position
- Body is positioned to one side of the defender
- The player decelerates in anticipation
- Eyes are focused on the hips of the defender

##### Execution

- Knees and the hips flex to lower the base of support
- Ball is controlled in a secure position
- Hand nearest the defender is extended to initiate the touch on opponent with minimal force
- Touch is effected at hip height

##### Completion/Outcome

- Ball is controlled to the ground just in front of or between the feet that are parallel to the sidelines
- Player steps forward and square over the ball
- Player repositions and is available for a pass

#### D. MARK ALLOCATION

Mark	Observable key skill components described in C: Preparation, Execution, Completion and Outcome
6	Consistently displays all of the selected observation points, performing skills with fluency and precision achieving the desired outcome
5	Demonstrates fluency and control while consistently displaying most of the selected observation points, performance usually achieves intended outcome
4	With some fluency and control, displays most of the selected observation points but achievement of the intended outcome is inconsistent
3	Demonstrates some control and some of the selected observation points, occasionally achieves the intended outcome
2	With some control, displays some of the selected observation points but performance and achievement of intended outcomes are inconsistent
1	Demonstrates minimal control and performance reflects a few of the selected observation points with minimal achievement of the intended outcome
0	Does not demonstrate any of the selected observation points

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

**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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*Published by the School Curriculum and Standards Authority of Western Australia*  
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