



HEALTH AND PHYSICAL EDUCATION: PHYSICAL EDUCATION

Teaching, learning and assessment exemplar

Year 7

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.

Background

This teaching, learning and assessment exemplar (the exemplar) has been developed by the School Curriculum and Standards Authority (the Authority) as part of the *School Education Act Employees (Teachers and Administrators) General Agreement 2017* (Clause 61.1–61.3).

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Disclaimer

Any resources such as texts, websites and so on that may be referred to in this document are provided as examples of resources that teachers can use to support their learning programs. Their inclusion does not imply that they are mandatory or that they are the only resources relevant to the course. Teachers must exercise their professional judgement as to the appropriateness of any they may wish to use.

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The Western Australian Curriculum

The *Western Australian Curriculum and Assessment Outline* (the *Outline* – <https://k10outline.scsa.wa.edu.au>) sets out the mandated curriculum, guiding principles for teaching, learning and assessment and support for teachers in their assessment and reporting of student achievement. The *Outline* recognises that all students in Australian schools, or international schools implementing the Western Australian Curriculum, are entitled to be given access to the eight learning areas described in the *Alice Springs (Mparntwe) Education Declaration*, December 2019.

The Health and Physical Education curriculum

The mandated curriculum is presented in the year-level curriculum documents.

The year-level curricula for each learning area deliver a sequential and age-appropriate progression of learning and have the following key elements:

- a year-level description that provides an overview of the context for teaching and learning in the year
- a series of content descriptions, populated through strands and sub-strands, that sets out the knowledge, understanding and skills that teachers are expected to teach and students are expected to learn
- an achievement standard that describes an expected level that the majority of students are achieving by the end of a given year of schooling. An achievement standard describes the quality of learning (e.g. the depth of conceptual understanding and the sophistication of skills) that would indicate the student is well-placed to commence the learning required in the next year.



This exemplar

This Year 7 Physical Education exemplar articulates the content in the *Outline* and approaches to teaching, learning and assessment reflective of the Principles of Teaching, Learning and Assessment. This exemplar demonstrates a sequence of teaching and learning, including suggested assessment points, for nine lessons.

The Health and Physical Education curriculum has been shaped by five interrelated propositions that are informed by a strong evidence base. This Physical Education exemplar has been informed by these same propositions:


- Focus on educative purposes
- Take a strengths-based approach
- Value movement
- Develop health literacy
- Include a critical inquiry approach.

Consistent with a strengths-based approach, a successful Health and Physical Education program is where teachers select ongoing contexts that are accessible and meaningful to students as a focus for building on their strengths and interests.

While the exemplar has been written for one hour per week, school systems/sector, including the Department of Education, Catholic Education Western Australia, and the Association of Independent Schools of Western Australia, may have programs additional to the Western Australian Health and Physical Education curriculum that are taught in schools.

Catering for diversity

This exemplar provides a suggested approach for the delivery of the curriculum and reflects the rationale, aims and content structure of the learning area. When planning the learning experiences, consideration has been given to ensuring that they are inclusive and can be used in, or adapted for, individual circumstances. It is the classroom teacher who is best placed to consider and respond to (accommodate) the diversity of their students. Reflecting on the learning experiences offered in this exemplar will enable teachers to make appropriate adjustments (where applicable) to better cater for students' gender, personal interests, achievement levels, socio-economic, cultural and language backgrounds, experiences and local area contexts.



Using this exemplar

This teaching, learning and assessment exemplar provides suggestions to support the delivery of the mandated curriculum content. The exemplar provides:

- a teaching and learning sequence
- the mandated curriculum content to be taught at each point of the teaching and learning sequence, suggested resources, sample assessment tasks and marking keys
- the number of lessons to deliver the teaching and learning experiences
- learning intentions and support notes that may provide focus questions and additional information and/or examples to assist with the interpretation of curriculum content
- support notes to assist teachers to unpack the content and support teaching and learning experiences
- teaching and learning experiences that outline the structure of the lesson. These explicitly state each activity that the lesson will progress through and the key focus area for that activity.

Links to electronic resources

This sequence of lessons may utilise electronic web-based resources, such as videos and image galleries. Teachers should be present while an electronic resource is in use and close links immediately after a resource, such as a video has played to prevent default 'auto play' of additional videos. Where resources are referred for home study, they should be uploaded through Connect, or an equivalent system, that filters advertising content.



Best practice

Teaching and learning

The teaching and learning opportunities offered in this exemplar are not exhaustive. Thus, teachers are encouraged to make professional decisions about which learning experiences, and the sequence in which they are delivered, are best suited to their classroom context, taking into account the availability of resources and student ability.

Teachers may find opportunities to incorporate the General capabilities and the Cross-curriculum priorities into the teaching and learning program.

Ways of teaching – teachers can locate additional information on the Ways of teaching from the School Curriculum and Standards Authority (the Authority) website <https://k10outline.scsa.wa.edu.au/home/wa-curriculum/learning-areas/health-and-physical-education/p-10-hpe-teaching/health-and-physical-education-ways-of-teaching>.

Assessing

Assessment, both formative and summative, is an integral part of teaching and learning. Assessment should arise naturally out of the learning experiences provided to students. In addition, assessment should provide regular opportunities for teachers to reflect on student achievement and progress. As part of the support it provides for teachers, this exemplar includes suggested assessment points. It is the teacher's role to consider the contexts of their classroom and students, the range of assessments required, and the sampling of content descriptions selected to allow their students the opportunity to demonstrate achievement in relation to the year-level achievement standard.

Ways of assessing – a range of assessment strategies that can enable teachers to understand where students are in their learning is available on the Authority website <https://k10outline.scsa.wa.edu.au/home/wa-curriculum/learning-areas/health-and-physical-education/p-10-hpe-assessing/health-and-physical-education-ways-of-assessing>.

Reflecting

Reflective practice involves a cyclic process during which teachers continually review the effects of their teaching and make appropriate adjustments to their planning. The cycle involves planning, teaching, observing, reflecting and replanning.

Teachers may choose to expand or contract the amount of time spent on developing the required understandings and skills according to their reflective processes and professional judgements about their students' evolving learning needs.



Netball skills and strategies | Summative

This teaching, learning and assessment exemplar aims to develop the student's understanding and application of the fundamental skills of netball in a modified game setting. Students will experience a range of netball-related skills in a variety of competitive and non-competitive environments, with opportunities to refine and apply skills at a game-like intensity.

Students are provided with opportunities to explore netball-related skills and demonstrate their application of these actions/skills. In addition to explicit teaching, students will develop their understanding and application of each skill through a variety of learning experiences. Students will demonstrate their progression through the lesson sequence, developing proficiency, skill selection and application, spatial awareness and tactical application in modified game situations.

If the suggested learning experiences and relevant syllabus content for this lesson sequence have been followed, students will be well positioned to address the requirements of the assessment task to the best of their ability.



Curriculum | What will be taught

In the early adolescence phase of schooling, students align with their peer group and begin to question established conventions, practices and values. Learning and teaching programs assist students to develop a broader and more comprehensive understanding of the contexts of their lives and the world in which they live.

Health and Physical Education provides opportunities for students to build on their prior learning. A major influence on students during this time is the world around them, and their peers become a key source of motivation and support when managing their health and wellbeing.

In Year 7, students develop strategies to manage the physical, emotional and social changes associated with transitions and puberty. They learn how to make decisions and take positive action to promote their health, safety and wellbeing by applying problem-solving and effective communication skills, and through a range of preventive health practices. Students develop effective communication skills when consent is required to be given or denied.

Students continue to develop and refine movement skills and focus on developing tactical thinking skills in a range of contexts and applying them to a range of physical activities. They have opportunities to analyse their performance using feedback to improve body control and coordination. They learn about the types of activities that enhance aspects of fitness and wellbeing. The application of fair play and ethical behaviour continues to be a focus for students as they consider how communication skills can assist with improving group cohesion.



Achievement standard | What is assessed

By the end of the year:

Health Education

Students identify strategies to promote their own and others' health, safety and wellbeing in different situations and across different environments. Students identify and apply strategies to communicate effectively and to make informed choices. They identify the health and social benefits of physical activity and identify a variety of preventative health strategies. Students apply appropriate protective behaviour strategies and protocols in face-to-face and online interactions.

Physical Education

Students perform movement skills and sequences in selected sport or physical activity contexts with improving accuracy and efficiency. They implement simple strategic and tactical skills to achieve the intended outcome in various contexts. Students describe how physical activity can improve elements of health, fitness and wellbeing. When participating in a variety of sports or physical activities, they demonstrate ethical behaviour and fair play and communicate ways to assist team cohesion and the achievement of an intended outcome.

This exemplar has allowed for a summative assessment in the final two lessons, which allows the teacher to collect evidence of their judgement if required (Appendix B).



LESSONS 1–9



Lesson 1: Introduction to netball – passing and receiving

The Western Australian Curriculum content addressed in this lesson is below.

Movement skills

- Movement skills and sequences within different physical activity contexts and settings
-

Learning intentions

Demonstrate proficiency in passing and receiving in drill and gameplay situations

Focus questions

- What skills are required to play netball?
- What are the key teaching points to execute the chest pass (preparation, execution, completion)?
- When is a chest pass effective in gameplay?

Support notes

Formative assessment strategies:

Group activities, practical tasks, Physical Education performance (static drills, dynamic drills, modified sports, competitive situations)

Teaching and learning experiences – Lesson 1

Warm-up

Focus: describe skills that are required to play netball.

- Introduce the ‘Getting to know the court’ warm-up activity (Appendix A.2) for warm-up and familiarisation with the court markings.
- Brainstorm with students the skills necessary to play the game of netball. Use this information to gauge the current level of understanding and experience of the class. (Examples include catching, throwing, attacking, defending, shooting, footwork and dodging).
- Describe the sport of netball, including the existence of position responsibilities.

Activity 1 – Ball familiarisation

Focus: becoming familiar with the netball.

- Drill-based practice for students (Appendix A.2).
- Provide feedback and check for understanding.

Activity 2 – Passing and receiving using a chest pass

Focus: demonstrate and explain the key teaching points of the chest pass.

- Describe and demonstrate the key teaching points for a chest pass and effective catching technique (Appendix A.1).
- Drill-based practice for students (Appendix A.2).
- Provide feedback and check for understanding.



Activity 3 – Keep ball (3v3)

Focus: describe when a chest pass is effective during gameplay.

- Drill-based practice for students (Appendix A.2).
- Provide feedback and check for understanding.

Concluding activity

- Instruct students to identify, describe and/or demonstrate responses to the focus questions.



Lesson 2: Passing and receiving

The Western Australian Curriculum content addressed in this lesson is below.

Movement skills

- Movement skills and sequences within different physical activity contexts and settings
-

Learning intentions and support notes

Demonstrate proficiency in passing and receiving in drill and game situations

Focus questions

- What are the three main types of passes used in netball?
- What are the key teaching points to execute the bounce pass (preparation, execution, completion)?
- What are the key teaching points to execute the shoulder pass (preparation, execution, completion)?
- When might each type of pass be used in a game situation?

Support notes

Formative assessment strategies:

Group activities, practical tasks, Physical Education performance (static drills, dynamic drills, modified sports, competitive situations)

Teaching and learning experiences

Warm-up

Focus: revise fundamental skills of netball

- In pairs, students warm up using the ball familiarisation activities from the previous lesson. Revise key teaching points of the chest pass (Appendix A.1).

Activity 1 – Passing and receiving using a bounce pass and shoulder pass

Focus: demonstrate and explain the key teaching points of the bounce pass and shoulder pass.

- Describe and demonstrate the key teaching points for a bounce pass and shoulder pass and effective catching technique (Appendix A.1).
- Drill-based practice for students (Appendix A.2).
- Provide feedback and check for understanding.

Activity 2 – Tag ball

Focus: describe when a shoulder pass and bounce pass are effective during gameplay

- Drill-based practice for students (Appendix A.2).
- Provide feedback and check for understanding.



Activity 3 – Decision-making drill (3v1)

Focus: refining the decision-making process when determining which type of pass to implement in a game situation

- Drill-based practice for students (Appendix A.2).
- Provide feedback and check for understanding.

Activity 4 – Half-court game (4v4)

Focus: applying and refining decision-making skills needed for passing and receiving in a modified netball game

- Drill-based practice for students (Appendix A.2).
- Provide feedback and check for understanding.

Concluding activity

- Instruct students to identify, describe and/or demonstrate responses to the focus questions.



Lesson 3: Developing control and spatial awareness (footwork/pass and move)

The Western Australian Curriculum content addressed in this lesson is below.

Movement skills

- Movement skills and sequences within different physical activity contexts and settings
 - Strategic and tactical skills used to create and use space through the manipulation of effort, space, time, objects and people
-

Learning intentions and support notes

Demonstrate proficiency in using receiving footwork in drill and game situations

Describe the footwork rule in netball

Focus questions

- What is the footwork rule in netball?
- Why is consistent footwork important?
- What are the key teaching points to execute the two-foot land (preparation, execution, completion)?
- What are the key teaching points to execute the outside foot land and pivot (preparation, execution, completion)?
- How can court space be created and used using netball passes and receiving footwork?

Support notes

Formative assessment strategies:

Group activities, practical tasks, Physical Education performance (static drills, dynamic drills, modified sports, competitive situations)

Teaching and learning experiences

Warm-up

Focus: Revising and refining skills

- In pairs, students warm up using the ball familiarisation/triangle passing activities from previous lessons.
- Revise each of the three passes learnt in the previous two lessons.

Activity 1 – Footwork practice

Focus: developing the fundamental footwork required in netball

- Describe and demonstrate the key teaching points for the two-foot land and outside foot land and pivot, introduce the stepping footwork rule in netball (Appendix A.1).
- Drill-based practice for students (Appendix A.2).
- Provide feedback and check for understanding.



Activity 2 – Triangle pass and move (3v1)

Focus: applying controlled footwork in a dynamic situation

- Drill-based practice for students (Appendix A.2).
- Provide feedback and check for understanding.

Activity 3 – Half-court game (4v4)

Focus: the positions and rules of netball; applying and refining skills

- Drill-based practice for students (Appendix A.2).
- Provide feedback and check for understanding.

Concluding activity

- Instruct students to identify, describe and/or demonstrate responses to the focus questions.



Lesson 4: Developing knowledge of position roles and responsibilities

The Western Australian Curriculum content addressed in this lesson is below.

Movement skills

- Movement skills and sequences within different physical activity contexts and settings
-

Learning intentions and support notes

Describe the name, role and responsibility of each netball position

Describe how players can maintain possession and create space in offence and defence through using the netball, player effort and position location

Focus questions

- What are the seven positions in netball?
- Where on the netball court are the seven positions permitted to go?
- What is the responsibility of each netball position?
- Why is it important to understand the responsibility of each player?

Support notes

Formative assessment strategies:

Group activities, practical tasks, Physical Education performance (static drills, dynamic drills, modified sports, competitive situations, self-assessment)

Teaching and learning experiences

Warm-up

Focus: Revising and refining skills

- In pairs, students warm up using the ball familiarisation/triangle passing activities from previous lessons.
- Students are encouraged to practise shooting in each netball ring.
- As part of their warm-up, ask students to revise each of the three passes learnt, and the footwork practices from last lesson.

Activity 1 – Possession through numbers (7v7)

Focus: introduce the responsibility of a player both on and off the ball when attempting to maintain possession.

- Drill-based practice for students (Appendix A.2).
- Provide feedback and check for understanding.

Activity 2 –Positional play (7v7)

Focus: introduce and apply positional roles to the game of netball

- Drill-based practice for students (Appendix A.2).
- Provide feedback and check for understanding.



Concluding activity

- Instruct students to identify, describe and/or demonstrate responses to the focus questions.
- Hold up a netball bib and ask the students to name the position you are referring to and the role/responsibility of that position, including areas of play. For example:
 - bib: WA
 - position: wing attack
 - role: to link the centre third to the attacking third and feed the ball to the shooters to score; and to regain possession if a turnover occurs
 - area of play: allowed in two attacking thirds but not the shooting circle.



Lesson 5: Attacking and defending space

The Western Australian Curriculum content addressed in this lesson is below.

Movement skills

- Movement skills and sequences within different physical activity contexts and settings
 - Strategic and tactical skills used to create and use space through the manipulation of effort, space, time, objects and people
-

Learning intentions and support notes

Describe how to dodge to lose the defending player and get free for a pass

Describe how to shadow to prevent a player getting free to take the next pass

Focus questions

- How can a player move to lose the opposition?
- What could the defending player do to prevent losing the attacking player?
- What does deception mean?
- What are the key teaching points to execute the dodge (preparation, execution, completion)?
- What are the key teaching points to execute shadowing (preparation, execution, completion)?

Support notes

Formative assessment strategies:

Group activities, practical tasks, Physical Education performance (static drills, dynamic drills, modified sports, competitive situations, self-assessment)

Teaching and learning experiences

Warm-up

Focus: revise and refine existing skills

- In pairs, students warm up using the ball familiarisation activities from the previous lessons. Students to include revising each of the three passes learnt and footwork practices from last lesson.
- Students to include shooting in each netball ring, with partner defending each shot at 3 feet (0.9m) and then rebounding.

Activity 1 – Rats and rabbits

Focus: utilise deception to create and use space through manipulation of effort, space, time and people

- Drill-based practice for students (Appendix A.2).
- Provide feedback and check for understanding.

Activity 2 – Introduction to dodging and shadowing (1) and (2)

Focus: demonstrate and explain the key teaching points of the dodge and shadowing

- Describe and demonstrate the key teaching points for dodging and shadowing (Appendix A.1).
- Drill-based practice for students (Appendix A.2).
- Provide feedback and check for understanding.



Activity 3 – Half-court game (4v4)

Focus: Apply the skills of dodging and shadowing in a gameplay situation

- Drill-based practice for students (Appendix A.2).

Provide feedback and check for understanding.

Concluding activity

- Once the equipment has been packed away, ask students to stand on the baseline with their partner.
 - In pairs, students choose who is dodging and who is shadowing.
 - On the whistle, the partner who has chosen to dodge has 10 seconds to lose their partner and get to the other side of the goal third.
 - Students describe the advantages of being able to dodge and shadow effectively.



Lesson 6: Creating scoring opportunities (shooting)

The Western Australian Curriculum content addressed in this lesson is below.

Movement skills

- Movement skills and sequences within different physical activity contexts and settings
 - Strategic and tactical skills used to create and use space through the manipulation of effort, space, time, objects and people
-

Learning intentions and support notes

Demonstrate the basic shooting technique in netball.

Describe the factors that create greater shooting opportunities and increase chances of scoring in netball.

Describe the role of the shooters in a gameplay situation.

Focus questions

- Why is shooting an important skill in netball?
- Which players are allowed to shoot in a netball game?
- What factors will increase the chances of scoring?
- What are the key teaching points for goal shooting (preparation, execution, completion)?

Support notes

Formative assessment strategies:

Group activities, practical tasks, Physical Education performance (static drills, dynamic drills, modified sports, competitive situations)

Teaching and learning experiences

Warm-up


Focus: Revise and refine existing skills

- In pairs, students warm up using the ball familiarisation activities from the previous lessons.
- As part of the warm-up, students:
 - revise each of the three passes learnt and the footwork practices from last lesson
 - practise shooting in each netball ring, with partner defending each shot at 3 feet (0.9m) and then rebounding.

Activity 1 – Introduction to shooting: Six-cone shoot drill

Focus: demonstrate the basic shooting technique in netball.

- Describe and demonstrate the key teaching points for shooting technique (Appendix A.1).
- Drill-based practice for students (Appendix A.2).
- Provide feedback and check for understanding.



Activity 2 – Shooting drill – peer coaching

Focus: Demonstrate fundamentals of shooting for accuracy and consistency.

- Drill-based practice for students (Appendix A.2).
- Provide feedback and check for understanding.

Activity 3 – Keep ball (4v2)

Focus: maintaining possession and attempting to get the ball as close as possible to the goal, to increase the chances of scoring

- Drill-based practice for students (Appendix A.2).
- Provide feedback and check for understanding.
- Move into a full-sided 7v7 game if appropriate to the skill level of the group.

Concluding activity

- Instruct students to identify, describe and/or demonstrate responses to focus questions.



Lesson 7: Denying scoring opportunities

The Western Australian Curriculum content addressed in this lesson is below.

Movement skills

- Movement skills and sequences within different physical activity contexts and settings
 - Strategic and tactical skills used to create and use space through the manipulation of effort, space, time, objects and people
-

Learning intentions and support notes

Describe and demonstrate the 3 feet (0.9m) distance rule when defending.

Demonstrate how to defend space to prevent a pass or shooting opportunity.

Focus questions

- What is the distance rule in netball?
- Why is it important not to obstruct when attempting to defend the ball?

Support notes

Formative assessment strategies:

Group activities, practical tasks, Physical Education performance (static drills, dynamic drills, modified sports, competitive situations)

Umpire's role

- As umpire, a student watches the players and calls/whistles if they are too close.
- Umpires will award a penalty pass or shot, which involves the player responsible for the infringement standing by the side of the infringed player, out of play, until the pass or shot has been taken.

Teaching and learning experiences

Warm-up

Focus: practicing and refining existing skills

- In pairs, students to warm up using the ball familiarisation activities from the previous lessons.
- As part of the warm-up, students:
 - revise each of the three passes learnt and the footwork practices from last lesson
 - practise shooting in each netball ring, with partner defending each shot at 3 feet (0.9m) and then rebounding.

Activity 1 – How far away should I be?

Focus: Describe and demonstrate the 3 feet (0.9m) distance rule when defending

- Describe and demonstrate the key teaching points for 3 feet (0.9m) recovery technique (Appendix A.1).
- Drill-based practice for students (Appendix A.2).
- Provide feedback and check for understanding.



Activity 2 – Peer umpiring (3 feet/0.9m) distance rule)

Focus: recognising the correct distance when a player is attempting to defend a pass.

- Drill-based practice for students (Appendix A.2).
- Provide feedback and check for understanding.

Activity 3 – Half-court game (4x4)

Focus: applying the 3 feet (0.9m) distance rule to a gameplay situation

- Drill-based practice for students (Appendix A.2).
- Provide feedback and check for understanding.

Concluding activity

- Instruct students to identify, describe and/or demonstrate responses to focus questions.



Lessons 8–9: Summative assessment

The Western Australian Curriculum content addressed in this lesson is below.

Movement skills

- Movement skills and sequences within different physical activity contexts and settings
 - Strategic and tactical skills used to create and use space through the manipulation of effort, space, time, objects and people
-

Learning intentions and support notes

Complete summative assessment.

- Perform in a half-court game (4v4), demonstrating:
 - proficiency
 - selection and application of basic netball skills
 - spatial awareness
 - tactical application – creating and using space through the manipulation of effort, space, time, objects and people.

Participate in conditioned games.

Participate in full-sided games.

Teaching and learning experiences

Introduction

Focus: to understand the assessment process

- Explain to the students that over the next two lessons they will be participating in a variety of small-sided games to finalise their assessment mark in netball.
- Go through the aim of the assessment with the students, outlining how the assessment will run and the criteria they will be marked on (Appendix B).

Activity 1 – Team allocation and warm-up

Focus: to review skills and prepare for gameplay in teams

- Allocate students into teams of four to participate in this task. Students can be allocated according to ability within the class, or teams can represent a mixture of abilities. Each team will be responsible for carrying out their warm-up tasks in preparation for the assessment to follow.
- Teams nominate a team captain.
- The team captain takes the team through a full warm-up to raise the heart rate, including dynamic stretches, ball familiarisation activities and drills to practise skills such as throwing, catching, footwork, defending, shooting.
- Allocate each team their first game.

Activity 2 – Summative assessment

- Conduct summative assessment (Appendix B).



Concluding activity

- Instruct students to identify, describe and/or demonstrate responses to focus questions.

Note: teachers can determine whether to progress to full-sided games with umpires to complete the program in the final lesson.



APPENDIX A:
TEACHING AND LEARNING – RESOURCES

Lessons 1–9

Appendix A.1 | Resources

Resources used within this teaching and learning sequence are listed in the following table.

Lesson	Resource	Link/information
1	Chest pass – key teaching points	<p>Netball Australia Coaching Resources Coaching Resources - Netball Australia</p> <p>BBC Sport. (2005). Netball: chest pass. http://news.bbc.co.uk/sport2/hi/other_sports/netball/4188162.stm</p> <p>BBC Sport Academy. (n.d.). <i>Netball skills. Improve your chest pass.</i> http://news.bbc.co.uk/sportacademy/hi/sa/netball/skills/newsid_2646000/2646709.stm</p> <p>BBC Bitesize. (n.d.). Netball: essential skills and techniques. https://www.bbc.co.uk/bitesize/guides/zx887hv/revision/3</p>
2	Shoulder pass – key teaching points	<p>Netball Australia Coaching Resources Coaching Resources - Netball Australia</p> <p>BBC Bitesize. (n.d.). <i>Netball: essential skills and techniques. Performing a shoulder pass in netball.</i> https://www.bbc.co.uk/bitesize/guides/zx887hv/revision/5</p> <p>BBC Sport. (2005). <i>Netball: shoulder pass.</i> http://news.bbc.co.uk/sport2/hi/other_sports/netball/4187668.stm</p> <p>BBC Sport Academy. (n.d.). <i>Netball. Skills. Shoulder pass.</i> tp://news.bbc.co.uk/sportacademy/hi/sa/netball/skills/newsid_2647000/2647317.stm</p>

Lesson	Resource	Link/information
	Bounce pass – key teaching points	<p>Netball Australia Coaching Resources Coaching Resources - Netball Australia</p> <p>BBC Bitesize. (n.d.). <i>Netball: essential skills and techniques. Performing a bounce pass in netball.</i> https://www.bbc.co.uk/bitesize/guides/zwptnbk/revision/2</p> <p>BBC Sport. (2005). <i>Netball: bounce pass.</i> http://news.bbc.co.uk/sport2/hi/other_sports/netball/4187744.stm</p> <p>BBC Sport Academy. (n.d.). <i>Netball. Skills. Perfect the bounce pass.</i> http://news.bbc.co.uk/sportacademy/hi/sa/netball/skills/newsid_2646000/2646547.stm</p>
3	Two-foot land – key teaching points	Netball Australia Coaching Resources Coaching Resources – Netball Australia
	Outside foot land and pivot – key teaching points	Netball Australia Coaching Resources Coaching Resources – Netball Australia
4	Netball position descriptions: roles and responsibilities	Netball Australia. (n.d.). What is Netball? http://www.netball.com.au/what-netball
5	Dodge	Netball Australia Coaching Resources Coaching Resources – Netball Australia
	Shadowing	Netball Australia Coaching Resources Coaching Resources – Netball Australia
6	Goal shooting – key teaching points	<p>Netball Australia Coaching Resources Coaching Resources – Netball Australia</p> <p>BBC Sport. (2005). <i>Netball: shooting.</i> http://news.bbc.co.uk/sport2/hi/other_sports/netball/4187548.stm</p> <p>BBC Bitesize. (n.d.). <i>Netball: essential skills and techniques. Netball standing shot.</i> https://www.bbc.co.uk/bitesize/guides/zqspfrd/revision/1</p>
7	3 feet (0.9m) recovery	Netball Australia Coaching Resources Coaching Resources – Netball Australia

Appendix A.2 | Drill and game details and information for teachers

Lesson 1

Warm-up activity – Getting to know the court

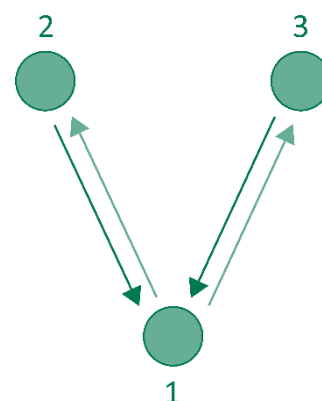
- Instruct the students to stand on the baseline and tell them that they are going to hear a variety of commands to direct them to an area on the netball court; for example, baseline north, baseline south, centre circle, shooting circle north, shooting circle south, centre third, goal third north, goal third south, sideline east, sideline west etc.
- On hearing the command, students must run as fast as they can to the correct area.

Activity 1 – Ball familiarisation activities

- Ask the students to number themselves one and two, and to stand opposite each other, approximately two metres apart. Each pair needs a ball.
- Set challenging and fun tasks, such as:
 - body circles – number one moves the ball hand to hand in a circle around the head/torso/knees/ankles then throws it to number two, who repeats this process. Number two returns the ball to number one to repeat or add a change of direction, or travelling up the body in reverse, etc.
 - draw a rainbow – ball travels in an arch from left to right hand overhead in the shape of a rainbow. Number one repeats ten times and throws to number two to create their rainbow
 - Number one throws the ball high, touches the floor and catches the ball before it hits the floor, then throws to partner to repeat. Vary this by changing the floor touch to a spin, or adding a jump to take the ball at its highest point.
 - Do five passes with left hand, swap over and repeat for the right, catching with both hands. Repeat, trying to catch one-handed.

Activity 2 – Passing drill to improve throwing and catching consistency

- Students divide into groups of three, with one ball. They make a triangle and number themselves one, two and three.
- Number one is the main feeder and throws a chest pass to students two and three at each corner of the triangle. Switch main feeder on the whistle.
- Gradually increase speed, or implement conditions or an element of competition; for example, the first group to complete 10 passes per person without dropping the ball.
- Students continue to practise throwing and catching using the chest pass.
- Add movement by introducing a 2v1 in one half of a third.



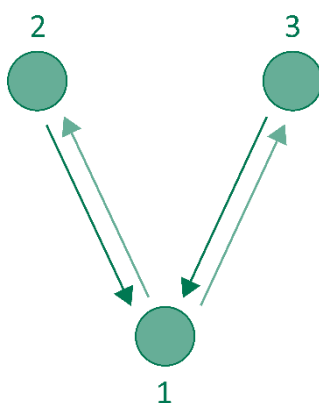
Activity 3 – Keep ball (3v3)

- Students form two teams of three with one ball.
- Each group of three is allocated one third of a court, or similar as space allows.
- One team starts with the ball and they have to maintain possession for eight consecutive passes.
- One point is scored when eight passes are achieved; teams will then swap over.
- The other team can attempt to gain possession and begin their eight consecutive passes once in possession.
- Gradually introduce rules applicable to netball; for example, no stepping, no contact.
- Change the number of passes to suit ability level in the class.
- Scaffolding: chest pass only; then progress to inclusion of overarm/shoulder pass or bounce pass.
- Modified game rule examples:
 - increase the court size (two thirds of a netball court)
 - give each team a scoring line to work towards
 - start with one team in possession of the ball in the centre of the area
 - instruct the attacking team to maintain possession for the eight passes, before attempting to receive the ball on the goal line to score a point.


Lesson 2

Activity 1 – Passing drill to improve throwing and catching consistency

- Students divide into groups of three, with one ball. They make a triangle and number themselves one, two and three.
- Number one is the main feeder and throws a bounce pass to students two and three at each corner of the triangle. Switch main feeder on the whistle.
- Gradually increase speed, or implement conditions or an element of competition; for example, the first group to complete 10 passes per person without dropping the ball.



- Students continue to practise throwing and catching using the bounce pass.
- Repeat sequence for the shoulder pass.
- Add movement by introducing a 2v1 in one half of a third.



Activity 2 – Tag ball

The following activity can be played as one large group or in smaller groups. Bibs will be required.

- Divide into two opposing teams of mixed ability.
- Use one or two thirds of the court depending on numbers.
- One team will begin with possession of the ball, and pass and receive amongst themselves, attempting to tag the opposition with the ball by touching them with the ball.
- If tagged, students are to stand on the sideline.
- The attacking team will have two minutes to tag as many people as they can before swapping over. The team with the highest number of tags is the winner.
- Differentiation – a second ball can be added to increase complexity, tag everyone before swapping over.

Activity 3 – Decision-making drill (3v1)

- Students make groups of four, each with one ball. Three students form the attacking team, and one student is to be the defender.
- The activity takes place in one third (or smaller) of the netball court.
- The attacking team aims to maintain possession using sequenced passing of chest, shoulder and bounce passes.
- The defender becomes an attacker when they make an interception, or a mistake is made by the attacking team.
- The attacking team scores a point for every pass sequence complete.
- The 3 second rule and 3 feet (0.9m) distance rule can be introduced here.

Activity 4 – Half-court game (4v4)

- Create two teams of four, with one ball per group and two sets of bibs.
- Each player is assigned a position:
 - Team 1 – attacking centre (C), wing attack (WA), goal attack (GA), goal shooter (GS)
 - Team 2 – defending centre (C), wing defence (WD), goal defence (GD), goalkeeper (GK)
- Each player becomes the equivalent defensive player when possession is lost; for example, GS becomes GK, GA becomes GD.
- Rules include no stepping, no contact, the three-second rule, the three-feet (0.9m) distance rule.
- Students pass and receive down court to score, using the most appropriate pass for the situation they find themselves in. They have three seconds to decide what to do.
- If the defending team intercepts, they have to pass and receive the ball back up to the halfway point before starting their offence down court (students will experience the offensive and defensive position associated with their bib; for example, GA will experience GD as part of this game).



Lesson 3

Activity 1 – Footwork practice

- Divide the students into small groups (four to six students) with one ball, one cone and three hoops per group.
- Set up a starting cone on the sideline.
- Place the hoops in three different positions across the court, allowing for at least two metres between hoops.
- One student is the feeder, who stands on the far side of the court and the rest of the group lines up behind the cone on the sideline.
- The first student runs out and calls for the ball, aiming to land two-footed in the first hoop as they catch the ball. Student steps forward with opposite foot to pass back to the feeder.
- Student then runs and calls again, and lands in the second hoop, and then again to land in the third hoop.
- This student then swaps with the feeder, who runs to join the back of the line.
- Repeat the process for each student.


Activity 2 – Triangle drill pass and move (3v1)

- Divide the students into groups of four, with three attackers and one defender.
- The attackers aim to maintain possession by passing and moving, while the defender attempts to gain possession.
- The three attackers make a triangle. Each attacker must move from their point of the triangle to form a different point after passing the ball. They do not stay where they are but are constantly moving into a new space, keeping the triangle formation.
- Attackers must land using the right/left foot (one-two) or two-foot-land method.
- Any footwork violations will result in loss of possession to the defender, who can then swap into the attacking team.
- Interceptions will also result in the defender swapping into the attacking team.

Activity 3 – Half-court game (4v4)

Continue to introduce the positions and rules of netball. Encourage students to consider their decision-making regarding passing and moving while maintaining consistency, fluency and control in their footwork.

- Create two teams of four, with one ball per group and two sets of bibs.
- Each player is assigned a position:
 - Team 1 – attacking centre (C), wing attack (WA), goal attack (GA), goal shooter (GS)
 - Team 2 – defending centre (C), wing defence (WD), goal defence (GD), goalkeeper (GK).
- Each player becomes the equivalent defensive player when possession is lost; for example, GS becomes GK, GA becomes GD.
- Rules include no stepping, no contact, 3 seconds, 3 feet (0.9m) distance.
- Students pass and receive down the court to score, using the most appropriate pass for the situation they find themselves in, passing and moving into space and maintaining control through



steady and effective footwork. They have three seconds to decide what to do: encourage them to use this time to develop their decision-making and control.

- If the defending team intercepts, they have to pass and receive the ball back up to the halfway point before starting their offence down court (students will experience the offensive and defensive position associated with their bib; for example, GA will experience GD as part of this game).
- Rotate positions.

Lesson 4

Activity 1 – Possession through numbers (7v7)

- Students form groups of seven, with netball bibs. They need one ball per 7v7.
- Instruct students to put on a netball bib (ignoring the position at this stage) and to number themselves according to the following:
 - GK = 1 | GD = 2 | WD = 3 | C = 4 | WA = 5 | GA = 6 | GS = 7.
- Students are to play a game of keep ball (7v7) on a full court.
- There are no position allocations at this stage, but the ball must be passed in number order one to seven. Player seven will return the ball to player one to restart the sequence.
- Teams score a point each time they make seven consecutive passes in order. They keep possession until the other team intercepts, or a violation occurs that causes them to lose possession (footwork, contact etc.).
- If the ball is intercepted or a violation occurs, the opposing team will start their sequence from the number that takes the free pass/throw in, or the player who has intercepted.
- Change positions every five minutes.
- Repeat the game, passing in sequence using positions instead of numbers: GK-GD-WD-C-WA-GA-GS.

Activity 2 – Positional play (7v7)

- Continue with a similar set up as the previous activity (7v7).
- Allocate specific areas on the court in which each player is allowed. This will reflect a full-sided game.
 - The netball positions and the court areas they are allowed in are listed below:
 - goal shooter (GS) – one attacking third and the shooting circle
 - goal attack (GA) – two attacking thirds and the shooting circle
 - wing attack (WA) – two attacking thirds
 - centre (C) – three thirds
 - wing defence (WD) – two defensive thirds
 - goal defence (GD) – two defensive thirds and the shooting circle
 - goalkeeper (GK) – one defensive third and the shooting circle.
- The ball starts on the baseline with the GK from one team.
- The aim is to keep possession and get the ball to the shooters (GS and GA).
- The team must pass in position order on the court. This will assist them in learning the responsibility of each position, as well as court position.
- The order is as follows: GK-GD-WD-C-WA-GA-GS.

- For the first few attempts, the team scores a point simply by getting the ball into the shooting circle. Add shooting when this concept has been understood.
- If the ball is intercepted or a violation occurs, the sequence resumes from the player taking the free pass/throw in or the player who has intercepted.
- Add the following as required:
 - shooting rules where GS and GA can pass between themselves to get close enough to the post to shoot
 - rule variations to allow more than one position to receive the next pass; for example, if the GD cannot get free to receive the pass from the GK, encourage the GD to move out for the WD to run through and receive the pass.
- Rotate teams as required and differentiate through abilities according to the levels in the class.

Lesson 5

Activity 1 – Rats and rabbits

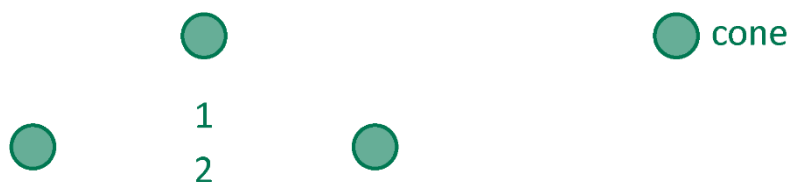
This is a warm-up game that can be used to practise fast reaction times and losing an opponent.

- Students work in pairs. They number themselves one and two: number one is a rat; number two is a rabbit.
- Pairs stand back-to-back at the base line.
- The teacher will call out either 'rats' or 'rabbits'.
- If 'rats' is called, all the students who are rats will attempt to run to the next third without the rabbits tagging them, and vice versa.
- Students keep count of how many times they tag their partner.
- If they do not get tagged, students can attempt to get back to the baseline to get double points.

Activity 2 – Dodging and shadowing (1)

This is a sample drill that can be used to introduce students to the concept of dodging to outwit the opposition and shadowing to prevent the opposition gaining an offensive advantage.

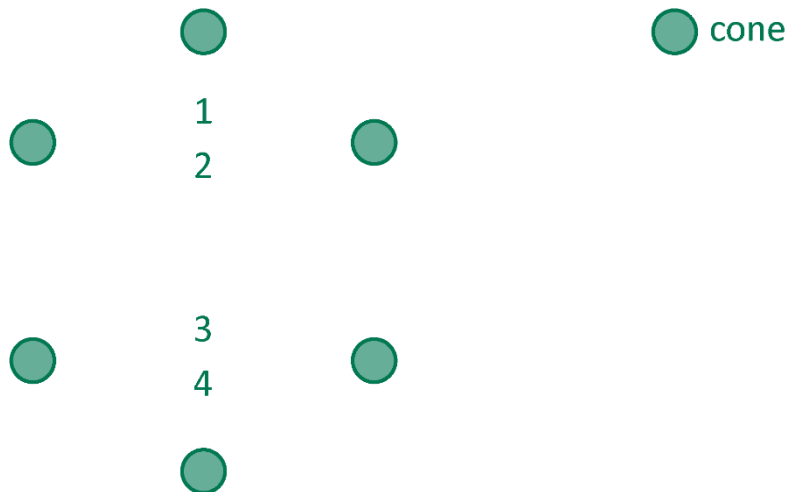
- Students work in pairs, with 3 cones (no ball required).
- Set up the cones as shown. Players will start at the middle cone.



- Students number themselves one and two: number one will be dodging; number two will be shadowing (defending).
- On the whistle, number one will attempt to dodge number two and get to or level with one of the cones first.
- Number one will have ten attempts to achieve a score out of ten.
- Students swap over and repeat.

Dodging and shadowing (2)

- Students work in groups of four, with one ball and six cones.
- Add a second set of cones that mirrors the set in the previous activity (see diagram below).
- The size of the area will depend on the ability and challenge level required.
- Number one will be the feeder, number two will defend the pass at 3 feet (0.9m), number three will shadow, and number four will dodge to receive the pass from number one.
- The ball is returned, and the process begins again.
- Each person is to have at least five attempts.



Extension activity

- After the initial pass, the feeder and receiver can then attempt to maintain possession, while the two defending players attempt to intercept using the defensive techniques learnt.

Activity 3 – Half-court game (4v4)

- Create two teams of four, with one ball per group and two sets of bibs.
- Each player is assigned a position:
 - Team 1 – attacking centre (C), wing attack (WA), goal attack (GA), goal shooter (GS)
 - Team 2 – defending centre (C), wing defence (WD), goal defence (GD), goalkeeper (GK).
- Each player becomes the equivalent defensive player when possession is lost; for example, GS becomes GK, GA becomes GD.
- Rules include no stepping, no contact, 3 seconds, 3 feet (0.9m) distance.
- The ball will start with team one in the centre circle.
- The Centre player will start the game with a self-feed in place of a whistle.
- The WA will run into the centre third to receive the first pass from the Centre.
- The WA passes to the GA, who has dodged to lose their defender (defender to shadow).
- The GA passes to C or WA.
- GS to dodge to receive the next pass.
- If the defending team intercepts, they must pass and receive the ball back up to the halfway point before starting their offence down court.
- Rotate teams to experience a variety of opposition.



Lesson 6

Activity 1 – Six-cone shoot

- Students work with one ball each (or in pairs if required).
- Divide students up evenly and allocate them a shooting circle.
- Set six cones up at a variety of distances from the post.
- Students create a number order for each cone.
- Students are to shoot from each cone consecutively, following their shot and rebounding the ball.
- The next student starts shooting as soon as the first cone is free.
- Students count how many goals they score out of the six attempts.

Activity 2 – Shooting drill – peer coaching

- Divide students into pairs with one ball per pair. Allocate each pair a shooting circle to work in.
- Students coach each other using the shooting basics outlined in the support notes.
- Each student will have at least ten attempts before becoming the coach.
- Instruct the students to add movement to the practice. They are to start at the centre circle and pass and receive down the court. The first student to receive the ball in the circle must shoot, while their partner is encouraged to rebound.
- Repeat this process to allow the students time to implement the combined skills.

Activity 3 – Keep ball (4v2)

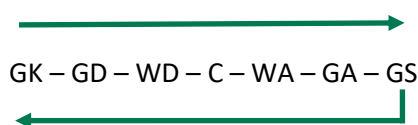
- Divide students into one group of four and one group of two, with one ball
- Students are to play a 4v2 game in one third of the netball court.
- The attacking team (group of four) start at the top of the third with the ball.
- Students nominate two out of the four players as shooters.
- The aim is to make three consecutive passes among the four players before feeding into the circle for a shot on goal, without the ball being intercepted by the two defending players.
- If the defending players prevent the attack by intercepting the play, they attempt to pass and receive the ball with their teammate, crossing the line at the top of the third to score.
- Play restarts with the attacking four.

Rotate the positions regularly or after each goal.

Extension

Full-sided game (7v7)

- Progress into a full-sided game (7v7), using the following system to rotate positions after every five minutes, giving every student an opportunity to shoot in the game.





Lesson 7

Activity 1 – How far away should I be?


- Students are in pairs with one ball between two.
- Students number themselves one and two. Number one holds the ball. Students face each other.
- On the whistle, student two (without the ball) is to jump to three feet (0.9m) away from the person with the ball and raise their arms as if attempting to defend the ball.
- Students estimate what the correct distance might be; number one decides if number two is too close or too far away.
- The teacher then checks (a measuring stick or tape can be used to confirm the correct distance).
- Repeat the process with student number one.
- Students face each other again.
- Student one throws the ball up to themselves (as a signal to begin).
- Student jumps back to three feet in attempt to prevent a pass from occurring.
- Repeat at least five times before changing over.

Activity 2 – Peer umpiring – 3 feet (0.9m) distance rule

- Students work in groups of four, with one ball, in one third of a netball court.
- Students number themselves one to four.
- Student one has the ball at the top of the third.
- Student two will be practising 3 feet (0.9m) recovery, defending student one.
- Student three will be the umpire, observing the distance of the defending player. They will be watching to see if penalties apply.
- Student four will run in from the baseline to receive the pass from student one.
- The practice begins with student one throwing the ball up to themselves, with student two jumping back to the required distance.
- If the distance is deemed too close by student three, a penalty pass will occur. Student three will be responsible for implementing the penalty pass or shot and asking the player who has caused the infringement to stand by the side of the student in possession of the ball.
- Student one passes to student four.
- Extend this practice by having the attacking team maintain possession and shoot when as close as possible to the goal.
- Student two will remain with student one during play, observing the 3 feet (0.9m) distance rule for passing and shooting throughout, as well as shadowing and preventing student one from progressing up the court.
- Students rotate positions.

Activity 3 – Half-court game (4v4)

- Divide students into two teams of four, with one ball per group and two sets of bibs.
- Each player is assigned a position on a team:
 - Team 1 – attacking centre (C), wing attack (WA), goal attack (GA), goal shooter (GS)
 - Team 2 – defending centre (C), wing defence (WD), goal defence (GD), goalkeeper (GK).

- 
- Each player becomes the equivalent defensive player when possession is lost; for example, GS becomes GK, GA becomes GD.
 - Rules include no stepping, no contact, 3 seconds, 3 feet (0.9m) distance.
 - Students pass and receive down the court to score.
 - If the defending team intercepts, they have to pass and receive the ball back up to the halfway point before starting their offence down the court.
 - Rotate opposition around amongst groups if time permits.
 - Teams can also rotate positions.
 - Where possible, use students to umpire the game to help develop their understanding of the game and how to implement the rules.



APPENDIX B:
ASSESSMENT TASK (SUMMATIVE)

Netball skills and strategies



Appendix B | Netball assessment task (Summative)

Title of task

Netball skills and strategies

Task details

Description of task	Students will participate in a 4v4 half-court netball game to demonstrate a variety of individual and game-based, competitive skills.
Type of assessment	Summative
Purpose of assessment	To assess students on the execution and use of skills, the use of space, positioning and decision-making.
Assessment strategy	Performance
Evidence to be collected	Checklist/video footage
Suggested time	Two 50-minute lessons

Content description

Content from the Western Australian Curriculum

Movement skills

- Movement skills and sequences within different physical activity contexts and settings
- Strategic and tactical skills used to create and use space through the manipulation of effort, space, time, objects and people

Task preparation

Prior learning

Students have participated in Lessons 1–7 and been instructed in the individual skills, game tactics and rules to effectively compete in a game of netball.

Assessment task

Assessment conditions

- Assessment will involve students in game-based team scenarios.
- Students can be grouped according to ability or maintain mixed ability across the group.



Differentiation

Teachers should differentiate their teaching and assessment to meet the specific learning needs of their students, based on their readiness to learn and their need to be challenged. Where appropriate, teachers may scaffold or extend the scope of the assessment tasks.

Resources

- One half of a netball court
- Bibs for each team
- Netball (one per game)
- Video (if recording evidence)

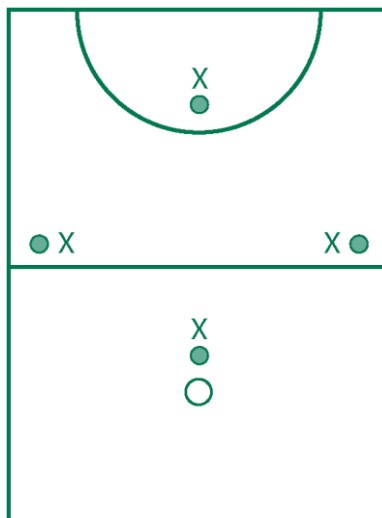
Instructions to teachers

Students will be assessed throughout this lesson sequence on a lesson-by-lesson basis. This use of formative assessment provides the teacher with additional evidence on which to base their final assessment mark and avoids having to allocate a set assessment day.

The purpose of the summative assessment is to finalise the formative assessment, giving students the opportunity to demonstrate all the skills and knowledge they have acquired during this lesson sequence.

Task

Students participate in a 4v4 half-court netball game, attack against defence, as practised throughout the lesson sequence. See diagram for set up.



- Divide students into two teams of four, with one ball per group and two sets of bibs. Students can be allocated according to ability within the class, or teams can be representative of a mixture of abilities.
- Each player is assigned a position on a team:
 - Team 1 – attacking centre (C), wing attack (WA), goal attack (GA), goal shooter (GS)
 - Team 2 – defending centre (C), wing defence (WD), goal defence (GD), goalkeeper (GK).
- Each player becomes the equivalent defensive player when possession is lost; for example, GS becomes GK, GA becomes GD.
- Rules include no stepping, no contact, three seconds, three-feet (0.9m) distance.
- Students pass and receive down the court to score.
- If the defending team intercepts, they have to pass and receive the ball back up to the halfway point before starting their offence down court.
- Students can stay in the same teams for the duration of the assessment; however, moving students to different teams will provide an opportunity for students to experience a range of different situations.
- Games will run for a set time (according to fitness and ability levels), with multiple courts running concurrently.
- Teachers to rotate teams around, allowing for students' level of fitness.



Students will be assessed on:

- proficiency of skills
- selection and application of basic netball skills in the game context
- spatial awareness
- tactical application – creating, using and defending space.

Evidence can be collated through video recording to review, or an observation schedule can be implemented.

Students will be assessed according to the marking observation table and marking key provided. Use this table to create a holistic judgment regarding the proficiency, selection and application of skills, spatial awareness and tactical application of the students in a game situation.

Students will be awarded a mark out of ten for each area based on their performance in accordance with the observation table.

Marking observations

Use this table to assist in making a holistic judgement regarding performance in each of the four areas.

Proficiency	Selection and application of skills	Tactical application
<ul style="list-style-type: none"> • execution <ul style="list-style-type: none"> ▪ consistency ▪ control ▪ fluency ▪ precision • kinematics of arms during throwing/catching including sequencing and energy transfer • footwork • skill selection and timing 	<ul style="list-style-type: none"> • skill selection and timing <ul style="list-style-type: none"> ▪ examples of decisions to be made could include choice of pass to use, intercepting the ball, give and go • defensive techniques <ul style="list-style-type: none"> ▪ shadowing and 3 feet (0.9m) marking 	<p>Offence</p> <ul style="list-style-type: none"> • maintaining possession • setting up a play • 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 <p>Defence</p> <ul style="list-style-type: none"> • regaining possession • preventing scoring opportunities • communication with teammates • support of other defenders • positioning/movement to dispossess or intercept

Marking key

Demonstration of skills in competitive situations will be assessed taking into account the combination of four elements of an action: consistency, precision, fluency and control. Other factors may affect performance and should be taken into account when marking, including game pressure, pace, skill and intensity of opponent and teammates, playing area and environmental conditions. This marking key can be used in conjunction with the Physical Education performance assessment advice, and the Performance assessment support material – Netball, which outlines the observation points for the skills in the specific sport (netball). These documents can be found on the Authority website:

<https://k10outline.scsa.wa.edu.au/home/assessment/assessment-support-materials>

Description	Marks
Proficiency	
Consistently performs skills with efficiency and fluency Consistently controls the flight and delivery of the ball, achieving the desired outcome	9–10
Performs skills 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
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
Performs some skills somewhat fluently with some 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
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
Subtotal	/10

Description	Marks
Selection and application of skills	
Consistently makes the correct decision and selects a variety of skills that vary 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, usually achieving 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
Subtotal	/10
Spatial awareness	
Performs required skills to a consistently excellent level and appropriate to the competitive situation, 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, 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 a reduced intensity on most occasions	5–6
Performs required skills some of the time, often appropriate to the competitive situation at a low intensity	3–4
Occasionally performs few of the required skills, at times appropriate to the competitive situation at a minimal intensity	1–2
Subtotal	/10

Description	Marks
Tactical application – 10 marks offence; 10 marks defence	
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 few of the required skills, at times appropriate to the competitive situation, with little or no creativity, deception or anticipation at a minimal intensity	1–2
Subtotal	/20
Total	/50

