



| Assessment task | |
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| Year level | 6 |
| Learning area | Health and Physical Education |
| Subject | Physical Education |
| Title of task | Basketball skills |
| Task guidelines | |
| Description of task | Students will participate in a 3 v 3 half-court basketball game to demonstrate a variety of individual and competitive skills. |
| Type of assessment | Summative |
| Purpose of assessment | To assess students on execution and use of skills; use of space; positioning; decision making. |
| Assessment strategy | Performance |
| Evidence to be collected | Video footage of students involved in a 10 minute 3 v 3 half-court basketball game. |
| Suggested time | 10 minutes |
| Content description | |
| Content from the Western Australian Curriculum | <p>Movement and physical activity</p> <p>Fundamental movement skills demonstrating adjustment of force and speed to improve accuracy and control</p> <p>Linking of fundamental movement skills to specific skills used in organised games, sports and activities, such as linking kicking to passing and shooting in soccer</p> <p>Basic strategies and tactics to successfully achieve an offensive or defensive outcome or goal:</p> <ul style="list-style-type: none">• use of appropriate skills• spatial awareness• relationship to and with objects, people and space |
| Task preparation | |
| Prior learning | Students have been instructed in the individual skills, game tactics and rules required to effectively compete in a game of basketball. |
| Assessment differentiation | <p>Teachers should differentiate their teaching and assessment to meet the specific learning needs of their students, based on their level of readiness to learn and their need to be challenged.</p> <p>Where appropriate, teachers may either scaffold or extend the scope of the assessment tasks.</p> |
| Assessment task | |
| Assessment conditions | Assessment will involve students in individual and group scenarios. |
| Resources | One half of a basketball court |

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| | Bibs to differentiate between the two teams Basketball Video device |
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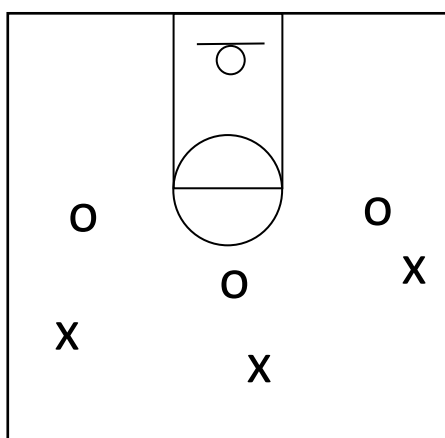
Instructions for teacher

Basketball

Students participate in a 3 v 3 half-court basketball game and will be assessed on:

- proficiency
- selection and application of skills
- spatial awareness
- tactical application – offence and defence.

The suggested total time for this task is 10 minutes (allowing for students' level of fitness but may be extended in order to allow all students opportunities to demonstrate required skills). Groups are to be rotated, or multiple groups may be working concurrently.



Marking observations

| Proficiency | Selection and application of skills | Spatial awareness | Tactical application |
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| <ul style="list-style-type: none"> • execution <ul style="list-style-type: none"> ▪ consistency ▪ control ▪ fluency ▪ precision • footwork | <ul style="list-style-type: none"> • skill selection and timing <ul style="list-style-type: none"> ▪ examples of decisions to be made: dribble; pass; shot for goal or lay-up ▪ defensive techniques | <ul style="list-style-type: none"> • pass distribution • selection of shot/pass to gain advantage • running with the ball into space • positioning/movement to dispossess or intercept | <p>Offence</p> <ul style="list-style-type: none"> • maintaining possession • creating scoring opportunities • communication with teammates <p>Defence</p> <ul style="list-style-type: none"> • regaining possession • preventing scoring opportunities • communication with teammates |

Playing 3 v 3 basketball

3 v 3 is a game of basketball played with three players per side, on one half of a basketball court

Teachers should implement the game format students are familiar with, based on the teaching and learning program implemented prior to the assessment task. Suggested game formats may include:

- Game commences with a ball toss OR the teacher determines which team starts with possession of the ball.
- Players with possession of the ball attempt to score a goal, the other team defends.
- If a goal is scored, the defending team take possession of the ball at the half court line.
- If a goal is not scored and the defending team have possession of the ball, they must dribble/pass the ball to the half court line, before commencing offensive play.
- If a foul is called against the defending team, a sideline pass may occur, in line with the position the foul occurred.
- If a foul is called against the offensive team:
 - a sideline pass may occur but the ball should be dribbled/passed to the half court line before offensive play takes place OR
 - possession is automatically provided at the half court line.
- A foul on a player in the act of shooting will incur penalty free throws.

Students may be familiar with regular or modified basketball rules. Teachers are best placed to determine the rules that will be applied in the 3 v 3 games based on the learning needs of the students. Rules that may be applied at this level are:

- Travelling – running/stepping while holding the ball, with no dribbling taking place.
- Double dribble – Dribbling the ball, stopping, then dribbling again.
- Fouling – Making contact with another player, e.g. holding, hitting, pushing, bumping into etc.

Marking key

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, control. Game pressure, pace, skill and intensity of opponent and teammates, playing area, environmental conditions etc. may affect performance and should be taken into account when marking.

This marking key is intended to be used in conjunction with the document *Physical Education Pre-primary to Year 10 performance assessment advice* and the *Performance assessment support material – Basketball* which outlines the observation points for the skills in the specific sport (basketball).

| Description | Marks |
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| Proficiency | |
| Performs fundamental movement skills including catching, throwing and dribbling, controlling accuracy and force, and adjusting for speed, force and direction of delivery, under pressure. | 9-10 |
| Performs fundamental movement skills including catching, throwing and dribbling under some pressure over most distances, while on the move. | 7-8 |
| Usually performs fundamental movement skills including catching, throwing and dribbling under some pressure over short to medium distances, while stationary and on the move. | 5-6 |
| Performs fundamental movement skills including catching, throwing and dribbling over short distances while stationary with some success; however, has difficulty when under pressure. | 3-4 |
| Performs fundamental movement skills including catching, throwing and dribbling with minimal success to an area in the vicinity of the target. | 1-2 |
| Subtotal | 10 |
| Selection and application of skills | |
| Consistently makes the correct decision and selects a variety of skills appropriate to the situation, achieving the desired outcome. | 9-10 |
| Selects a broad range of 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 simple 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 | |
| Consistently offers multiple leads into appropriate space to receive a pass or create attacking options. Responds appropriately when transitioning from defence to offence. Reads the play to position body appropriately and effectively defend opponent and/or space in response to the game situation. Consistently prevents opponents from gaining advantage. | 9-10 |
| Often provides multiple leads into appropriate space to receive a pass or create attacking options. Provides effective options when transitioning from defence to offence. Defends opponent or space in response to the game situation. Often positions body appropriately while in one-on-one defence to prevent opponent from gaining possession. | 7-8 |
| Leads into appropriate space to receive a pass. Usually selects effective options when transitioning from defence to offence. Performs one-on-one defence, sometimes resulting in interception of the ball or change of possession, and usually defends space to restrict opponents' options. | 5-6 |

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| Sometimes moves into space to receive a pass. Limits movements to either offence or defence with minimal transitioning. Sometimes defends space without applying pressure. | 3-4 |
| Shows limited awareness of space and opponents throughout the game. | 1-2 |
| Subtotal | 10 |
| Tactical application – 10 marks offence; 10 marks defence | |
| Consistently performs required skills, to a high level and appropriate to the competitive situation demonstrating anticipation while maintaining intensity under game-like pressure. Reads the play to effectively defend opponents in response to the game situation. | 9-10 |
| Performs required skills with some consistency to a high level and appropriate to the competitive situation usually demonstrating anticipation, while maintaining intensity under game-like pressure on most occasions. Defends opponents in response to the game situation. | 7-8 |
| Performs required skills most of the time and usually appropriate to the competitive situation, at times demonstrating some anticipation at a reduced intensity. Performs one-on-one defence, sometimes resulting in interception of the ball or change of possession, and usually defends space to restrict opponents' options. | 5-6 |
| Performs required skills some of the time, often appropriate to the competitive situation occasionally demonstrating a low degree of anticipation at a low intensity. Sometimes defends opponents without applying pressure. | 3-4 |
| Occasionally performs few of the required skills, at times appropriate to the competitive situation at minimal intensity. | 1-2 |
| Subtotal | 20 |
| Total | 50 |