

**Research Space**

PhD Thesis

**The teaching and assessment of the content and cognitive domains of two areas of physical activities for examined physical education**

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**The teaching and assessment  
of the content and cognitive domains  
of two areas of physical activities for examined  
physical education**

A thesis submitted to the University of Manchester  
For the degree of Ph.D. in the Faculty of Education

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Centre for Physical Education and Leisure Studies  
(Volume II of II)

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## APPENDIX 1.1

### AREAS OF CONTENT OF TEXTBOOKS FOR GCSE PHYSICAL EDUCATION

Area of Study Webster (1997)	Beashel & Taylor (1992) (2 <sup>nd</sup> Ed) 250 pages		Bizley (1996a) 181 pages		Neate (1996a) 153 pages	
	Pages	No of tasks	Pages	No of tasks	Pages	No of tasks
<b>1. Human body make-up in relation to movement</b>	<b>50 (20%)</b>	<b>46 tasks</b>	<b>26 (14%)</b>	<b>23 tasks</b>	<b>36 (23%)</b>	<b>43 tasks</b>
Human body					55-57	5
The skeleton	2-10, 35-36	13	66-71	5	58-61	1
Muscles of the body	11-19	8	72-77	6	62-67	6
The control of movement/ The nervous system	30-34	4	78-79	2	76	
The circulatory system	20-26	7	80-85	5	72-75	6
The respiratory system	27-28		86-89	3	68-71	5
Digestion and diet	29-30, 37- 52	14	90-91	2	78-81,82-90	20
<i>The excretory / endocrine system**</i>	34				77	
<b>2. Capabilities and limitations of the human body</b>	<b>91 (36%)</b>	<b>49</b>	<b>64 (35%)</b>	<b>68</b>	<b>61(40%)</b>	<b>91</b>
Fitness	53-54, 243- 252		29, 44-59**	21	33-43, 91	22
Improving fitness / Training methods	55- 70	10	10-11, (47,49,52) *, 92-101	15	(45-46)*, 92- 102	22
Effects of fitness (personality, drugs)	104 – 124, 127-134	21	30-43, 60-61	17	44-51	10
Acquisition of skill			6-7	4	14 – 33	28
Measurement in sport	70-84	9	102-107	5	103-111	9
Sports related injuries	85-103	9	108-118	6		
<b>3. Development and organisation of sport</b>	<b>109 (44%)</b>	<b>81</b>	<b>73 (40%)</b>	<b>73</b>	<b>46 (30%)</b>	<b>87</b>
<i>History **</i>	136-146	16	156-159	6		
Administration of sport	160-169	7	119—127	11	113-115, 124- 137	20
Providers of sport facilities	170 -191	19	128-137,	6	119-123,	12
Participation in sport (professions in sports)	150-159, 192-201, 209-216	8	62-65,154- 155, 160- 161,186-187	9	116-118	16
Development of international competition	147-149, 237-242	9	138-145	4	138-142	8
Major influences on sport	201-203, 228-237		146-153, 170- 175	17	145-148,153- 156	22
Changing attitudes in sport	204-208,	14	162-169,184- 185	11	149-152	6
Social concepts in sport	125-127, 217 –227	8	182-183	2	143-144	3
<i>Equipment surfaces **</i>			176-181	7	52-53	
<b>4. Coursework</b>	<b>0</b>	<b>0</b>	<b>19 (11%)</b>	<b>23</b>	<b>10 (7%)</b>	<b>23</b>
Analytic investigation			8-9, 12-28	23		
Performance improvement programme						
PE and Sport					2-8	16
Assessment of Physical Activities			(26-27)*		9-11	7

\* pages classified under another category and not counted twice

\*\* knowledge component not included in PE syllabus but available in textbook

## APPENDIX 2.1

### PHYSICAL ACTIVITIES OFFERED FOR GCSE AND A LEVEL PHYSICAL EDUCATION PERFORMANCE COURSEWORK FOR THE SUMMER OF 1997

The activities offered for the physical education performance assessments are presented in alphabetical order in the following table. These activities were taken from the syllabuses and the practical performance handbook publications of the examining boards (MEG 1997a, NEAB 1997, NICCEA 1997a, SEG 1997a, ULEAC 1997a, WJEC 1997, AEB 1997a, and OCEAC 1997).

Physical Activity	GCSE						'A' Level	
	MEG 1997a	NEAB 1997	NICCEA 1997a	SEG 1997a	ULEAC 1997a	WJEC 1997	AEB 1997a	OCEAC 1997
1. Adventure training			•					
2. Association Football (Soccer)	•	•	•	•	•			•
3. Athletics	•	•	•	•	•	•	•	•
4. Badminton	•	•	•	•	•		•	•
5. Basketball	•	•	•	•	•		•	•
6. Bowls						•		
7. Camogie			•					
8. Canoeing	•	•	•			•		•
9. Caving and Potholing		•						
10. Cricket	•	•	•	•	•			•
11. Cross Country						•		
12. Cycling						•		
13. Dance (Movement: Dance/Educ. Gym)	•	•	•	•	•	•		•
14. Diving		•				•		
15. Eton Fives	•							
16. Environmental Challenge						•		
17. Fencing	•	•				•		
18. Fitness Training			•					
19. Gaelic Football			•					• <sup>1</sup>
20. Golf	•	•				•		
21. Gymnastics	•	• <sup>3</sup>	•	•	•	•	•	• <sup>4</sup>
22. Handball (Olympic)	•	•						
23. Hill Walking/Campingcraft	•							
24. Hockey	•	• <sup>2</sup>	•	•	•		•	•

Physical Activity	GCSE						'A' Level	
	MEG 1997a	NEAB 1997	NICCEA 1997a	SEG 1997a	ULEAC 1997a	WJEC 1997	AEB 1997a	OCEAC 1997
25. Horse Riding	•					•		
26. Hurling			•					•
27. Ice Hockey		•						
28. Ice Skating	•					•		
29. Judo	•							•
30. Lacrosse	•	•			•			
31. Martial Arts						•		
32. Mountain Activities and Moorland Walking		•						•
33. Netball	•	•	•	•	•			•
34. Orienteering	•	•	•					
35. Racketball / Racquet Ball	•	•						
36. Racquet Games						•		
37. Rhythmic Gymnastics	•	•						
38. Rock climbing		•						
39. Rounders	•	•		•				
40. Rowing						•		
41. Rugby League	•		•	•	•			• <sup>1</sup>
42. Rugby Union	•	• <sup>1</sup>		• <sup>1</sup>	• <sup>1</sup>			•
43. Sailing	•	•				•		
44. Scuba Diving						•		
45. Skiing	•	•				•		
46. Softball	•							
47. Squash	•	•	•	•	•			•
48. Striking Activities						•		
49. Swimming & Lifesaving	• <sup>5</sup>	• <sup>5</sup>	• <sup>6</sup>	• <sup>5</sup>	• <sup>5</sup>	• <sup>5</sup>	• <sup>6</sup>	• <sup>6</sup>
50. Table Tennis	•	•	•	•	•			
51. Team games						•		
52. Tennis	•	•	•	•	•		•	•
53. Trampolineing	•		•	•	•	•		•
54. Volleyball	•	•	•	•	•			•
55. Waterpolo		•						
56. Water Skiing						•		
57. Weightlifting (Olympic)/ Training	•	•		•		•		
58. (Wind) Surfing	•	•				•		
<b>Total</b>	<b>36</b>	<b>35</b>	<b>23</b>	<b>19</b>	<b>18</b>	<b>27</b>	<b>7</b>	<b>21</b>

- 1: *Rugby League or Rugby Union and in the case of OCEAC or Gaelic football*
- 2: *Hockey or Indoor Hockey*
- 3: *Artistic gymnastics or Modern Educational gymnastic*
- 4: *Vaulting and Agilities*
- 5: *Swimming and Life Saving or Survival Swimming*
- 6: *Swimming only*

From the above table it is evident that some activities were offered by all examining boards. These were: association football, athletics, badminton, basketball, cricket, dance, gymnastics, hockey, netball, rugby, squash, swimming, table tennis, tennis and volleyball for GCSE (fifteen in total).

For 'A' level, there were seven common activities, these were: athletics, badminton, basketball, gymnastics, hockey, swimming and tennis.

It must be observed that in the case of the WJEC, the actual activities offered for the categories racquet games, striking games and team games, have not been prescribed, neither in the syllabus nor the practical performance handbook and hence WJEC is not included in this analysis.

The examining boards that offered most activities were MEG, NEAB, WJEC and NICCEAC for GCSE who offered between 23 and 36 activities. For 'A' level, OCEAC offered more activities.



**APPENDIX 2.2**  
**PHYSICAL ACTIVITIES FOR PHYSICAL EDUCATION EXAMINATIONS:**  
**SITTINGS OF 1998-2000**

	Physical Activity	GCSE							'A' Level
		(MEG)/OCR 2000a	NEAB 2000	NICCEA 2000	SEG 2000	(ULEAC)/EDEXEL 2000	WJEC 2000	AEB 2000 <sup>9</sup>	(OCEAC)/OCR 2000b <sup>10</sup>
<b>Athletic Activities</b>									
1.	Cross country running	•					•		
2.	Cycling						•		
3.	Fitness training			•					
4.	Rowing					•	•		
5.	Track and Field Athletics (running, throwing, jumping)	•	•	•	•	•	•	• a	• a
6.	Weightlifting (Olympic)	•	•		• <sup>6</sup>		•		
7.	Weight-training				• <sup>6</sup>				
	<i>Sub-total</i>	<i>3</i>	<i>2</i>	<i>2</i>	<i>3</i>	<i>2</i>	<i>5</i>	<i>1</i>	<i>1</i>
<b>Dance</b>									
8.	Ice Skating						•		
9.	Modern educational dance		•	•	•		•	• a	• b
10.	Various styles	•				•			
	<i>Sub-total</i>	<i>1</i>	<i>1</i>	<i>1</i>	<i>1</i>	<i>1</i>	<i>2</i>	<i>1</i>	<i>1</i>
<b>Games</b>									
	Association Football (Soccer)	•	•	•	•	•		• b	• e
11.	Badminton	•	•	•	•	•		• a	• g
12.	Baseball <sup>5</sup>					•			
13.	Basketball	•	•	•	•	•		• b	• e
14.	Bowls						•		
15.	Camogie			•					
16.	Cricket	•	•	•	•	•		• b	• f
17.	Eaton fives	•							
18.	Fencing	•	•				•		
19.	Gaelic Football			•		•			• e
20.	Goalball	•							
21.	Golf	•	•		•	•	•	• b	
22.	Handball	•	•						
23.	Hockey	•	• <sup>7</sup>	•	•	•		• b	• e
24.	Hurling			•		•			• e
25.	Indoor Hockey		•						
26.	Ice Hockey		• <sup>7</sup>						
27.	Judo	•	•						• c
28.	Lacrosse	•	•		•	•			
29.	Netball	•	•	•	•	•		• b	• e

Physical Activity		GCSE							'A' Level
		(MEG) /OCR 2000a	NEAB 2000	NICCEA 2000	SEG 2000	(ULEAC)/ EDEXEL 2000	WJEC 2000	AEB 2000 <sup>9</sup>	(OCEAC)/ OCR 2000b <sup>10</sup>
30.	Racketball <sup>8</sup>	•	•						
31.	Racquet Games						•		
32.	Rounders <sup>5</sup>	•	•		•	•			
33.	Rugby League	•	•	•	•	•		• <i>b</i>	• <i>e</i>
34.	Rugby Union <sup>1</sup>	•	•		•	•			• <i>e</i>
35.	Softball <sup>5</sup>	•			•		•		
36.	Squash <sup>8</sup>	•	•	•	•	•		• <i>b</i>	• <i>g</i>
37.	Striking Games						•		
38.	Table Tennis	•	•	•	•	•			
39.	Team Games						•		
40.	Tennis(Lawn)	•	•	•	•	•		• <i>b</i>	• <i>g</i>
41.	Volleyball	•	•	•	•	•		• <i>b</i>	• <i>g</i>
42.	Waterpolo		•						
	<i>Sub-total</i>	<i>22</i>	<i>22</i>	<i>14</i>	<i>16</i>	<i>18</i>	<i>7</i>	<i>11</i>	<i>14</i>
<b>Gymnastics Activities</b>									
43.	Artistic Gymnastics (Floor and Vaulting) <sup>2</sup>	•	•	•	•	•		• <i>a</i>	• <i>b</i>
44.	Compositional Gymnastics (Educational) <sup>2</sup>		•		•		•		
45.	Figure Skating (Individual)	•							
46.	Judo or Karate					•			
47.	Martial Arts						•		
48.	Rhythmic Gymnastics <sup>2</sup>	•	•						
49.	Sport Acrobatics <sup>2</sup>		•						
50.	Springboard Diving		•				•		
51.	Trampoline	•	•	•	•	•	•	• <i>a</i>	• <i>b</i>
	<i>Sub-total</i>	<i>4</i>	<i>6</i>	<i>2</i>	<i>3</i>	<i>3</i>	<i>4</i>	<i>2</i>	<i>2</i>
<b>Outdoor and Adventurous Activities</b>									
52.	Adventure training			•					
53.	Boardsailing					•			
54.	Canoeing/ Kayaking <sup>3</sup>	•	•	•		•	•		• <i>d</i>
55.	Caving and potholing		•						
56.	Climbing					•			
57.	Environmental Challenges						•		
58.	Hill Walking & Campingcraft or Hostelling	•							
59.	Horse Riding	•					•		

	Physical Activity	GCSE							'A' Level (OCEAC)/ OCR 2000b <sup>10</sup>
		(MEG) /OCR 2000a	NEAB 2000	NICCEA 2000	SEG 2000	(ULEAC)/ EDEXEL 2000	WJEC 2000	AEB 2000 <sup>9</sup>	
60.	Mountain and Moorland Walking		•						• <i>d</i>
61.	Orienteering	•	•	•		•			
62.	Rock Climbing	•	•						
63.	Sailing	•	•			•	•		
64.	Scuba Diving						•		
65.	Skiing	•	•			•	•		
66.	Water Skiing						•		
67.	(Wind) Surfing	•	•				•		
	<i>Sub-total</i>	<i>8</i>	<i>8</i>	<i>3</i>	<i>0</i>	<i>6</i>	<i>8</i>	<i>0</i>	<i>2</i>
<b>Swimming</b> <sup>4</sup>									
68.	Swimming (technique of strokes)	•	•	•	•	•	•	• <i>a</i>	• <i>a</i>
69.	Competitive Swimming (timed)	•	•	•	•		•	• <i>a</i>	• <i>a</i>
70.	Endurance Swim			•					
71.	Life Saving	•	•		•	•	•		
72.	Personal Survival	•	•		•	•			
73.	Synchronised Swimming					•			
	Water polo					•			
	<i>Sub-total</i>	<i>4</i>	<i>4</i>	<i>3</i>	<i>4</i>	<i>4</i>	<i>3</i>	<i>2</i>	<i>2</i>
	<b>TOTAL</b>	<b>42</b>	<b>43</b>	<b>25</b>	<b>27</b>	<b>34</b>	<b>29</b>	<b>17</b>	<b>22</b>

1. Rugby League or Rugby Union and in the case of OCR or Gaelic football
2. Any one of where the option is available: Artistic gymnastics (floor and vaulting) or Compositional (educational) gymnastics or rhythmic gymnastics or sport acrobatics
3. Kayaking is offered as an alternative by EDEXEL only
4. Swimming technique and competitive swimming (timed swim) were compulsory components of assessment in addition to any one of the other swimming activities offered by the respective boards. Note that EDEXEL did not include competitive swimming in the compulsory component.
5. Candidates were allowed to select one of Rounders or Softball or Baseball (English and Welsh) (EDEXEL only)
6. Weight lifting or weight training
7. Hockey or Ice Hockey
8. Racquetball or Squash
9. AEB utilised a different classification of activities: Individual and Team games. The letters in italics correspond to the following classifications: *a* – Individual Activities; *b* – Team Games
10. OCR also utilised the Individual and Game activity classification. The activities in each of these two classifications were further organised into the following classifications: **Individual activities:** *a* - Athletic and Aquatic; *b* –Aesthetic; *c* –Combat; *d* -Outdoor and Adventurous Activities; **Game activity:** *e* -Invasion Games; *f* -Striking/Fielding Games; *g* -Net/Wall Games

**APPENDIX 3.1**  
**INFORMATION SHEET CIRCULATED TO HEAD OF SCHOOLS**

L-UNIVERSITÀ TA' MALTA



UNIVERSITY OF MALTA

*Kindly fill in with reference to the Sixth Form College.*

Name of school \_\_\_\_\_

Address \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Tel \_\_\_\_\_ Fax \_\_\_\_\_

Title of Head of School The Principal/ The Head / Other \_\_\_\_\_

Name \_\_\_\_\_

**Sixth Form College:**

***1. Number of students on roll:***

Year 1 Boys \_\_\_\_\_ Girls \_\_\_\_\_

Year 2 Boys \_\_\_\_\_ Girls \_\_\_\_\_

***2. Term time dates***

Term : 1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

Exam periods: 1. \_\_\_\_\_

2. \_\_\_\_\_

School / Public holidays \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Parents' Days / Prize Day \_\_\_\_\_

School Hours (*if different for selected days of the week, please specify*)  
\_\_\_\_\_  
\_\_\_\_\_

School Breaks (*if different for selected days of the week, please specify*)  
\_\_\_\_\_  
\_\_\_\_\_

Other relevant information  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**3. The PE teachers:**

Physical Education Staff to co-ordinate with:	Telephone No.
1. _____	_____
2. _____	_____
3. _____	_____

Time table

Day	Lesson/ Session	Time	Number of students

Contact Person for video /media room	Telephone No.
_____	_____

School policy and procedures re injury  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Thank You

**APPENDIX 3.2  
NOTICE ABOUT THE SCHEDULE OF ACTIVITIES FOR STUDENTS IN  
SCHOOL A - PILOT STUDY**

L-UNIVERSITÀ TA' MALTA



UNIVERSITY OF MALTA

**PHYSICAL EDUCATION ASSESSED PROJECT:**

A Collaboration Between  
The University Of Malta,  
The Victoria University Of Manchester and  
“Palm Trees”<sup>1</sup> Sixth Form College:  
President Award Scheme Participants

**NOTICE**

DATE	Time	Time
	10.15 – 11.00	11.00 - 11.45
10.4.97 Thursday	Meeting with Arts Students	Meeting with Sciences Students
17.4.97 Thursday	10.15 – 11.45 Group 1 <sup>2</sup> & Group 2: Class Based written activities	
24.4.97 Thursday	Group 1	Group 2
1.5.97	Public Holiday	
2.5.97 Friday	Group 1	Group 2

<sup>1</sup> The name of the college is fictitious, to safe guard confidentiality.

<sup>2</sup> G1 and G2 referred to the different experimental teaching conditions.

DATE	Time	Time
	10.15 – 11.00	11.00 - 11.45
8.5.97 Thursday	Group 1	Group 2
15.5.97 Thursday	Group 1	Group 2
22.5.97 Thursday	10.15 – 11.15 Group 1 & Group 2: Class Based written activities Course Evaluation	

Ms Gemma Cassar

M.Ed., B.Ed. (Hons.), Dip in App. Soc. Stud.

**APPENDIX 3.3**  
**NOTICES FOR RECRUITMENT OF STUDENTS IN SCHOOL B- PILOT**  
**STUDY**

L-UNIVERSITÀ TA' MALTA



UNIVERSITY OF MALTA

NAME \_\_\_\_\_

ADDRESS \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

TEL NO (HOME) \_\_\_\_\_ DATE OF BIRTH \_\_\_\_\_

GENDER: MALE \_\_\_ FEMALE \_\_\_

\_\_\_\_\_

LIST PRACTICAL SPORT ACTIVITIES YOU PARTICIPATE IN:

RECREATION/LEISURE	COMPETITIVE	COMMENTS At school or with a club

INDICATE YOUR PREFERRED TIMES TO JOIN A COURSE OF 7-10 SESSIONS (1 HOUR EACH) STARTING MID-MARCH

Time	Mon	Tue	Wed	Thur	Fri
8.00					
9.00					
10.00					
11.00					
12.00					
1.00					
2.00					
3.00					
4.00					

The grey shaded areas are not available.

THANK YOU



**APPENDIX 3.4**  
**LETTER OF NOTIFICATION OF START OF COURSE SENT TO STUDENTS**  
**IN SCHOOL B- PILOT STUDY**

L-UNIVERSITÀ TA' MALTA



UNIVERSITY OF MALTA

1.4.97

Dear \_\_\_\_\_,

I am writing to inform you about the start of the netball sessions. The netball sessions are starting on

**WEDNESDAY 9th of APRIL**

**TIME: 10.30 AM**

**MEETING PLACE: GYMNASIUM**

For this first session, there will be an introduction to the course including class based written activities and you need not bring your kit. Further details will be given during this session. See you there.

Ms Gemma Cassar

**APPENDIX 3.5  
COURSE DESCRIPTIONS OF THE SIX EXPERIMENTAL TEACHING UNITS  
(ETUS): ATHLETICS AND NETBALL**

## **Physical Education – Athletics**

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The course consists of six sessions and will cover selected areas of athletics namely

- **sprints: 100m, 200m, and 400 m**
- **relays: 4x100m and 4x400m**
- **the shot put.**

The course will focus on the rules, techniques of skills and tactics of these events. The sessions will involve a series of practical sessions and brief discussions for the purpose of analyses of performance. Handouts will be given to participants.

By the end of the sessions the students will be able to apply the rules of conduct and disqualification of the events; analyse technique of performance and identify common faults; and plan the strategy for running sprints and relays.

This course is suitable for all students in particular for

- those who would like acquire knowledge and understanding on the selected athletic events;
- those who intend participating in these activities at school or club level;
- those who intend pursuing sport related courses in teaching, coaching, officiating and communications (media and journalism);
- those involved in organising sport activities; and
- those who assist, observe and support others participating in the selected athletic events (family and friends for sports day or athletic meetings competitions).

There will be two assessments at the beginning and at the end of the course to measure learning. Students are expected to attend all the sessions and a certificate of attendance will be given to all participants. Students need to wear comfortable sportswear.

**Date:** \_\_\_\_\_

**Time:** \_\_\_\_\_

**Place:** \_\_\_\_\_

# Physical Education Coursework – Athletics

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The course consists of six sessions and will cover selected areas of athletics namely

- **sprints: 100m, 200m, and 400 m**
- **relays: 4x100m and 4x400m**
- **the shot put.**

The course will focus on the rules, techniques of skills and tactics of these events. The sessions will involve a series of practical sessions each of which will also include a brief theoretical component and discussions. Handouts will be given to participants.

By the end of the sessions the students will be able to apply the rules of conduct and disqualification of the events; analyse technique of performance and identify common faults; and plan the strategy for running sprints and relays.

This course is suitable for all students in particular for

- those who would like acquire knowledge and understanding on the selected athletic events;
- to those who intend participating in these activities at school or club level;
- those who intend pursuing sport related courses in teaching, coaching, officiating and communications (media and journalism);
- those involved in participating or organising sport activities; and
- those who assist, observe and support others participating in the selected athletic events (family and friends for sports day or athletic meetings competitions).

There will be two assessments at the beginning and at the end of the course to measure learning. Students are expected to attend all the sessions and a certificate of attendance will be given to all participants. Students need to come along in comfortable sports wear.

**Date:** \_\_\_\_\_

**Time:** \_\_\_\_\_

**Place:** \_\_\_\_\_

## Sport Studies : Athletics

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The course consists of six sessions and will cover selected areas of athletics namely

- **sprints: 100 m, 200 m, and 400 m**
- **relays: 4 x 100m and 4 x 400m**
- **the shot put**

The course will focus on the rules, techniques of skills and tactics of these events. The sessions will involve a series of theoretical sessions featuring discussions, presentations and the viewing of video clips for the purpose of analyses of performance. Handouts will be given to participants.

By the end of the sessions the students will be able to apply the rules of conduct and disqualification of the events; analyse technique of performance and identify common faults; and plan strategies for running sprints and relays.

This course is suitable for all students in particular for

- those who would like acquire knowledge and understanding on the selected athletic events;
- those who intend pursuing sport related courses in teaching, coaching, officiating and communications (media and journalism);
- those involved in participating or organising sport activities; and
- those who assist, observe and support others participating in the selected athletic events (family and friends for sports day or athletic meetings competitions).

There will be two assessments at the beginning and at the end of the course to measure learning. Students are expected to attend all the sessions and a certificate of attendance will be given to all participants. Students do not need to wear sports clothing for this course.

**Date:** \_\_\_\_\_

**Time:** \_\_\_\_\_

**Place:** \_\_\_\_\_

# Physical Education – Netball

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The course consists of six sessions. It will cover the rules, skills, defending and attacking tactics for the netball *game (a 7 a side passing and shooting game similar to basketball)*. The sessions will include a series of practical sessions, discussions for the purpose of analyses of performance. Handouts will be given to participants.

By the end of the course the participants will be able to apply the rules to a game situation and state the umpire's decision; analyse the technique of performance and attacking and defensive moves in a game situation.

This course is suitable for all students in particular for

- those who would like acquire knowledge and understanding on team games;
- those who intend pursuing sport related courses in teaching, coaching, officiating and communications (media and journalism);
- those involved in participating or organising team games; and
- those who assist, observe and support others participating in team games.

There will be two assessments at the beginning and at the end of the course to measure learning. Students are expected to attend all the sessions and a certificate of attendance will be given to all participants. Students need to wear comfortable sportswear.

**Date:** \_\_\_\_\_

**Time:** \_\_\_\_\_

**Place:** \_\_\_\_\_

## Physical Education Coursework – Netball

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The course consists of six sessions. It will cover the rules, skills, defending and attacking tactics for the netball *game (a 7 a side passing and shooting game similar to basketball)*. The sessions will include a series of practical sessions, discussions for the purpose of analyses of performance and brief theoretical components. Handouts will be given to participants.

By the end of the course the participants will be able to apply the rules to a game situation and state the umpire's decision; analyse the technique of performance and attacking and defensive moves in a game situation.

This course is suitable for all students in particular for

- those who would like acquire knowledge and understanding on team games;
- those who intend pursuing sport related courses in teaching, coaching, officiating and communications (media and journalism);
- those involved in participating or organising team games; and
- those who assist, observe and support others participating in team games.

There will be two assessments at the beginning and at the end of the course to measure learning. Students are expected to attend all the sessions and a certificate of attendance will be given to all participants. Students need to come along in comfortable sports wear.

**Date:** \_\_\_\_\_

**Time:** \_\_\_\_\_

**Place:** \_\_\_\_\_

## Sport Studies: Netball

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The course consists of six sessions. It will cover the rules, skills, defending and attacking tactics for the netball game (*a 7 a side passing and shooting game similar to basketball*). The sessions will include a series of discussions, presentations and the viewing of video clips for the purpose of analyses of performance. Handouts will be given to participants.

By the end of the course the participants will be able to apply the rules to a game situation and state the umpire's decision; analyse the technique of performance and attacking and defensive moves in a game situation.

This course is suitable for all students in particular for

- those who would like acquire knowledge and understanding on team games;
- those who intend pursuing sport related courses in teaching, coaching, officiating and communications (media and journalism);
- those involved in participating or organising sport activities; and
- those who assist, observe and support others participating in the team games.

There will be two assessments at the beginning and at the end of the course to measure learning. Students are expected to attend all the sessions and a certificate of attendance will be given to all participants. Students do not need to wear sports clothing for this course.

**Date:** \_\_\_\_\_

**Time:** \_\_\_\_\_

**Place:** \_\_\_\_\_

**APPENDIX 3.6**  
**INFORMATION SHEET OF THE SUBJECTS OF THE MAIN STUDY**

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UNIVERSITY OF MALTA

NAME \_\_\_\_\_ YEAR GROUP \_\_\_\_\_

ADDRESS \_\_\_\_\_ TELEPHONE \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_ DATE OF BIRTH \_\_\_\_\_

GENDER MALE \_\_\_\_\_ FEMALE \_\_\_\_\_

LIST THE PRACTICAL ACTIVATES YOU PARTICIPATED IN OVER THE PAST 2 YEARS

RECREATIONAL / LEISURE	FREQUENCY <i>Per week, month, year</i>	COMMENTS

COMPETITIVE	FREQUENCY <i>Per week, month, year</i>	COMMENTS



**APPENDIX 3.7**  
**OBJECTIVES AND CONTENT OF ETUs: ATHLETICS**

**SPECIFICATIONS OF AN ATHLETICS EXPERIMENTAL TEACHING UNIT**

**Running: sprints, relays**

**Throwing: shot put**

Part 1: Teaching Objectives

Part 2: Course content

Part 3: Scheme of Assessment - table of specifications

**PART 1: TEACHING AND ASSESSMENT OBJECTIVES:**

1. Knows rules / regulations of the event [Knowledge /Comprehension]
  - 1.1. Explains selected rules
  - 1.2. Describes techniques of specific skills
  - 1.3. Describes tactics of the selected events
  - 1.4. States the role of the athlete at specific stages of an event
2. Applies rules to the game situation [Application]
  - 2.1. Uses rules to given situations
  - 2.2. Demonstrates correct officiating / umpiring procedures
3. Analyses selected performances [Analysis]
  - 3.1. Describes techniques of specific skill in detail
  - 3.2. Identifies the strengths and fault / weaknesses of a skill
  - 3.3. Identifies a fault of a skill and suggests corrective measures
4. Evaluates the game situation [Evaluation/Synthesis]
  - 4.1. Observes and evaluates the performance of a skill
  - 4.2. Identifies and interprets tactics
  - 4.3. Judges given situations and communicate umpire's action

**PART 2: COURSE CONTENT for an athletics experimental teaching unit:  
sprints, relays, shot put**

1. Rules of events
  - 1.1. Laws relating to measurement and timing of events
  - 1.2. Laws relating to disqualification
  - 1.3. Laws related to acceptable code of behaviour and safety of equipment
  - 1.4. Details of weights for competitive events (age and gender)

Techniques:

2. Sprint Events: (100m, 200m, 400m.)
  - 2.1. Position at start (use of blocks where appropriate)
  - 2.2. Posture
  - 2.3. Arm Action
  - 2.4. Leg Action: cadence of stride, pacing

- 2.5. Head Carriage
- 2.6. Finish - use of body
- 3. Relays (1x100, 4x400)
  - 3.1. Position at start
  - 3.2. Methods of changing baton (Upsweep and Downsweep)
  - 3.3. Change-over box
  - 3.4. Acceleration zone
  - 3.5. Signals / cues
  - 3.6. Running order
  - 3.7. Non-visual (100m) versus visual (400m) change
  - 3.8. Position to stand in lane
- 4. Throw event: Shot Put
  - 4.1. Initial stance, grip and preparation
  - 4.2. Movement across the circle
  - 4.3. Trunk position
  - 4.4. Throwing Action
  - 4.5. Angle of Release
  - 4.6. Reverse
  - 4.7. Release
- 5. Tactics
  - 5.1. Starts and finishes
  - 5.2. Bend running
  - 5.3. Planning a race

**PART 3: ASSESSMENT SCHEME:**

**Table of specifications for the athletics assessment**

Instructional and Assessment Objectives	Content			
	Techniques of skills	Rules	Tactics	Total
Knowledge & comprehension	12	9	9	30
Application & Analysis	16	12	12	40
Evaluation & Synthesis	12	9	9	30
Proposed mark weighting	40	30	30	100

**APPENDIX 3.8**  
**OBJECTIVES AND CONTENT OF ETUS: NETBALL**

**SPECIFICATIONS OF A NETBALL EXPERIMENTAL TEACHING UNIT**

Part 1: Teaching Objectives

Part 2: Course content

Part 3: Scheme of Assessment - table of specifications

**PART 1: TEACHING AND ASSESSMENT OBJECTIVES:**

1. Knows rules of the game [Knowledge / Comprehension]
  - 1.1. Defines selected rules
  - 1.2. Identifies techniques of specific skills
  - 1.3. Explains systems of play
2. Applies rules to the game situation [Application]
  - 2.1. Relates rules to the given play situations
  - 2.2. Uses umpiring procedures
3. Analyses the game situation [Analysis]
  - 3.1. Identifies rules and their application
  - 3.2. Distinguishes skills
  - 3.3. Identifies and corrects a fault of a skill
  - 3.4. Differentiates systems of play in attack and defence
4. Evaluates the game situation [Evaluation / Synthesis]
  - 4.1. Appraises the performance of a skill identifying its' strength and weaknesses
  - 4.2. Interpret systems of play
  - 4.3. Observe and evaluates the performance of players

**PART 2: COURSE CONTENT for a Netball teaching Unit**

**RULES (1991)**

**SECTION 1: ORGANISATION OF THE GAME**

Rule 1:

Equipment (dimensions of Court) [1.1]

Dimensions of the court, centre circle and goal circle

Rule 3

Officials of the Game (Umpire, Captains) [3.1.5 (iv, viii), 3.4.1]

The duties of an umpire for throw in

Application of the advantage rule

The duties of the captain at start of game for choice of goal or first centre pass

The duties of the captain at half-time when there are team changes / substitutions

Rule 4

Team [4.2 - 4.4]

The names and initials of the seven playing positions in netball

Three substitutions are allowed by each team in one game (*not done*)

Rule 6

Substitution and team changes[6.1,6.1.1]

Definition of substitution and team change

Instances in a game when team changes and substitutions are allowed (*not done*)

Rule 7

Stoppages [7.3-7]

The restart of a game following a stoppage for

- a) a ball out of court
- b) a contact or obstruction

**SECTION 2: AREAS OF PLAY**

Rule 8

Playing Areas [all]

The playing areas for each of the seven players

Identification of the Goal third, centre third and the designated attacking and defending thirds of each team

Rule 9

Offside[all]

Defines offside in netball

Offside situation involving one or more players when in possession or not in possession of the ball

The umpire's action and award of penalty in an offside situation for a one player and for simultaneous offside when players are in possession or not in possession of the ball

Rule 10

Out of Court [10.1-4]

Situations in a game when the ball is out of court

The umpire's action and award of penalty for out of court

**SECTION 3: CONDUCT OF THE GAME**

Rule 11

Positioning of Players for start of Play[all]

The positions of the Centres and the remaining members of the teams on court at start of play

Penalties awarded when one or more players enter the centre third before a whistle for the start of play

Rule 12

Start of Play [12.2]

A Centre taking a centre pass must observe the footwork and the three second rule

A centre pass must be received in the centre third

Describes the umpires' action when a centre pass

- is not received wholly in the centre third by any member/s of the two teams
- goes untouched over a sideline

Penalty for centre pass violating the footwork and three second rule

Situations when players other than the centres violate the start of play rule

#### Rule 13

Playing the ball [13.1-4; 13.5.2]

Identification of what players are allowed and not allowed to do with a ball during a game

A ball over a third including the footwork rule

Identifies penalties for violating the playing the ball rule

#### Rule 14

Footwork [all]

A player may receive the ball grounded on one foot or jump to catch a ball and land on one or both feet simultaneously

A player in possession of the ball may not drag or hop on either feet unless the ball has been released

Penalty for violation of footwork rule

#### Rule 15

Scoring a goal [all]

Defining scoring a goal

Taking a goal and

- footwork rule; three second rule

The penalty for violations in the goal circle

Identification when a goal is or is not scored

#### Rule 16

Obstruction [all]

Definition of obstruction

The distance and actions of a defender in an attempt to intercept a ball

Obstruction of a player not in possession of the ball and by intimidation

#### Rule 17

Contact [all]

Definition of contact

Actions between players designated as contact when in possession or not in possession of the ball

### SECTION 4: CONDUCTING PENALTIES

#### Rule 18

General Rules; Free Pass; Penalty Pass or Penalty Shot; Throw In; Toss Up

Awards of penalties to teams and players

Conducting of a free pass: players' and umpires' roles

[18.1]

*Free pass in the goal circle*

*Free pass for violating all rules on court: Start of play, footwork, three seconds, ball in play, offside*

[18.2]

*Conducting of a penalty pass or shot: players' and umpires' roles*

*Penalty pass or shot for obstruction, contact,*

[18.3]

*Conducting of a throw in: players' and umpires' roles*

*Throw in for out of court*

[18.4]

*Conducting a toss up: players' and umpires' roles*

*Toss up for simultaneous possession, out of court, offside, contact*

## TECHNIQUES

1. Techniques
  - 1.1. One handed pass: shoulder pass, underarm pass
    - 1.1.1. evaluation of strengths and weaknesses
  - 1.2. Two handed passes: bounce pass, chest /push pass, overhead pass
    - 1.2.1. observation and critical analysis
  - 1.3. Footwork: landing on one foot, both feet, running step
  - 1.4. Shooting: one hand, forward step shot
  - 1.5. Attack: getting free; feint dodge; dodge and sprint and stop; change of direction in the goal circle
  - 1.6. Defence: marking the ball, intercepting a pass /shot, double marking; marking a player, defending circle edge
  - 1.7. Throw in
  - 1.8. Toss up
  - 1.9. Rebounding

## TACTICS

1. Tactics: Attack
  - 1.1. Systems of centre passes + Back up
    - 1.1.1. *two-player system*
    - 1.1.2. *rotation system*
    - 1.1.3. *same player system*
  - 1.2. Principles of play (width, depth, positioning, possession)
  - 1.3. Throw in (side and goal / back line)
2. Tactics: Defence
  - 2.1. Principles: (intercepting, marking, goal protection)
  - 2.2. Blocking /double marking
  - 2.3. Zoning / guarding space
  - 2.4. Circle defence and Rebounding
3. Positional Play: Centre; Wing Attack
  - 3.1. player in possession of the ball
  - 3.2. team in possession of the ball
  - 3.3. team not in possession of the ball

**PART 3: ASSESSMENT SCHEME:****Table of specifications for the Netball assessment**

<b>Instructional and Assessment Objectives</b>	<b>Content</b>			
	Techniques of skills	Rules	Tactics	Total
Knowledge & comprehension	12	9	9	30
Application & Analysis	16	12	12	40
Evaluation & Synthesis	12	9	9	30
Proposed mark weighting	40	30	30	100

APPENDIX 3.9  
INVITATION FOR VALIDATION ETUS

L-UNIVERSITÀ TA' MALTA



UNIVERSITY OF MALTA

24.6.97

CONTENT AND ASSESSMENT OF SELECTED PRACTICAL ACTIVITIES

This information sheet is being circulated in the process of creating a database of professionals involved in either or a combination of teaching, coaching, and officiating experiences in any of a group of selected practical activities namely **athletics**, **gymnastics** and **netball**. These activities will be the focus of a study which is aimed at investigating teaching and assessment of the “knowledge components” of these activities.

You are invited to indicate whether you would like to be included in this database by filling in the enclosed sheet. In mid-September you will be contacted again to give your **opinion / feedback** on

- the content of a teaching unit
- the content of an exam paper

This exercise will be done through the mail, where you can complete these brief exercises at your own time.

You are kindly requested to fill in and return the information sheet **as soon as possible**.

Thanks for your co-operation

Gemma Cassar M. Ed (Manc.)



Name \_\_\_\_\_

Home Address (Permanent)

Home Address (Temporal/Summer)

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Post code

Post code

Tel. No

Tel. No

Physical Activities : Indicate your involvement in the following activities. Tick ( ✓ ) as applicable.

	Teach	Coach	Participate	Officiate / Judge
<b>Athletics</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Gymnastics</b> ( <i>floorwork</i> )	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Netball</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Nominate secondary school teachers with coaching (including school team), and/or officiating experience / qualification.

Name of teacher	Name of School	Physical Activity (Ath/ Gym/ Netb)
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Thank you

**APPENDIX 3.10**  
**VALIDATION SHEETS OF OBJECTIVES, CONTENT AND TEST ITEMS OF**  
**ETUS: ATHLETICS, PROFILE OF EXPERTS**

L-UNIVERSITÀ TA' MALTA



UNIVERSITY OF MALTA

5.9.1997

Dear \_\_\_\_\_

You have been nominated to form part of a team of teachers who are required to give their opinion on the teaching and assessment of selected athletic events. Your name has been recommended by a physical education teacher for your experience in teaching, coaching and / or officiating in athletics. I would like to invite you to form part of a team of teachers who are being directly involved in this innovation by giving their feedback on the enclosed documentation.

The teaching and assessment of the selected athletic events will be the focus of a study which is aimed at investigating teaching and assessment of the "knowledge components". This **experimental teaching and assessment scheme** is scheduled for implementation in Malta in October 1997. I would also like to inform you that your contribution will be formally acknowledged and analysed in the study

Enclosed with this letter you will find the following items:

- ◇ **Part 1: Teaching / Assessment objectives**
- ◇ **Part 2: Course Content**
- ◇ **Part 3a: Test Item Validation**
- ◇ **Part 3b: Marking Scheme: [Question and Answers]**
- ◇ **Part 4: Personal Profile**

The first four items are being sent to you to implement a validation process. The validation exercise is a straightforward activity where you have to indicate your level of agreement with a variety of criteria (*e.g. relevance of content to the activity; correctness of answers to the questions*). This validation process does not require any written details however you can give comments. The personal profile will be utilised for the purpose of describing the professional background of the experts. This exercise will be done through the mail, where you can complete the assignment at your own time.

Due to the nature of the study may I request you to treat the enclosed documentation with confidentiality i.e. not to copy or pass on the enclosed documentation to anyone. On my part I will treat your feedback with strict confidentiality.

Finally I would kindly ask you to complete the validation exercise at your earliest convenience mainly because any major alterations suggested will need to be effected for the scheme starting in October. I will be giving you a call in the 4th week of September to arrange for a meeting at your school between the **22-26th of September** to collect the documents and to answer any of your queries.

Thanks again for your co-operation

Gemma Cassar M. Ed (Manc.)

PS: I will be travelling back to Malta on the 18th of September. Should you need to contact me feel free to get in touch on 240 623 (home) 3290 2099 (work).

**Part 1:**

**TEACHING / ASSESSMENT OBJECTIVES**

**Validation process of the teaching objectives:**

The validation process involves two distinct yet related procedures namely:

1. Evaluation of each objective
2. Evaluation of the objectives as a taxonomy (*i.e. a detailed classification of objectives attempting to identify and classify possible educational outcomes*)

**Section A:** Evaluation of each objective

The evaluation of each teaching objective will involve an analysis of the statement for its':

1. **Appropriateness:** relation of the objective to an experimental teaching and assessment unit of instruction;
2. **Soundness:** relation of the learning experiences of the teaching unit to principles of learning (*a. readiness of learners; b. motivation and interests of learners; c. retention of outcomes; and d. transfer of outcomes*).

**Section B** Evaluation of the objectives as a taxonomy

The whole list of objectives will be reviewed for

1. **Completeness:** relation of the objectives to all the important learning outcomes of an experimental teaching and assessment unit of instruction;
2. **Feasibility:** relation of the learning outcomes to the ability of the *students (mixed classes of 16-18 year olds)* and the times available (*8 hours -varies from 8 to 10 sessions*).

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**Instructions**

Refer to the enclosed list of teaching objectives and evaluate the objectives using the following criteria: (*the questions are being put forward as guidelines*)

**Section A:**

1. **Appropriateness:** How appropriate is the objective in describing a learning experience?
2. **Soundness:** How sound is the objective in describing a learning out-come in harmony with sound principles of learning?

**Section B:**

1. **Completeness:** Are the objectives related to all the important learning outcomes?
2. **Feasibility:** Are the objectives related to the ability of the students and the time available?

**You are kindly requested to show your level of agreement with the above stated criteria by circling the numbers in the corresponding box. If you would like to give any comments you consider relevant please write a reference number in the "Comment" columns and write your comment on the separate "Comment Sheet" provided.**

**Part 1 TEACHING / ASSESSMENT OBJECTIVES - Section A and Section B**

- |                    |                       |                 |               |                      |                           |
|--------------------|-----------------------|-----------------|---------------|----------------------|---------------------------|
| 1. Appropriateness | VA - Very Appropriate | A - Appropriate | U - Undecided | NA - Not Appropriate | VI - Very Inappropriate   |
| 2. Soundness       | VS - Very Sound       | S - Sound       | U - Undecided | NS - Not Sound       | NSL - Not Sound At All    |
| 3. Completeness    | VC - Very Complete    | C - Complete    | U - Undecided | NC - Not Complete    | VI - Very Incomplete      |
| 4. Feasibility     | VF - Very Feasible    | F - Feasible    | U - Undecided | NF - Not Feasible    | NFL - Not Feasible At All |

TEACHING/ ASSESSMENT OBJECTIVES Athletics: sprints, relays, and shot put Section A	1. APPROPRIATENESS						2. SOUNDNESS							
		VA	A	U	NA	VI	Comment Ref. No.		VS	S	U	NS	NSL	Comment Ref. No.
<b>I. Knows rules/ regulations of the event</b>	<b>I.</b>	5	4	3	2	1		<b>I.</b>	5	4	3	2	1	
A. Explains selected rules of the events	A.	5	4	3	2	1		A.	5	4	3	2	1	
B. Describes techniques of specific skills	B.	5	4	3	2	1		B.	5	4	3	2	1	
C. Describes tactics of the selected events	C.	5	4	3	2	1		C.	5	4	3	2	1	
D. States the role of the athlete at specific stages of an event	D.	5	4	3	2	1		D.	5	4	3	2	1	
<b>II. Applies rules of selected competitive events</b>	<b>II.</b>	5	4	3	2	1		<b>II.</b>	5	4	3	2	1	
A. Uses rules to given situations	A.	5	4	3	2	1		A.	5	4	3	2	1	
B. Demonstrates correct officiating procedures	B.	5	4	3	2	1		B.	5	4	3	2	1	
<b>III. Analyses selected performances</b>	<b>III.</b>	5	4	3	2	1		<b>III.</b>	5	4	3	2	1	
A. Describes techniques of specific skills in detail	A.	5	4	3	2	1		A.	5	4	3	2	1	
B. Identifies the strengths and fault / weaknesses of a skill	B.	5	4	3	2	1		B.	5	4	3	2	1	
C. Identifies a fault of a skill and suggests corrective measures	C.	5	4	3	2	1		C.	5	4	3	2	1	
<b>IV. Evaluates selected performances</b>	<b>IV.</b>	5	4	3	2	1		<b>IV.</b>	5	4	3	2	1	
A. Observes and evaluates the performance of a skill	A.	5	4	3	2	1		A.	5	4	3	2	1	
B. Identifies and interprets tactics	B.	5	4	3	2	1		B.	5	4	3	2	1	
C. Judges given situations and communicates umpire's action	C.	5	4	3	2	1		C.	5	4	3	2	1	

TEACHING / ASSESSMENT OBJECTIVES Athletics: sprints, relays and shot put Section B	3. COMPLETENESS						4. FEASIBILITY							
		VC	C	U	NC	VI	Comment Ref. No.		VF	F	U	NF	NFL	Comment Ref. No.
The teaching objectives of the experimental teaching unit .....		5	4	3	2	1			5	4	3	2	1	

**Part 1 TEACHING / ASSESSMENT OBJECTIVES: COMMENTS SHEET**

Comment Ref. No	Comment

## Part 2: COURSE CONTENT

### Validation process of the instructional content:

The instructional content for the experimental teaching unit will be evaluated for its' relevance and importance to athletics.

1. **Relevance:** Is the content relevant to the knowledge of the unit of instruction (athletics)?
  2. **Importance:** Is the content an important component of athletics?
- 

### Instructions

Refer to the enclosed list of instructional content and evaluate the content items using the above stated criteria (*the questions are being put forward as guidelines*).

**You are kindly requested to show your level of agreement with the above stated criteria by circling the numbers in the corresponding box. If you would like to give any comments you consider relevant please write a reference number in the "Comment" columns and write your comment on the separate "Comment Sheet" provided.**

**Part 2: COURSE CONTENT**

1. Relevant: VR - Very Relevant R - Relevant U - Undecided NR - Not Relevant VI - Very Irrelevant  
 2. Important: VI - Very Important I - Important U - Undecided NI - Not Important NIL - Not Important At All

COURSE CONTENT Athletics: sprints, relays and shot put	1. RELEVANT							2. IMPORTANT						
		VR	R	U	NR	VI	Comment Ref. No.		VI	I	U	NI	NIL	Comment Ref. No.
<b>I. Rules of events</b>	I	5	4	3	2	1		I	5	4	3	2	1	
A. Ability to measure and time selected events	A	5	4	3	2	1		A	5	4	3	2	1	
B. Laws relating to disqualification	B	5	4	3	2	1		B	5	4	3	2	1	
C. Laws related to acceptable code of behaviour and safety of equipment	C	5	4	3	2	1		C	5	4	3	2	1	
D. Details of the weights for competitive events (age and gender)	D	5	4	3	2	1		D	5	4	3	2	1	
<b>I. Techniques: observation, description and analysis</b>	I	5	4	3	2	1		I	5	4	3	2	1	
<b>II. Sprint Events: (100m, 200m, 400m.)</b>	II	5	4	3	2	1		II	5	4	3	2	1	
A. Position at start (use of blocks where appropriate)	A		4	3	2	1		A	5	4	3	2	1	
B. Posture	B	5	4	3	2	1		B	5	4	3	2	1	
C. Arm Action	C	5	4	3	2	1		C	5	4	3	2	1	
D. Leg Action: cadence of stride, pacing	D	5	4	3	2	1		D	5	4	3	2	1	
E. Head Carriage	E	5	4	3	2	1		E	5	4	3	2	1	
F. Finish - use of body	F	5	4	3	2	1		F	5	4	3	2	1	
<b>III. Relays (4x100, 4x400)</b>	III	5	4	3	2	1		III	5	4	3	2	1	
A. Position at start	A	5	4	3	2	1		A	5	4	3	2	1	
B. Methods of changing baton (Upsweep and Downsweep)	B	5	4	3	2	1		B	5	4	3	2	1	
C. Change-over box	C	5	4	3	2	1		C	5	4	3	2	1	
D. Acceleration zone	D	5	4	3	2	1		D	5	4	3	2	1	

**Part 2: COURSE CONTENT**

1. Relevant: VR - Very Relevant R - Relevant U - Undecided NR - Not Relevant VI - Very Irrelevant  
 2. Important: VI - Very Important I - Important U - Undecided NI - Not Important NIL - Not Important At All

COURSE CONTENT Athletics: sprints, relays and shot put	1. RELEVANT							2. IMPORTANT						
		VR	R	U	NR	VI	Comment Ref. No.		VI	I	U	NI	NIL	Comment Ref. No.
E. Signals / cues	E	5	4	3	2	1		E	5	4	3	2	1	
F. Running order	F	5	4	3	2	1		F	5	4	3	2	1	
G. Non-visual (100m) vs. Visual (400m) exchange	G	5	4	3	2	1		G	5	4	3	2	1	
H. Position to stand in lane	H	5	4	3	2	1		H	5	4	3	2	1	
<b>I. Throw event: Shot Put</b>	I	5	4	3	2	1		I	5	4	3	2	1	
A. Initial stance, grip and preparation	A	5	4	3	2	1		A	5	4	3	2	1	
B. Movement across the circle	B	5	4	3	2	1		B	5	4	3	2	1	
C. Trunk position	C	5	4	3	2	1		C	5	4	3	2	1	
D. Throwing Action	D	5	4	3	2	1		D	5	4	3	2	1	
E. Angle of Release	E	5	4	3	2	1		E	5	4	3	2	1	
F. Reverse	F	5	4	3	2	1		F	5	4	3	2	1	
G. Release	G	5	4	3	2	1		G	5	4	3	2	1	
<b>II. Tactics: observation, description and analysis</b>	II	5	4	3	2	1		II	5	4	3	2	1	
A. Starts and finishes	A	5	4	3	2	1		A	5	4	3	2	1	
B. Bend running	B	5	4	3	2	1		B	5	4	3	2	1	
C. Planning a race	C	5	4	3	2	1		C	5	4	3	2	1	



**Part 2: COURSE CONTENT: COMMENTS SHEET**

Comment Ref. No	Comment

### Part 3a: TEST ITEM VALIDATION

The test items and their answers will be evaluated using the following criteria

1. **Relevance:** does the item content require candidates to demonstrate the performance described in the instructional objectives and course content?
2. **Clarity:** does the item present a clear and definite task to be performed?
3. **Correctness:** is the answer correct?
4. **Technical Soundness:** is the test free of technical cues?

Refer to the enclosed marking scheme (Part 3b) where you will find the test items (questions and their answers). You are required to evaluate each item using the above stated criteria. (*the questions are being put forward as guidelines*).

**You are kindly requested to show your level of agreement with the above stated criteria by circling the numbers in the corresponding box. If you would like to give any comments you consider relevant please write a reference number in the “Comment” columns and write your comment on the separate “Comment Sheet” provided.**

**Part 3a: Test Item Validation ((Refer to Part 3b: Marking Scheme Athletics)**

1. Relevance:

VR - Very Relevant

R - Relevant

U – Undecided

NR - Not Relevant

VI - Very Irrelevant

2. Clarity:

VC - Very Clear

C - Clear

U - Undecided

NC - Not Clear

NCL - Not Clear At All

1. RELEVANCE						
No	VR	R	U	NR	VI	Comment Ref. No.
1.	5	4	3	2	1	
2.	5	4	3	2	1	
3.	5	4	3	2	1	
4.	5	4	3	2	1	
5a	5	4	3	2	1	
5b	5	4	3	2	1	
6	5	4	3	2	1	
7a	5	4	3	2	1	
7b	5	4	3	2	1	
7c	5	4	3	2	1	
7d	5	4	3	2	1	
8	5	4	3	2	1	
9	5	4	3	2	1	
10	5	4	3	2	1	
11	5	4	3	2	1	
12	5	4	3	2	1	
13	5	4	3	2	1	
14a	5	4	3	2	1	
14b	5	4	3	2	1	
14c	5	4	3	2	1	
14d	5	4	3	2	1	

2. CLARITY						
No	VC	C	U	NC	NCL	Comment Ref. No.
1.	5	4	3	2	1	
2.	5	4	3	2	1	
3.	5	4	3	2	1	
4.	5	4	3	2	1	
5a	5	4	3	2	1	
5b	5	4	3	2	1	
6	5	4	3	2	1	
7a	5	4	3	2	1	
7b	5	4	3	2	1	
7c	5	4	3	2	1	
7d	5	4	3	2	1	
8	5	4	3	2	1	
9	5	4	3	2	1	
10	5	4	3	2	1	
11	5	4	3	2	1	
12	5	4	3	2	1	
13	5	4	3	2	1	
14a	5	4	3	2	1	
14b	5	4	3	2	1	
14c	5	4	3	2	1	
14d	5	4	3	2	1	

**Part 3a: Test Item Validation (Refer to Part 3b: Marking Scheme Athletics)**

3. Correctness:

VC - Very Correct

C - Correct

U - Undecided

NC - Not Correct

VI - Very incorrect

4. Technical Soundness:

VTS -Very Technically Sound

TS - Technically Sound

U - Undecided

NTS- Not Technically Sound

NTSL - Not Technically Sound At All

3. CORRECTNESS						
No	VC	C	U	NC	VI	Comment Ref. No.
5.	5	4	3	2	1	
6.	5	4	3	2	1	
7.	5	4	3	2	1	
8.	5	4	3	2	1	
5a	5	4	3	2	1	
5b	5	4	3	2	1	
6	5	4	3	2	1	
7a	5	4	3	2	1	
7b	5	4	3	2	1	
7c	5	4	3	2	1	
7d	5	4	3	2	1	
8	5	4	3	2	1	
9	5	4	3	2	1	
10	5	4	3	2	1	
11	5	4	3	2	1	
12	5	4	3	2	1	
13	5	4	3	2	1	
14a	5	4	3	2	1	
14b	5	4	3	2	1	
14c	5	4	3	2	1	
14d	5	4	3	2	1	

4. TECHNICAL SOUNDNESS						
No	VTS	TS	U	NTS	NTSL	Comment Ref. No.
5.	5	4	3	2	1	
6.	5	4	3	2	1	
7.	5	4	3	2	1	
8.	5	4	3	2	1	
5a	5	4	3	2	1	
5b	5	4	3	2	1	
6	5	4	3	2	1	
7a	5	4	3	2	1	
7b	5	4	3	2	1	
7c	5	4	3	2	1	
7d	5	4	3	2	1	
8	5	4	3	2	1	
9	5	4	3	2	1	
10	5	4	3	2	1	
11	5	4	3	2	1	
12	5	4	3	2	1	
13	5	4	3	2	1	
14a	5	4	3	2	1	
14b	5	4	3	2	1	
14c	5	4	3	2	1	
14d	5	4	3	2	1	

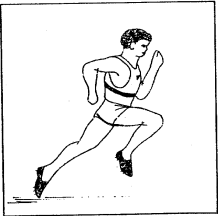
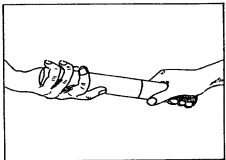
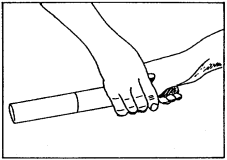
**Part 3a: Test Item Validation COMMENTS SHEET**

Comment Ref. No	Comment

**Part 3b: MARKING SCHEME - ATHLETICS**

NO	QUESTION	ANSWER	MARK
1	Write down the starting instructions before the gun is fired for a 100m race	on your marks, set (ACCEPT complete answer )	3
2	State <b>two</b> instances when a runner in a 200m race will be disqualified	any TWO from <ul style="list-style-type: none"> <li>• making two false starts</li> <li>• running into the wrong lane</li> <li>• running on the lines of the lane</li> <li>• wilfully jostling a competitor in an adjacent lane</li> <li>• failed drug test</li> </ul>	3 [1.5x2]
3	A sprinter changes from 100 meters to 200 meters. Give one adjustment which should be made to the starting position	Any of: <ul style="list-style-type: none"> <li>• Start (blocks) on the outside of the lane</li> <li>• Straighten out the curve by placing the blocks on the outside of the lane / run at an angle to the inside of the curve</li> <li>• place left hand about 5cm back from the starting line</li> <li>• adjustment of push off</li> </ul>	3
4	The runner approaching the finishing line looks back over the right shoulder to see how near the opponent is. Is this a good procedure and why? Give two reasons.	<ul style="list-style-type: none"> <li>• This tactic is not to be used</li> <li>• it is bad because runner loses time</li> <li>• inefficient because runner cuts down speed</li> </ul>	6 [3x2]
5	What procedure should the runner follow a) towards the end of a sprint and b) for the finish Give one tactic for each phase	a) end of sprint <ul style="list-style-type: none"> <li>• maintain speed</li> <li>• increase speed</li> <li>• look well ahead of finishing line</li> </ul>	8 [4x2]

NO	QUESTION	ANSWER	MARK
		b) for the finish <ul style="list-style-type: none"> <li>• dip by pushing the chest/torso across the line</li> <li>• run at full speed to a point 5-10 meters beyond the finishing line</li> </ul> [reject run in lane, look behind]	
6	Suggest a good race plan for a 200m race.	Candidates are expected to refer to the start, development and the finish. <ul style="list-style-type: none"> <li>• Reach full speed for the first 50 meters</li> <li>• Maintains a fast pace for the next 100m and</li> <li>• run the next 50 meters efficiently minimising deceleration</li> </ul> or <ul style="list-style-type: none"> <li>• reach full speed for first 40 meters maintain a fast pace for the next 120m and run fastest the last 40 meters</li> </ul> reject: stay in first position and sprint last 20-30m	9 [3x3]
7	Figure 1 is a diagram of a sprinter's action. List <b>one</b> characteristic of good sprinting technique with reference to <b>each</b> of the following phases: a) head carriage b) posture c) arm action d) leg action	Any one from (see Jan Roscoe) a) <b>head carriage</b> <ul style="list-style-type: none"> <li>• head in alignment with the trunk</li> <li>• eyes looking forward</li> </ul> b) <b>posture</b> <ul style="list-style-type: none"> <li>• in acceleration phase a pronounced lean forward</li> <li>• trunk fairly upright with a slight lean forward</li> <li>• driving leg is behind the body</li> <li>• shoulders square to direction</li> </ul>	12 [4x3]

NO	QUESTION	ANSWER	MARK
		<p>c) <b>arm action</b></p> <ul style="list-style-type: none"> <li>• harmony with legs</li> <li>• arms open out at elbows during backward sweep</li> <li>• relaxed wrists and hands</li> <li>• flexed elbows lifts high at rear</li> <li>• elbows brush vest in moving forward and backwards</li> </ul> <p>d) <b>leg action</b></p> <ul style="list-style-type: none"> <li>• active rear leg to strike and push the ground from under to behind the athlete</li> <li>• the pushing drive comes with the vigorous extension of the hip, knee and ankle joint of one leg</li> <li>• speedy and forceful pull through and high pick up of the recovery leg</li> <li>• feet pointing straight forward</li> <li>• up on toes in driving phase</li> </ul>	
8	<p>Figures 2 and 3 show <b>two</b> methods of baton exchange. Name the methods used in figure 2 and 3.</p> <p>Figure 2                      Figure 3</p>  	<p>Figure 2: downsweep Figure 3: up sweep</p>	6 [3x2]
9	<p>Give two points of good technique for a) the method used in figure 2</p>	<p>Figure 2: Downsweep: <i>any two from</i> : [2.5 marks each x 2]</p>	10 [2x5]



NO	QUESTION	ANSWER	MARK
	b) the method used in figure 3.	<ul style="list-style-type: none"> <li>• outgoing runner stretches arm back with hand steady</li> <li>• outgoing runner keeps palm of hand facing upwards</li> <li>• incoming runner sweeps the baton downwards to place it in the opposite hand of the outgoing runner</li> <li>• incoming runner grips the base [lower third] of the baton and passes it with a push down motion in the palm of the outgoing runner, who grips the upper extremity [upper third] of the baton</li> <li>• after the exchange the baton is rotated down and forward and the upper extremity becomes the base</li> <li>• outgoing runner looks at the incoming runner over the shoulder</li> </ul> <p>Figure 3: Upsweep: <i>any two from : [2.5 marks each x 2]</i></p> <ul style="list-style-type: none"> <li>• outgoing runner stretches arm back with hand steady</li> <li>• outgoing runner keeps palm of hand facing down</li> <li>• thumb and rest of fingers form an inverted V</li> <li>• incoming runner sweeps the baton upwards to place it in the opposite hand of the outgoing runner</li> <li>• incoming runner places the baton firmly into the inverted V</li> <li>• use as little of the baton as possible (i.e. hands close together)</li> </ul>	[2x5]
10	In a relay race, what use should be made of the 10 meters before the changeover box?	<ul style="list-style-type: none"> <li>• outgoing runner can gain speed before the box</li> <li>• incoming runner runs at top speed</li> </ul>	4
11	List <b>three</b> reasons why a team should be disqualified during a baton exchange in a 4x100 meter relay race	<p>Any THREE from</p> <ul style="list-style-type: none"> <li>• exchange outside the changeover box</li> </ul>	9 [3x3]

NO	QUESTION	ANSWER	MARK
		<ul style="list-style-type: none"> <li>• run outside the allotted lane</li> <li>• impeding other runners</li> <li>• baton, if dropped not collected by the runner who dropped it</li> <li>• baton thrown from runner to runner</li> </ul>	
12	Give <b>three</b> rules which you would apply to throwing events to ensure the safety of both competitors and spectators	<p>Any three from</p> <ol style="list-style-type: none"> <li>1. equipment/throwing area is in a good state of repair</li> <li>2. correct size/ weights are used</li> <li>3. throw/collect/carry when told to do so</li> <li>4. spectators and competitors keep well away form field of throw</li> <li>5. safety cages are used where possible</li> <li>6. using warning signal</li> <li>7. weather conditions</li> <li>8. safe storage</li> <li>9. safe retrieval of equipment</li> </ol>	6 [2x3]
13	List <b>three</b> infringements of the rules which would result in a foul throw for the shot put	<p>Any three from</p> <ol style="list-style-type: none"> <li>a) the thrower having stepped into the circle and started the throw touches with any part of the body the outside of the circle or the top of the stopboard</li> <li>b) thrower leaves the circle before the implement lands</li> <li>c) the thrower fails to leave the circle from <ul style="list-style-type: none"> <li>• a standing position</li> <li>• the rear of the circle</li> </ul> </li> <li>d) the implement lands on or outside the lines marking the throwing sector</li> <li>e) thrower uses both hands</li> <li>f) shot is taken behind the line of the shoulders during the put</li> </ol>	9 [3x3]

NO	QUESTION	ANSWER	MARK
		(away from the jaw/neck)	
14	<p>Listed below are the four phases used for analysis of the shot put. Identify a common fault for each of the four phases</p> <p>a) Initial stance, grip and preparation  b) Travel and trunk position  c) Throwing action  d) Release</p>	<p>Any one from</p> <p>a) Initial stance, grip and preparation</p> <ul style="list-style-type: none"> <li>• adoption of bent over too soon</li> <li>• standing sideways feet facing sideways</li> <li>• left arm held by side instead of overhead</li> <li>• shot held on fingers instead of palm</li> <li>• only 2/3 fingers behind the shot instead of 4</li> <li>• wrist/hand at side of shot instead of behind</li> <li>• elbow dropped by side of body instead of away</li> </ul> <p>b) Travel and trunk position</p> <ul style="list-style-type: none"> <li>• trunk upright instead of parallel to the ground</li> <li>• loss of balance while bending forward by bending to r/l of right leg</li> <li>• poorly co-ordinated backward hop (china and left hand to be kept low during backward hop)</li> <li>• trunk becomes upright during the backward hop</li> <li>• left arm moves in the direction of the throw too soon in anticipation of the throw</li> </ul> <p>c) Throwing action</p> <ul style="list-style-type: none"> <li>• legs - hips not driven forward enough to face front</li> <li>• trunk-trunk rotated too early so that shoulders go with hip instead of lagging behind</li> <li>• arm- strike too early before hips and shoulders have been</li> </ul>	12 [4x3]

NO	QUESTION	ANSWER	MARK
		<p>driven to face the front</p> <p>d) Release</p> <ul style="list-style-type: none"> <li>• shoulders /hips not driven far enough to front</li> <li>• shoulders driven to far-left shoulder collapse</li> <li>• legs bent during delivery instead of straightening at release</li> <li>• arm/hand snatches at implement without follow through</li> <li>• athlete spins to left on front to the left</li> </ul>	

**Part 1: Teaching Experience within the school****Part 2: Coaching / teaching experience outside the school****Part 3: Umpiring /Officiating experience****Part 4: Teacher training**

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**Part 1: TEACHING EXPERIENCE WITHIN THE SCHOOL**

1. For how many years have you been teaching physical education?

<1  1-4  5-9  10-19  20+ 

2. Which of the following activities have you taught at school? (tick as many)

 Running events: short distances Running events: long distances Running events: cross country Throwing techniques: state which events  
\_\_\_\_\_ Jumping techniques: state which events  
\_\_\_\_\_ Other \_\_\_\_\_

3. Which year groups of pupils have you taught over the past 5 years?

Form 1  Form 2  Form 3  Form 4  Form 5  Form 6 

4. What is the gender of the pupils to whom you have taught athletics?

Mixed  Boys only  Girls only 

5. Do you organise within the school competitions (Intra School) for athletic events ?

e.g. Sports Day/ Athletics Meeting?

Yes  No Comments  
\_\_\_\_\_  
\_\_\_\_\_

6. Do you coach the school team for between schools' (Inter Schools') competitions?

Yes  No

7. For how many years (put together) have you coached the schools' athletics teams?

<1  1-4  5-9  10-19  20+  none

**Part 2: COACHING / TEACHING EXPERIENCE OUTSIDE SCHOOL**

1. In which sector do you coach athletics?

- Club level  National level
- Specialised sport activity schools e.g. Skola Sport, Private Enterprises
- Other \_\_\_\_\_
- None (go to question 6 at the end of this section)

2. For how many years (put together) have you coached athletics in these sector(s)

<1  1-4  5-9  10-19  20+

3. Which ages have you coached for athletic events?

Under 12  12-15  16-21  22+

4. What is the gender of the athletes you have coached for athletic events throughout your experience?

Mixed  Boys only  Girls only

5. At which level(s) do your athletes compete?

- Club level  International Level
- National level  Other \_\_\_\_\_

6. Have you attended coaching courses in athletic events?

Yes  No

If yes give details

Organising Body	Title of course	Duration of the course (hours)	Criteria for certification: Attendance: A Examination: E	Date

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**Part 3: UMPIRING / OFFICIATING / JUDGING EXPERIENCE**

1. At which of the following levels have you acted as an athletics umpire / official

- Class Sessions
- Intra School Competitions
- Inter-Schools Competitions
- National League
- Club League level
- Other \_\_\_\_\_

2. Have you attended athletics umpiring / officiating / judging course(s)?

Yes  No  If yes give details

Organising Body	Title of course	Duration of the course (hours)	Duration of practical placement (hours)	Criteria for certification: Attendance: <b>A</b> Examination: <b>E</b>	Date

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**Part 4: TEACHER TRAINING: College / Academic Institutions / Other agencies**

1. What type of teacher training did you receive?

- Teaching Certificate course
- B. Ed (Hons) course
- P.G.C.E (run by university)
- P.G.C.E. (run by the Education Department)
- One year government training course for casual teachers
- Other \_\_\_\_\_
- No training

**OTHER INFORMATION YOU CONSIDER RELEVANT** to your involvement in athletics (*e.g. level of personal participation*)

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**PERSONAL INFORMATION**

Code \_\_\_\_\_  
*for official use*

Fill in and mark with a tick (✓) as applicable.

Name \_\_\_\_\_

Home Address (Permanent)

Home Address (Temporal/Summer)

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\_\_\_\_\_ Post Code

\_\_\_\_\_ Post Code

Tel No \_\_\_\_\_

Tel No \_\_\_\_\_

Gender: Male \_\_\_\_\_

Female \_\_\_\_\_

Age range: under 30 years \_\_\_\_\_

31-45 years \_\_\_\_\_

more than 46 years \_\_\_\_\_

Thank You



**APPENDIX 3.11  
VALIDATION SHEETS OF OBJECTIVES, CONTENT AND TEST ITEMS OF  
ETUS: NETBALL, PROFILE OF EXPERTS**

L-UNIVERSITÀ TA' MALTA



UNIVERSITY OF MALTA

5.9.1997

Dear \_\_\_\_\_

You have been nominated to form part of a team of teachers who are required to give their opinion on the teaching and assessment of selected netball. Your name has been recommended by a physical education teacher for your experience in teaching, coaching and / or officiating in netball. I would like to invite you to form part of a team of teachers who are being directly involved in this innovation by giving their feedback on the enclosed documentation.

The teaching and assessment of the selected athletic events will be the focus of a study which is aimed at investigating teaching and assessment of the "knowledge components". This **experimental teaching and assessment scheme** is scheduled for implementation in Malta in October 1997. I would also like to inform you that your contribution will be formally acknowledged and analysed in the study

Enclosed with this letter you will find the following items:

- ◇ **Part 1: Teaching / Assessment objectives**
- ◇ **Part 2: Course Content**
- ◇ **Part 3a: Test Item Validation**
- ◇ **Part 3b: Marking Scheme: [Question and Answers]**
- ◇ **Part 4: Personal Profile**

The first four items are being sent to you to implement a validation process. The validation exercise is a straightforward activity where you have to indicate your level of agreement with a variety of criteria (*e.g. relevance of content to the activity; correctness of answers to the questions*). This validation process does not require any written details however you can give comments. The personal profile will be utilised for the purpose of describing the professional background of the experts. This exercise will be done through the mail, where you can complete the assignment at your own time.

Due to the nature of the study may I request you to treat the enclosed documentation with confidentiality i.e. not to copy or pass on the enclosed documentation to anyone. On my part I will treat your feedback with strict confidentiality.

Finally I would kindly ask you to complete the validation exercise at your earliest convenience mainly because any major alterations suggested will need to be effected for the scheme starting in October. I will be giving you a call in the 4th week of September to arrange for a meeting at your school between the **22-26th of September** to collect the documents and to answer any of your queries.

Thanks again for your co-operation

Gemma Cassar M. Ed (Manc.)

PS: I will be travelling back to Malta on the 18th of September. Should you need to contact me feel free to get in touch on 240 623 (home) 3290 2099 (work).



**Part 1 TEACHING / ASSESSMENT OBJECTIVES - Section A and Section B**

1. Appropriateness	VA - Very Appropriate	A - Appropriate	U - Undecided	NA - Not Appropriate	VI - Very Inappropriate
2. Soundness	VS - Very Sound	S - Sound	U - Undecided	NS - Not Sound	NSL - Not Sound At All
3. Completeness	VC - Very Complete	C - Complete	U - Undecided	NC - Not Complete	VI - Very Incomplete
4. Feasibility	VF - Very Feasible	F - Feasible	U - Undecided	NF - Not Feasible	NFL - Not Feasible At All

TEACHING/ ASSESSMENT OBJECTIVES Netball Section A	1. APPROPRIATENESS						2. SOUNDNESS							
	VA	A	U	NA	VI	Comment Ref. No.	VS	S	U	NS	NSL	Comment Ref. No.		
<b>I. Knows rules of the game</b>	I.	5	4	3	2	1		I.	5	4	3	2	1	
A. Defines selected rules	A.	5	4	3	2	1		A.	5	4	3	2	1	
B. Identifies techniques of specific skills	B.	5	4	3	2	1		B.	5	4	3	2	1	
C. Explains systems of play	C.	5	4	3	2	1		C.	5	4	3	2	1	
<b>II. Applies rules to the game situation</b>	II.	5	4	3	2	1		II.	5	4	3	2	1	
A. Relates rules to the given play situations	A.	5	4	3	2	1		A.	5	4	3	2	1	
B. Uses umpiring procedures	B.	5	4	3	2	1		B.	5	4	3	2	1	
<b>III. Analyses the game situation</b>	III.	5	4	3	2	1		III.	5	4	3	2	1	
A. Identifies rules and their application	A.	5	4	3	2	1		A.	5	4	3	2	1	
B. Distinguishes skills	B.	5	4	3	2	1		B.	5	4	3	2	1	
C. Identifies and corrects a fault of a skill	C.	5	4	3	2	1		C.	5	4	3	2	1	
D. Differentiates systems of play in attack and defence	D.	5	4	3	2	1		D.	5	4	3	2	1	
<b>IV. Evaluates the game situation</b>	IV.	5	4	3	2	1		IV.	5	4	3	2	1	
A. Appraises the performance of a skill identifying its' strength and weaknesses	A.	5	4	3	2	1		A.	5	4	3	2	1	
B. Interpret systems of play	B.	5	4	3	2	1		B.	5	4	3	2	1	
C. Observe and evaluates the performance of players	C.	5	4	3	2	1		C.	5	4	3	2	1	

TEACHING / ASSESSMENT OBJECTIVES Netball Section B	3. COMPLETENESS						4. FEASIBILITY					
	VC	C	U	NC	VI	Comment Ref. No.	VF	F	U	NF	NFL	Comment Ref. No.
The teaching objectives of the experimental teaching unit .....	5	4	3	2	1		5	4	3	2	1	



## Part 2: COURSE CONTENT

### Validation process of the instructional course content:

The instructional content for the experimental teaching unit will be evaluated for its' relevance and importance to netball.

1. **Relevance:** Is the content relevant to the knowledge of the unit of instruction (netball)?
  2. **Importance:** Is the content an important component of netball?
- 

### Instructions

Refer to the enclosed list of instructional content and evaluate the items using the above stated criteria (*the questions are being put forward as guidelines*).

**You are kindly requested to show your level of agreement with the above stated criteria by circling the numbers in the corresponding box. If you would like to give any comments you consider relevant please write a reference number in the "Comment" columns and write your comment on the separate "Comment Sheet" provided.**

## Part 2: COURSE CONTENT

1. Relevant: VR - Very Relevant R - Relevant U - Undecided NR - Not Relevant VI - Very Irrelevant  
 2. Important: VI - Very Important I - Important U - Undecided NI - Not Important NIL - Not Important At All

COURSE CONTENT	1. RELEVANT						2. IMPORTANT					
	VR	R	U	NR	VI	Comment Ref. No.	VI	I	U	NI	NIL	Comment Ref. No.
<i>(refer to rules revised in 1991 ... revision of 1997 not readily available)</i>												
<b>1. RULES</b>	5	4	3	2	1		5	4	3	2	1	
Rule 1: Equipment Dimensions of the court, centre circle and goal circle	5	4	3	2	1		5	4	3	2	1	
Rule 3: Officials (Umpire, Captains) The duties of an umpire for throw in Application of the advantage rule The duties of the captain at start of game for choice of goal or first centre pass The duties of the captain at half-time when there are team changes / substitutions	5	4	3	2	1		5	4	3	2	1	
Rule 4: Team The names and initials of the seven playing positions in netball Three substitutions are allowed by each team in one game	5	4	3	2	1		5	4	3	2	1	
Rule 6: Substitution and team changes Definition of substitution and team change Instances in a game when team changes and substitutions are allowed	5	4	3	2	1		5	4	3	2	1	
Rule 7: Stoppages The restart of a game following a stoppage for	5	4	3	2	1		5	4	3	2	1	

## Part 2: COURSE CONTENT

1. Relevant: VR - Very Relevant R - Relevant U - Undecided NR - Not Relevant VI - Very Irrelevant  
 2. Important: VI - Very Important I - Important U - Undecided NI - Not Important NIL - Not Important At All

COURSE CONTENT	1. RELEVANT						2. IMPORTANT					
	VR	R	U	NR	VI	Comment Ref. No.	VI	I	U	NI	NIL	Comment Ref. No.
<i>(refer to rules revised in 1991 ... revision of 1997 not readily available)</i>												
a) a ball out of court b) a contact or obstruction												
Rule 8: Playing Areas The playing areas for each of the seven players Identification of the goal third, centre third and the designated attacking and defending thirds of each team	5	4	3	2	1		5	4	3	2	1	
Rule 9: Offside Defines offside in netball Offside situation involving one or more players when in possession or not in possession of the ball The umpire's action and award of penalty in an offside situation for one player and for simultaneous offside; when players are in possession or not in possession of the ball	5	4	3	2	1		5	4	3	2	1	
Rule 10: Out of Court Situations in a game when the ball is out of court The umpire's action and award of penalty for out of court	5	4	3	2	1		5	4	3	2	1	
Rule 11: Positioning of Players for start of Play  The positions of the Centres and the remaining members of the teams on court at start of play	5	4	3	2	1		5	4	3	2	1	

**Part 2: COURSE CONTENT**

1. Relevant: VR - Very Relevant R - Relevant U - Undecided NR - Not Relevant VI - Very Irrelevant  
 2. Important: VI - Very Important I - Important U - Undecided NI - Not Important NIL - Not Important At All

COURSE CONTENT	1. RELEVANT						2. IMPORTANT					
	VR	R	U	NR	VI	Comment Ref. No.	VI	I	U	NI	NIL	Comment Ref. No.
<i>(refer to rules revised in 1991 ... revision of 1997 not readily available)</i>												
Penalties awarded when one or more players enter the centre third before a whistle for the start of play												
Rule 12: Start of Play A Centre taking a centre pass must observe the footwork and the three second rule A centre pass must be received in the centre third Describes the umpires' action when a centre pass <ul style="list-style-type: none"> <li>▪ Is not received wholly in the centre third by any member/s of the two teams</li> <li>▪ Goes untouched over a sideline</li> </ul> Penalty for centre pass violating the footwork and three second rule Situations when players other than the centres violate the start of play rule	5	4	3	2	1		5	4	3	2	1	
Rule 13: Playing the ball What players are allowed and not allowed to do with a ball during a game A ball over a third including the footwork rule Penalties for violating the playing the ball rule	5	4	3	2	1		5	4	3	2	1	
Rule 14: Footwork A player may receive the ball grounded on one foot or jump to catch a ball and land on one or both feet simultaneously A player in possession of the ball may not drag or hop on either feet unless	5	4	3	2	1		5	4	3	2	1	



**Part 2: COURSE CONTENT**

1. Relevant: VR - Very Relevant R - Relevant U - Undecided NR - Not Relevant VI - Very Irrelevant  
 2. Important: VI - Very Important I - Important U - Undecided NI - Not Important NIL - Not Important At All

COURSE CONTENT	1. RELEVANT						2. IMPORTANT					
	VR	R	U	NR	VI	Comment Ref. No.	VI	I	U	NI	NIL	Comment Ref. No.
<i>(refer to rules revised in 1991 ... revision of 1997 not readily available)</i>												
the ball has been released Penalty for violation of footwork rule												
Rule 15: Scoring a goal Defining scoring a goal Taking a goal and footwork rule; three second rule The penalty for violations in the goal circle Identification when a goal is or is not scored	5	4	3	2	1		5	4	3	2	1	
Rule 16: Obstruction Definition of obstruction The distance and actions of a defender in an attempt to intercept a ball Obstruction of a player not in possession of the ball and by intimidation	5	4	3	2	1		5	4	3	2	1	
Rule 17: Contact [all] Definition of contact Actions between players designated as contact when in possession or not in possession of the ball	5	4	3	2	1		5	4	3	2	1	
Rule 18: General Rules for Free Pass; Penalty Pass or Penalty Shot; Throw In; Toss Up Awards of penalties to teams and players Conducting a free pass: players' and umpires' roles	5	4	3	2	1		5	4	3	2	1	

**Part 2: COURSE CONTENT**

1. Relevant: VR - Very Relevant R - Relevant U - Undecided NR - Not Relevant VI - Very Irrelevant  
 2. Important: VI - Very Important I - Important U - Undecided NI - Not Important NIL - Not Important At All

COURSE CONTENT	1. RELEVANT						2. IMPORTANT					
	VR	R	U	NR	VI	Comment Ref. No.	VI	I	U	NI	NIL	Comment Ref. No.
<i>(refer to rules revised in 1991 ... revision of 1997 not readily available)</i>												
<b>II. TECHNIQUES:</b>	5	4	3	2	1		5	4	3	2	1	
1. One handed pass: shoulder pass, underarm pass	5	4	3	2	1		5	4	3	2	1	
2. Two handed passes: bounce pass, chest /push pass, overhead pass	5	4	3	2	1		5	4	3	2	1	
3. Footwork: landing on one foot, both feet, running step	5	4	3	2	1		5	4	3	2	1	
4. Shooting: one hand, forward step shot	5	4	3	2	1		5	4	3	2	1	
5. Attack: getting free; feint dodge; dodge and sprint and stop; change of direction in the goal circle	5	4	3	2	1		5	4	3	2	1	
6. Defence: marking the ball, intercepting a pass /shot, double marking, marking a player, defending circle edge	5	4	3	2	1		5	4	3	2	1	
7. Throw in	5	4	3	2	1		5	4	3	2	1	
8. Toss up	5	4	3	2	1		5	4	3	2	1	
9. Rebounding	5	4	3	2	1		5	4	3	2	1	
<b>III. TACTICS: ATTACK: DESCRIPTION</b>	5	4	3	2	1		5	4	3	2	1	
1. Systems of centre passes + Back up	5	4	3	2	1		5	4	3	2	1	

## Part 2: COURSE CONTENT

1. Relevant: VR - Very Relevant R - Relevant U - Undecided NR - Not Relevant VI - Very Irrelevant  
 2. Important: VI - Very Important I - Important U - Undecided NI - Not Important NIL - Not Important At All

COURSE CONTENT	1. RELEVANT						2. IMPORTANT					
	VR	R	U	NR	VI	Comment Ref. No.	VI	I	U	NI	NIL	Comment Ref. No.
<i>(refer to rules revised in 1991 ... revision of 1997 not readily available)</i>												
2. Principles of play (width, depth, positioning, possession)	5	4	3	2	1		5	4	3	2	1	
3. Throw in (side and goal / back line)	5	4	3	2	1		5	4	3	2	1	
<b>1. TACTICS: DEFENCE</b>	5	4	3	2	1		5	4	3	2	1	
2. Principles: (intercepting, marking, goal protection)	5	4	3	2	1		5	4	3	2	1	
3. Blocking /double marking	5	4	3	2	1		5	4	3	2	1	
4. Zoning / guarding space	5	4	3	2	1		5	4	3	2	1	
5. Circle defence and Rebounding	5	4	3	2	1		5	4	3	2	1	
<b>1. POSITIONAL PLAY: CENTRE; WING ATTACK</b>	5	4	3	2	1		5	4	3	2	1	
2. player in possession of the ball	5	4	3	2	1		5	4	3	2	1	
3. team in possession of the ball	5	4	3	2	1		5	4	3	2	1	
4. team not in possession of the ball	5	4	3	2	1		5	4	3	2	1	

**Part 2: COURSE CONTENT: COMMENTS SHEET**

Comment Ref. No	Comment

### Part 3a: TEST ITEM VALIDATION: NETBALL

The test items and their answers will be evaluated using the following criteria

1. **Relevance:** does the item content require candidates to demonstrate the performance described in the instructional objectives and course content?
2. **Clarity:** does the item present a clear and definite task to be performed?
3. **Correctness:** is the answer correct?
4. **Technical Soundness:** is the test free of technical cues?

Refer to the enclosed marking scheme (Part 3b) where you will find the test items (questions and their answers). You are required to evaluate each item using the above stated criteria. *(the questions are being put forward as guidelines).*

**You are kindly requested to show your level of agreement with the above stated criteria by circling the numbers in the corresponding box. If you would like to give any comments you consider relevant please write a reference number in the “Comment” columns and write your comment on the separate “Comment Sheet” provided.**

**Part 3a: Test Item Validation ((Refer to Part 3b: Marking Schemes Netball))**

1. Relevance:

VR - Very Relevant

R - Relevant

U - Undecided

NR - Not Relevant

VI - Very Irrelevant

2. Clarity:

VC - Very Clear

C - Clear

U - Undecided

NC - Not Clear

NCL - Not Clear At All

1. RELEVANCE						
No	VR	R	U	NR	VI	Comment Ref. No.
1	5	4	3	2	1	
2	5	4	3	2	1	
3	5	4	3	2	1	
4a	5	4	3	2	1	
4b	5	4	3	2	1	
5a	5	4	3	2	1	
5b	5	4	3	2	1	
5c	5	4	3	2	1	
6	5	4	3	2	1	
7	5	4	3	2	1	
8	5	4	3	2	1	
9	5	4	3	2	1	

2. CLARITY						
No	VC	C	U	NC	NCL	Comment Ref. No.
1	5	4	3	2	1	
2	5	4	3	2	1	
3	5	4	3	2	1	
4a	5	4	3	2	1	
4b	5	4	3	2	1	
5a	5	4	3	2	1	
5b	5	4	3	2	1	
5c	5	4	3	2	1	
6	5	4	3	2	1	
7	5	4	3	2	1	
8	5	4	3	2	1	
9	5	4	3	2	1	

**Part 3a: Test Item Validation ((Refer to Part 3b: Marking Schemes Netball))**

3. Correctness:

VC - Very Correct

C - Correct

U – Undecided

NC - Not Correct

VI - Very incorrect

4. Technical Soundness:

VTS -Very Technically Sound TS - Technically Sound U - Undecided

NTS- Not Technically Sound NTSL - Not Technically Sound At All

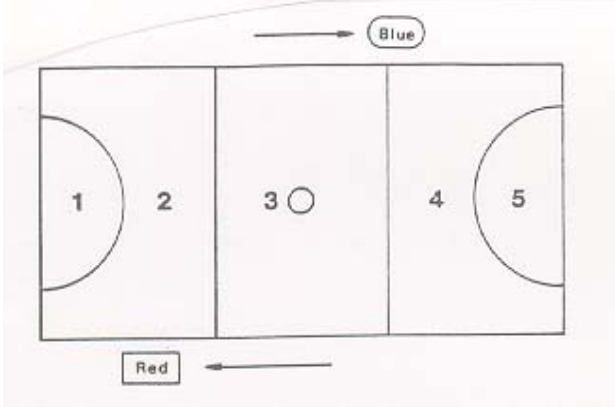
3. CORRECTNESS						
No	VC	C	U	NC	VI	Comment Ref. No.
1	5	4	3	2	1	
2	5	4	3	2	1	
3	5	4	3	2	1	
4a	5	4	3	2	1	
4b	5	4	3	2	1	
5a	5	4	3	2	1	
5b	5	4	3	2	1	
5c	5	4	3	2	1	
6	5	4	3	2	1	
7	5	4	3	2	1	
8	5	4	3	2	1	
9	5	4	3	2	1	

4. TECHNICAL SOUNDNESS						
No	VTS	TS	U	NTS	NTSL	Comment Ref. No.
1	5	4	3	2	1	
2	5	4	3	2	1	
3	5	4	3	2	1	
4a	5	4	3	2	1	
4b	5	4	3	2	1	
5a	5	4	3	2	1	
5b	5	4	3	2	1	
5c	5	4	3	2	1	
6	5	4	3	2	1	
7	5	4	3	2	1	
8	5	4	3	2	1	
9	5	4	3	2	1	



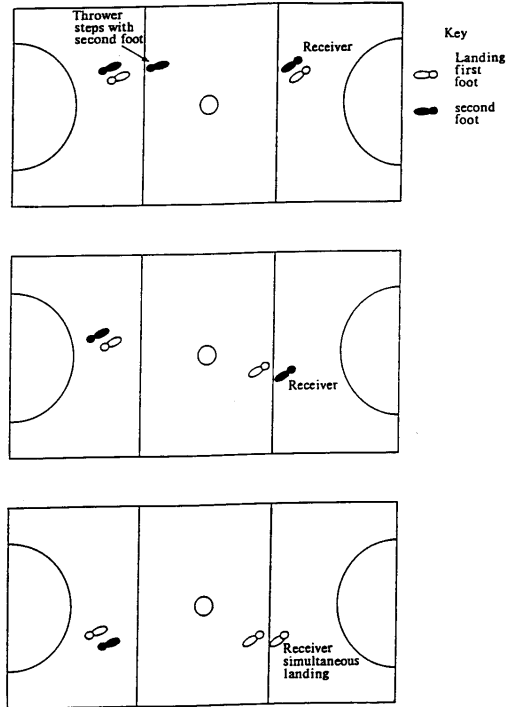


**Part 3b: MARKING SCHEME - Netball**

No	QUESTION	ANSWER	MK
1	<p>The diagram in Figure 1 shows the five playing areas on a netball court and the direction of play for the two teams. Give the numbers of the areas in which the following players are allowed:</p> <p>a. Centre (Blue)                      b. Wing Attack (Red)                      c. Goal Attack (Blue)</p>  <p>The diagram shows a netball court divided into five vertical playing areas labeled 1, 2, 3, 4, and 5 from left to right. Area 1 is a goal circle on the left, and area 5 is a goal circle on the right. Area 3 contains a small circle representing the center circle. Above the court, an arrow points to the right towards a box labeled 'Blue'. Below the court, an arrow points to the left towards a box labeled 'Red'.</p>	<p>Accept a complete answer for each player</p> <p>a. 2,3,4                      b. 2,3                      c. 3,4,5</p>	<p>9                      [3x3]</p>
2	<p>State the correct umpiring decision when</p> <p>a) a player catches the ball, drops it and then replays it                      b) a player throws the ball while sitting on the</p>	<p>a. free pass [2]; to opposing team [1] where infringement occurs [1]                      b. free pass [2]; to opposing team [1] where infringement occurs [1]                      c. play goes on</p>	<p>12                      [3x4]</p>

No	QUESTION	ANSWER	MK
	ground c) the ball hits the goal post, rebounds into play	<i>Accept and mark alternative answers as follows:</i> Whistle to stop the game, or stop the game [1] Foul [1]	
3	How should a defending player try to intercept a shot? Give two points	Any two from a) between the attacker and the goal post b) a sideways stance/at right angles to the shooter c) lean towards the shooter with arm outstretched towards the ball /in the path of the ball d) on balls of feet	8 [2x4]
4a	List FOUR points of good technique for the two-handed chest pass	Any four from a) ball held in two hands at chest height b) thumbs point towards each other with fingers spread out c) elbows bent to bring the ball towards the chest d) cock the wrist and extend the elbows e) ball released and arms fully extended f) step into the throw transferring weight from back to front	12 [4x3]
4b	State three instances when it would be appropriate to use the chest pass in a game	Any three from a) to execute as short fast pass, e.g. in and around the circle b) centre pass c) throw-in d) no opponent between passer and receiver	12 [[3x4]
5a	a) Describe one system which might be used by the team in possession at the centre pass	<i>Candidates must describe the roles of team members.</i> Any one from a) one player system: where same player e.g. WA is constantly used to receive the centre pass. GD and WD guard space while GA gets ready for a pass close to the circle	6

No	QUESTION	ANSWER	MK
		b) alternating player system: same as above except for WA and GA alternate to receive the pass. In this case the second pass is received by the GS while the GA runs to a good position in the goal circle c) a two pass system centre pass is received in the centre third and passed to the GS in the Goal Circle: C-GA/WA-GS; C-GD/WD-GS d) a set order of passes e.g. GA;WA;GD;WD  These are considered as very partial answers e) simple signals [1] f) verbal communication indicating which player is to receive the ball [2]	
5b	b) State a back-up system which might be used if the player expecting the pass fails to get free	Examples a) when GA is expecting the pass the WA and WD should be ready to move in a free space to get the pass instead. b) when the WA is expecting the pass the GA and GD should be ready to move to get the pass instead	6
5c	c) Why would a team use double marking for the centre pass?	Any from a) to prevent strong player from receiving a ball e.g. C and GD double mark GA b) when one player is proving dangerous and highly successful at centre pass c) to increase the chances of intercepting a ball	3
6	State for each pass whether the umpire should allow	a) A=Foul: thrown over a third	3

No	QUESTION	ANSWER	MK
	<p>PLAY ON or WHISTLE for 'thrown over a third'</p>  <p>Diagram A: Thrower steps with second foot. Receiver.</p> <p>Diagram B: Receiver.</p> <p>Diagram C: Receiver simultaneous landing.</p> <p>Key: ○ Landing first foot ● second foot</p>	<p>b) B=throw acceptable not over a third (Play on) c) C=Foul: thrown over a third</p>	<p>3 3</p>
7	<p>Explain what is generally understood by the tactical term <b>width</b> in attack and how this could assist a team to create more scoring chances</p>	<p>a) attacking down the side boundaries (side lines) across the width of the court b) by staying closer to the side lines the attackers take the defenders with them attackers creates gaps in defence for attackers to explore</p>	<p>6 [3x2]</p>

No	QUESTION	ANSWER	MK
8	<p>A defending player will attempt to prevent an opponent from receiving a pass. Give four points of good technique for the defender to prevent the opponents from receiving a pass</p>	<p>Any four from</p> <ol style="list-style-type: none"> <li>a) keep between opponent and ball</li> <li>b) face marking</li> <li>c) close but not touching/ arms by the side</li> <li>d) weight on balls of the feet (knees bent)</li> <li>e) ready to change direction</li> <li>f) put opponent in awkward position to receive the ball and make opponent unusable</li> </ol>	<p>8 [4x2]</p>
9	<p>State the positional responsibilities and the qualities required by the Wing Attack You can use the following criteria when;</p> <ol style="list-style-type: none"> <li>a) player in possession of the ball</li> <li>b) team is in possession of the ball</li> <li>c) team is not in possession of the ball</li> </ol>	<ol style="list-style-type: none"> <li>a. player in possession of the ball <ul style="list-style-type: none"> <li>• pass ball to attacking players namely C, and GA</li> <li>• get the ball to the goal third</li> </ul> </li> <li>b. team is in possession of the ball <ul style="list-style-type: none"> <li>• Assist in the centre pass; get ready for pass or back up a player</li> <li>• Take throw ins: attacking third</li> <li>• Assist GS and GA with quick short passes in the goal third</li> <li>• Ready for rebounds from the goal circle and assist in another attack</li> </ul> </li> <li>c. team is not in possession of the ball <ul style="list-style-type: none"> <li>• defending play : try to re gain possession by intercepting the ball</li> <li>• close mark WD at centre pass and when the ball is in play</li> </ul> </li> </ol>	<p>9 [3x3]</p>

**Part 4: Personal Profile**Code \_\_\_\_\_  
*for official use***Part 1: Teaching Experience within the school****Part 2: Coaching / teaching experience outside the school****Part 3: Umpiring /Officiating experience****Part 4: Teacher training**

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**Part 1: TEACHING EXPERIENCE WITHIN THE SCHOOL**

1. For how many years have you been teaching physical education?

<1  1-4  5-9  10-19  20+ 

2. Which year groups of pupils have you taught over the past 5 years?

Form 1  Form 2  Form 3  Form 4  Form 5  Form 6 

3. What is the gender of the pupils to whom you have taught netball?

Mixed  Boys only  Girls only 

4. Do you organise within the school competitions (Intra School) for netball ? e.g. Intra School League, Intra School Competitions?

Yes  No 

Comments

5. Do you coach the netball school team for between schools' (Inter Schools') competitions?

Yes  No 

6. For how many years (put together) have you coached the netball school teams?

<1  1-4  5-9  10-19  20+  none 

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**Part 2: COACHING / TEACHING EXPERIENCE OUTSIDE SCHOOL**

1. In which sector do you coach netball?

 Club level National level Specialised sport activity schools e.g. Skola Sport, Private Enterprises Other \_\_\_\_\_ None (go to question six in this section)

2. For how many years (put together) have you coached in these sector(s)

<1  1-4  5-9  10-19  20+

3. Which ages have you coached (netball)?

Under 12  12-15  16-21  22+

4. What is the gender of the athletes you have coached netball to throughout your experience?

Mixed  Boys only  Girls only

5. At which level(s) do your athletes compete?

- Club level
- National level
- International Level
- Other \_\_\_\_\_

6. Have you attended netball coaching courses?

Yes  No

If yes give details

Organising Body	Title of course	Duration of the course (hours)	Criteria for certification: Attendance: <b>A</b> Examination: <b>E</b>	Date

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**Part 3: UMPIRING / OFFICIATING EXPERIENCE**

1. At which of the following levels have you acted as a netball umpire / official?

- Class Sessions
- Intra School Competitions
- Inter-Schools Competitions

- National League
- Club League level
- Other \_\_\_\_\_

2. Have you attended netball umpiring / officiating course(s)?

Yes  No  If yes give details

Organising Body	Title of course	Duration of the course (hours)	Duration of practical placement (hours)	Criteria for certification: Attendance: <b>A</b> Examination: <b>E</b>	Date

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**Part 4: TEACHER TRAINING:** College / Academic Institutions / Other agencies

1. What type of teacher training did you receive?

- Teaching Certificate course
- B. Ed (Hons) course
- P.G.C.E (run by university)
- P.G.C.E. (run by the Education Department)
- One year government training course for casual teachers
- Other \_\_\_\_\_
- No training

**OTHER INFORMATION YOU CONSIDER RELEVANT** to your involvement in netball (*e.g. level of personal participation*)

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**PERSONAL INFORMATION**

**Code** \_\_\_\_\_  
*for official use*

Fill in and mark with a tick (✓) as applicable.

Name \_\_\_\_\_

Home Address (Permanent)

Home Address (Temporal/Summer)

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_ Post Code

\_\_\_\_\_ Post Code

Tel No \_\_\_\_\_

Tel No \_\_\_\_\_

Gender:     Male \_\_\_\_\_

Female \_\_\_\_\_

Age range:   under 30 years \_\_\_\_\_

31-45 years \_\_\_\_\_ more than 46 years \_\_\_\_\_

**APPENDIX 3.12**

**SCHEMES OF WORK (SOW) OF ETUS: ATHLETICS**

SCHEME OF WORK: Physical Education – Athletics (A1: Practice based sessions) 4 sessions of 1.5 hrs each

SESS	CONTENT	SKILLS	RULES	TACTICS
1	SPRINTS	<b>100m</b> <ul style="list-style-type: none"> <li>• block start</li> <li>• placement and setting of block</li> <li>• set and on your marks technique</li> <li>• posture (faults and corrections)</li> <li>• pick-up acceleration 40-60m</li> <li>• finish- dip on last stride</li> </ul>	sprint starts <ul style="list-style-type: none"> <li>• block start and crouch position</li> <li>• position of hands</li> <li>• false start</li> <li>• disqualification running on or across line; jostling other runners; two false starts; failed drug test</li> </ul>	100m <ul style="list-style-type: none"> <li>• planning a 100m race: start, pick up; maintaining speed; finish</li> <li>• finish: dip</li> <li>• bad practices for 100m looking over your shoulder]</li> </ul>
	RELAYS	<b>4x100m</b> <ul style="list-style-type: none"> <li>• upsweep technique</li> <li>• bend running technique</li> <li>• running in lane [R/L]</li> <li>• running distances and positions [1-4]</li> </ul>	<ul style="list-style-type: none"> <li>• acceleration zone (box) 10m</li> <li>• change-over zone 20m</li> </ul>	<ul style="list-style-type: none"> <li>• change-over in the first third of the change-over zone</li> </ul>
2	SPRINTS	<b>200m</b> <ul style="list-style-type: none"> <li>• staggered start: alignment of blocks towards the right of the lane</li> <li>• bend running</li> <li>• leg action (good technique and faults)</li> <li>• arm action (good technique and faults)</li> <li>• finish- run fast across and past the finish</li> </ul>	<ul style="list-style-type: none"> <li>• disqualification: step on line of lane or across</li> <li>• assemble for start</li> </ul>	<ul style="list-style-type: none"> <li>• plan a 200m race: start; pick up; maintaining speed finish.</li> <li>• changes form 100m to 200m start [blocks and placement of hands behind the line]</li> </ul>

SESS	CONTENT	SKILLS	RULES	TACTICS
	RELAY	<b>4x100m</b> <ul style="list-style-type: none"> <li>downsweep technique</li> </ul>	<ul style="list-style-type: none"> <li>dropping and picking of baton</li> <li>timing</li> </ul>	<ul style="list-style-type: none"> <li>running distances and positions [1-4]</li> </ul>
	SHOT	<ul style="list-style-type: none"> <li>standing throw: grip and preparation</li> <li>the grip: good technique and common faults (fingers, wrist and elbow)</li> </ul>	<ul style="list-style-type: none"> <li>stand in circle without touching lines or stop board with any body part</li> <li>leave circle from the rear</li> </ul>	<ul style="list-style-type: none"> <li>standing throw facing sector</li> </ul>
3	SPRINT	<b>400m</b> <ul style="list-style-type: none"> <li>start and bend running techniques [consolidation]</li> <li>head carriage (good technique and faults)</li> </ul>	<ul style="list-style-type: none"> <li>disqualification [consolidation]</li> <li>timing</li> </ul>	<ul style="list-style-type: none"> <li>plan 400m race; start, pick up, maintenance of speed and finish</li> </ul>
	RELAYS	<b>4x400 m</b> <ul style="list-style-type: none"> <li>visual exchange</li> <li>downsweep technique</li> </ul>	<ul style="list-style-type: none"> <li>positioning of runners for change-over</li> <li>no acceleration zone</li> </ul>	<ul style="list-style-type: none"> <li>roles of incoming and outgoing runners</li> <li>guarding change-over</li> </ul>
	SHOT	<ul style="list-style-type: none"> <li>the glide:</li> <li>travel and trunk position (good technique and faults)</li> </ul>	<ul style="list-style-type: none"> <li>weight sizes of shot</li> <li>consolidation of entering and leaving circle rules</li> <li>safety rules</li> </ul>	<ul style="list-style-type: none"> <li>travel across circle getting closer to the stop board</li> </ul>
4	SPRINTS	<ul style="list-style-type: none"> <li>analysis and evaluation of 100m and 200m</li> <li>starts; pick up and finish</li> </ul>	<ul style="list-style-type: none"> <li>consolidation</li> <li>timing</li> </ul>	<ul style="list-style-type: none"> <li>100m and 200m sprinter</li> <li>modifications for race plans</li> </ul>

SESS	CONTENT	SKILLS	RULES	TACTICS
	RELAYS	<b>4x400 m</b> <ul style="list-style-type: none"> <li>• upsweep technique</li> </ul>	<ul style="list-style-type: none"> <li>• positioning of runners for change-over</li> <li>• change-over zone</li> <li>• no acceleration zone</li> </ul>	<ul style="list-style-type: none"> <li>• roles of incoming and outgoing runners</li> <li>• guarding change-over</li> </ul>
	SHOT	<ul style="list-style-type: none"> <li>• glide throwing action (legs, trunk, arm)</li> <li>• glide release (good technique and faults)</li> </ul>	<ul style="list-style-type: none"> <li>• measurement</li> </ul>	<ul style="list-style-type: none"> <li>• reverse</li> <li>• angle of release</li> </ul>

SCHEME OF WORK: Physical Education– Athletics (A1: Practice based sessions) 6 sessions of 1 hour each

SESS	CONTENT	SKILLS	RULES	TACTICS
1	SPRINTS	<b>100m</b> <ul style="list-style-type: none"> <li>• start: block start:</li> <li>• placement of blocks</li> <li>• set and on your marks technique</li> <li>• posture (good technique faults and corrections)</li> <li>• pick-up acceleration 40-60m</li> <li>• finish- dip on last stride</li> <li>• finish- run fast across and past the finish</li> </ul>	sprint starts <ul style="list-style-type: none"> <li>• block start and crouch position</li> <li>• position of hands</li> <li>• false start</li> <li>• disqualification running on or across line; jostling other runners; two false starts; failed drug test</li> </ul>	100m <ul style="list-style-type: none"> <li>• planning a 100m race: start, pick up; maintaining speed; finish</li> <li>• finish: dip</li> <li>• bad practices for the finish: looking over your shoulder</li> </ul>
	RELAYS	<b>4x100m</b> <ul style="list-style-type: none"> <li>• upsweep technique bend running technique</li> <li>• running in lane [R/L]</li> <li>• running distances and positions [1-4]</li> </ul>	<ul style="list-style-type: none"> <li>• acceleration zone (box) 10m</li> <li>• change-over zone 20m</li> </ul>	<ul style="list-style-type: none"> <li>• change-over in the first third of the change-over zone</li> </ul>
2	SPRINTS	<b>200m</b> <ul style="list-style-type: none"> <li>• start: staggered alignment of blocks towards the right of the lane</li> <li>• placement and setting of block</li> <li>• bend running</li> <li>• leg action (good technique and faults)</li> <li>• arm action (good technique and faults)</li> <li>• finish- run fast across and past the finish</li> </ul>	<ul style="list-style-type: none"> <li>• disqualification: step on line of lane or across</li> <li>• assemble for start</li> </ul>	<ul style="list-style-type: none"> <li>• plan a 200m race: start; pick up; maintaining speed finish.</li> <li>• changes form 100m to 200m start [blocks and placement of hands behind the line]</li> </ul>

SESS	CONTENT	SKILLS	RULES	TACTICS
	RELAY	<b>4x100m</b> <ul style="list-style-type: none"> <li>• downsweep technique</li> </ul>	<ul style="list-style-type: none"> <li>• dropping and picking of baton</li> </ul>	<ul style="list-style-type: none"> <li>• running distances and positions [1-4]</li> </ul>
3	SPRINT	<b>400m</b> <ul style="list-style-type: none"> <li>• start and bend running techniques [consolidation]</li> <li>• head carriage (good technique and faults)</li> </ul>	<ul style="list-style-type: none"> <li>• disqualification [consolidation]</li> </ul>	<ul style="list-style-type: none"> <li>• plan 400m race; start, pick up, maintenance of speed and finish</li> </ul>
	RELAYS	<b>4x400 m</b> <ul style="list-style-type: none"> <li>• visual technique</li> <li>• down sweep technique</li> </ul>	<ul style="list-style-type: none"> <li>• positioning of runners for change-over</li> <li>• no acceleration zone</li> </ul>	<ul style="list-style-type: none"> <li>• roles of incoming and outgoing runners</li> <li>• guarding change-over</li> </ul>
4	SPRINTS	<ul style="list-style-type: none"> <li>• analysis and evaluation of 100m and 200m [start; straight / bend running; acceleration: pick up phase]</li> <li>• starts; pick up and finish</li> <li>• timing</li> </ul>	<ul style="list-style-type: none"> <li>• consolidation</li> </ul>	<ul style="list-style-type: none"> <li>• 100m and 200m sprinter</li> <li>• modifications for race plans</li> </ul>
	RELAYS	<b>4x400 m</b> <ul style="list-style-type: none"> <li>• up sweep technique</li> </ul>	<ul style="list-style-type: none"> <li>• positioning of runners for change-over</li> <li>• change-over zone</li> <li>• no acceleration zone</li> </ul>	<ul style="list-style-type: none"> <li>• roles of incoming and outgoing runners</li> <li>• guarding change-over</li> </ul>
5	SHOT	<ul style="list-style-type: none"> <li>• familiarisation activities- shot</li> <li>• standing throw: grip and preparation</li> <li>• the grip: good technique and common faults (fingers, wrist and elbow)</li> <li>• the glide: travel and trunk position (good technique and faults)</li> </ul>	<ul style="list-style-type: none"> <li>• stand in circle without touching lines or stop board with any body part</li> <li>• leave circle from the rear</li> <li>• weight sizes of shot</li> <li>• safety rules</li> </ul>	<ul style="list-style-type: none"> <li>• standing throw facing sector</li> <li>• travel across circle getting closer to the stop board</li> </ul>

SESS	CONTENT	SKILLS	RULES	TACTICS
6	SHOT	<ul style="list-style-type: none"><li>• glide throwing action (legs, trunk, arm)</li><li>• glide release (good technique and faults)</li></ul>	<ul style="list-style-type: none"><li>• measurement</li></ul>	<ul style="list-style-type: none"><li>• reverse</li><li>• angle of release</li></ul>

SCHEME OF WORK: Physical Education Coursework – Athletics (A2: Practice based sessions and handout) 4 sessions of 1.5 hrs

SESS	CONTENT	SKILLS	RULES	TACTICS	Handout [A2]
1	SPRINTS	<b>100m</b> <ul style="list-style-type: none"> <li>• start: block start</li> <li>• placement and setting of block</li> <li>• set and on your marks technique</li> <li>• posture (faults and corrections)</li> <li>• pick-up acceleration 40-60m</li> <li>• finish- dip on last stride</li> </ul>	sprint starts <ul style="list-style-type: none"> <li>• block start and crouch position</li> <li>• position of hands</li> <li>• false start</li> <li>• disqualification running on or across line; jostling other runners; two false starts; failed drug test</li> </ul>	100m <ul style="list-style-type: none"> <li>• planning a 100m race: start, pick up; maintaining speed; finish</li> <li>• finish: dip</li> <li>• bad practices for 100m looking over your shoulder</li> </ul>	<ul style="list-style-type: none"> <li>• Block placement for a start and finish</li> </ul>
	RELAYS	<b>4x100m</b> <ul style="list-style-type: none"> <li>• upswEEP technique</li> <li>• bend running technique</li> <li>• running in lane [R/L]</li> <li>• running distances and positions [1-4]</li> </ul>	<ul style="list-style-type: none"> <li>• acceleration zone (box) 10m</li> <li>• change-over zone 20m</li> </ul>	<ul style="list-style-type: none"> <li>• change-over in the first third of the change-over zone</li> </ul>	



SESS	CONTENT	SKILLS	RULES	TACTICS	Handout [A2]
2	SPRINTS	<b>200m</b> <ul style="list-style-type: none"> <li>start: staggered alignment of blocks towards the right of the lane</li> <li>bend running</li> <li>leg action (good technique and faults)</li> <li>arm action (good technique and faults)</li> <li>finish- run fast across and past the finish</li> </ul>	<ul style="list-style-type: none"> <li>disqualification: step on line of lane or across</li> <li>assemble for start</li> </ul>	<ul style="list-style-type: none"> <li>plan a 200m race: start; pick up; maintaining speed finish.</li> <li>changes form 100m to 200m start [blocks and placement of hands behind the line]</li> </ul>	<ul style="list-style-type: none"> <li>Sprinting Technique</li> <li>Relay baton exchange</li> </ul>
	RELAY	<b>4x100m</b> <ul style="list-style-type: none"> <li>downsweep technique</li> </ul>	<ul style="list-style-type: none"> <li>dropping and picking of baton</li> <li>timing</li> </ul>	<ul style="list-style-type: none"> <li>running distances and positions [1-4]</li> </ul>	
	SHOT	<ul style="list-style-type: none"> <li>standing throw: grip and preparation</li> <li>the grip: good technique and common faults (fingers, wrist and elbow)</li> </ul>	<ul style="list-style-type: none"> <li>stand in circle without touching lines or stop board with any body part</li> <li>leave circle from the rear</li> </ul>	<ul style="list-style-type: none"> <li>standing throw facing sector</li> </ul>	
3	SPRINT	<b>400m</b> <ul style="list-style-type: none"> <li>start and bend running techniques [consolidation]</li> <li>head carriage (good technique and faults)</li> </ul>	<ul style="list-style-type: none"> <li>disqualification [consolidation]</li> <li>timing</li> </ul>	<ul style="list-style-type: none"> <li>plan 400m race; start, pick up, maintenance of speed and finish</li> </ul>	<ul style="list-style-type: none"> <li>The sprints</li> <li>The standard 400m track</li> <li>Relays</li> </ul>

SESS	CONTENT	SKILLS	RULES	TACTICS	Handout [A2]
	RELAYS	<b>4x400 m</b> <ul style="list-style-type: none"> <li>• visual technique</li> <li>• down sweep technique</li> </ul>	<ul style="list-style-type: none"> <li>• positioning of runners for change-over</li> <li>• no acceleration zone</li> </ul>	<ul style="list-style-type: none"> <li>• roles of incoming and outgoing runners</li> <li>• guarding change-over</li> </ul>	
	SHOT	<ul style="list-style-type: none"> <li>• the glide:</li> <li>• travel and trunk position (good technique and faults)</li> </ul>	<ul style="list-style-type: none"> <li>• weight sizes of shot</li> <li>• consolidation of entering and leaving circle rules</li> <li>• safety rules</li> </ul>	<ul style="list-style-type: none"> <li>• travel across circle getting closer to the stop board</li> </ul>	
4	SPRINTS	<ul style="list-style-type: none"> <li>• analysis and evaluation of 100m and 200m</li> <li>• starts; pick up and finish</li> </ul>	<ul style="list-style-type: none"> <li>• consolidation</li> <li>• timing</li> </ul>	<ul style="list-style-type: none"> <li>• 100m and 200m sprinter</li> <li>• modifications for race plans</li> </ul>	<ul style="list-style-type: none"> <li>• The shot put</li> <li>• Shot put technique and common faults</li> </ul>
	RELAYS	<b>4x400 m</b> <ul style="list-style-type: none"> <li>• upsweep technique</li> </ul>	<ul style="list-style-type: none"> <li>• positioning of runners for change-over</li> <li>• change-over zone</li> <li>• no acceleration zone</li> </ul>	<ul style="list-style-type: none"> <li>• roles of incoming and outgoing runners</li> <li>• guarding change-over</li> </ul>	
	SHOT	<ul style="list-style-type: none"> <li>• glide throwing action (legs, trunk, arm)</li> <li>• glide release (good technique and faults)</li> </ul>	<ul style="list-style-type: none"> <li>• measurement</li> </ul>	<ul style="list-style-type: none"> <li>• reverse</li> <li>• angle of release</li> </ul>	

SCHEME OF WORK: Physical Education Coursework – Athletics (A2: Practice based sessions and handout) 6 sessions of 1 hour each

SESS	CONTENT	SKILLS	RULES	TACTICS	Handouts A2
1	SPRINTS	<b>100m</b> <ul style="list-style-type: none"> <li>• start: block start:</li> <li>• placement of blocks</li> <li>• set and on your marks technique</li> <li>• posture (good technique faults and corrections)</li> <li>• pick-up acceleration 40-60m</li> <li>• finish- dip on last stride</li> <li>• finish- run fast across and past the finish</li> </ul>	sprint starts <ul style="list-style-type: none"> <li>• block start and crouch position</li> <li>• position of hands</li> <li>• false start</li> <li>• disqualification running on or across line; jostling other runners; two false starts; failed drug test</li> </ul>	100m <ul style="list-style-type: none"> <li>• planning a 100m race: start, pick up; maintaining speed; finish</li> <li>• finish: dip</li> <li>• bad practices for the finish: looking over your shoulder</li> </ul>	<ul style="list-style-type: none"> <li>• Block placement for a start and finish</li> </ul>
	RELAYS	<b>4x100m</b> <ul style="list-style-type: none"> <li>• upswep technique bend running technique</li> <li>• running in lane [R/L]</li> <li>• running distances and positions [1-4]</li> </ul>	<ul style="list-style-type: none"> <li>• acceleration zone (box) 10m</li> <li>• change-over zone 20m</li> </ul>	<ul style="list-style-type: none"> <li>• change-over in the first third of the change-over zone</li> </ul>	

SESS	CONTENT	SKILLS	RULES	TACTICS	Handouts A2
2	SPRINTS	<b>200m</b> <ul style="list-style-type: none"> <li>• start: staggered alignment of blocks towards the right of the lane</li> <li>• placement and setting of block</li> <li>• bend running</li> <li>• leg action (good technique and faults)</li> <li>• arm action (good technique and faults)</li> <li>• finish- run fast across and past the finish</li> </ul>	<ul style="list-style-type: none"> <li>• disqualification: step on line of lane or across</li> <li>• assemble for start</li> </ul>	<ul style="list-style-type: none"> <li>• plan a 200m race: start; pick up; maintaining speed finish.</li> <li>• changes form 100m to 200m start [blocks and placement of hands behind the line]</li> </ul>	<ul style="list-style-type: none"> <li>• Relay baton exchange</li> </ul>
	RELAY	<b>4x100m</b> <ul style="list-style-type: none"> <li>• downsweep technique</li> </ul>	<ul style="list-style-type: none"> <li>• dropping and picking of baton</li> </ul>	<ul style="list-style-type: none"> <li>• running distances and positions [1-4]</li> </ul>	
3	SPRINT	<b>400m</b> <ul style="list-style-type: none"> <li>• start and bend running techniques [consolidation]</li> <li>• head carriage (good technique and faults)</li> </ul>	<ul style="list-style-type: none"> <li>• disqualification [consolidation]</li> </ul>	<ul style="list-style-type: none"> <li>• plan 400m race; start, pick up , maintenance of speed and finish</li> </ul>	<ul style="list-style-type: none"> <li>• Sprinting technique</li> </ul>
	RELAYS	<b>4x400 m</b> <ul style="list-style-type: none"> <li>• visual technique</li> <li>• down sweep technique</li> </ul>	<ul style="list-style-type: none"> <li>• positioning of runners for change-over</li> <li>• no acceleration zone</li> </ul>	<ul style="list-style-type: none"> <li>• roles of incoming and outgoing runners</li> <li>• guarding change-over</li> </ul>	

SESS	CONTENT	SKILLS	RULES	TACTICS	Handouts A2
4	SPRINTS	<ul style="list-style-type: none"> <li>analysis and evaluation of 100m and 200m [start; straight / bend running; acceleration: pick up phase]</li> <li>starts; pick up and finish</li> <li>timing</li> </ul>	<ul style="list-style-type: none"> <li>consolidation</li> </ul>	<ul style="list-style-type: none"> <li>100m and 200m sprinter</li> <li>modifications for race plans</li> </ul>	<ul style="list-style-type: none"> <li>The sprints</li> <li>The standard 400m track</li> <li>Relays</li> </ul>
	RELAYS	<b>4x400 m</b> <ul style="list-style-type: none"> <li>up sweep technique</li> </ul>	<ul style="list-style-type: none"> <li>positioning of runners for change-over</li> <li>change-over zone</li> <li>no acceleration zone</li> </ul>	<ul style="list-style-type: none"> <li>roles of incoming and outgoing runners</li> <li>guarding change-over</li> </ul>	
5	SHOT	<ul style="list-style-type: none"> <li>familiarisation activities- shot</li> <li>standing throw: grip and preparation</li> <li>the grip: good technique and common faults (fingers, wrist and elbow)</li> <li>the glide: travel and trunk position (good technique and faults)</li> </ul>	<ul style="list-style-type: none"> <li>stand in circle without touching lines or stop board with any body part</li> <li>leave circle from the rear</li> <li>weight sizes of shot</li> <li>safety rules</li> </ul>	<ul style="list-style-type: none"> <li>standing throw facing sector</li> <li>travel across circle getting closer to the stop board</li> </ul>	<ul style="list-style-type: none"> <li>The shot put</li> </ul>
6	SHOT	<ul style="list-style-type: none"> <li>glide throwing action (legs, trunk, arm)</li> <li>glide release (good technique and faults)</li> </ul>	<ul style="list-style-type: none"> <li>measurement</li> </ul>	<ul style="list-style-type: none"> <li>reverse</li> <li>angle of release</li> </ul>	<ul style="list-style-type: none"> <li>Shot put technique and common faults</li> </ul>

SCHEME OF WORK: Sport Studies – Athletics (A3: Class based sessions) 6\* sessions of 1 hour each

SESS	CONTENT	SKILLS	RULES	TACTICS	Handouts and worksheets
1	SPRINTS	<b>100m</b> <ul style="list-style-type: none"> <li>• start: block start:</li> <li>• placement of blocks</li> <li>• set and on your marks technique</li> <li>• posture (good technique faults and corrections)</li> <li>• pick-up acceleration 40-60m</li> <li>• finish- dip on last stride</li> <li>• finish- run fast across and past the finish</li> </ul>	sprint starts <ul style="list-style-type: none"> <li>• block start and crouch position</li> <li>• position of hands</li> <li>• false start</li> <li>• disqualification: running on or across line; jostling other runners; two false starts; failed drug test</li> </ul>	100m <ul style="list-style-type: none"> <li>• planning a 100m race: start, pick up; maintaining speed; finish</li> <li>• finish: dip</li> <li>• bad practices for the finish: looking over your shoulder</li> </ul>	<ul style="list-style-type: none"> <li>• Block placement for a start and finish</li> <li>• Sprinting Technique</li> </ul>
		Video: Sprinting techniques posture: Jan Roscoe	Video: Starts: on your marks and set position	Video: finish	
2	RELAYS	<b>4x100m</b> <ul style="list-style-type: none"> <li>• upsweep technique</li> <li>• bend running technique</li> <li>• running in lane [R/L]</li> <li>• running distances and positions [1-4]</li> </ul> <b>4x100m</b> <ul style="list-style-type: none"> <li>• downsweep technique</li> </ul>	<ul style="list-style-type: none"> <li>• acceleration zone (box) 10m</li> <li>• change-over zone 20m</li> <li>• dropping and picking of baton</li> <li>• positioning of runners for change-over</li> </ul>	<ul style="list-style-type: none"> <li>• change-over in the first third of the change-over zone</li> <li>• running distances and positions [1-4]</li> <li>• roles of incoming and outgoing runners</li> <li>• guarding change-over</li> </ul>	<ul style="list-style-type: none"> <li>• Relay baton exchange</li> <li>• Relays</li> </ul>

SESS	CONTENT	SKILLS	RULES	TACTICS	Handouts and worksheets
		<b>4x400 m</b> <ul style="list-style-type: none"> <li>• Visual technique</li> <li>• down sweep technique</li> <li>• up sweep technique</li> </ul>	<ul style="list-style-type: none"> <li>• positioning of runners for change-over</li> <li>• change-over zone</li> <li>• no acceleration zone</li> </ul>	<ul style="list-style-type: none"> <li>• roles of incoming and outgoing runners</li> <li>• guarding change-over</li> </ul>	
		Video: visual technique for 4x400		Video: Positioning of athletes in acceleration zone	
3	SPRINTS	<ul style="list-style-type: none"> <li>• 200m start: staggered alignment of blocks towards the right of the lane</li> <li>• placement and setting of block</li> <li>• bend running</li> </ul> <b>400m</b> <ul style="list-style-type: none"> <li>• start and bend running techniques [consolidation]</li> <li>• timing</li> </ul>	<ul style="list-style-type: none"> <li>• disqualification: step on line of lane or across</li> <li>• assemble for start</li> </ul>	<ul style="list-style-type: none"> <li>• plan a 200m race: start; pick up; maintaining speed finish</li> <li>• changes form 100m to 200m start [blocks and placement of hands behind the line]</li> <li>• 100m and 200m sprinter</li> <li>• modifications for race plans</li> <li>• plan 400m race; start, pick up, maintenance of speed and finish</li> </ul>	<ul style="list-style-type: none"> <li>• The sprints</li> <li>• The standard 400m track</li> </ul>
		Video: 200m start Video: 200m and 400m races: Jan Roscoe		Video: 200m start on a bend	

SESS	CONTENT	SKILLS	RULES	TACTICS	Handouts and worksheets
4	SHOT	<ul style="list-style-type: none"> <li>the grip/ preparation: good technique and common faults (fingers, wrist and elbow)</li> <li>the glide / travel and trunk position (good technique and faults)</li> <li>glide throwing action (legs, trunk, arm)</li> <li>glide release / recovery (good technique and faults)</li> </ul>	<ul style="list-style-type: none"> <li>foul throws and disqualification</li> <li>weight sizes of shot</li> <li>entering and leaving circle rules</li> <li>safety rules</li> <li>measurement</li> </ul>	<ul style="list-style-type: none"> <li>standing throw facing sector</li> </ul>	<ul style="list-style-type: none"> <li>The shot put</li> <li>Shot put technique and common faults</li> </ul>
		Video: the shot put good technique and common faults: Video: analysis of technique Jan Roscoe			

\* This ETU was delivered in four sessions due to cancellation of classes.



**APPENDIX 3.13****SCHEMES OF WORK (SOW) OF ETUS: NETBALL**

SCHEME OF WORK: Physical Education - Netball (N1: Practice based sessions) 4 sessions of 1 hour and a quarter each

SESS	RULE (1991)	TACTIC	TECHNIQUE
1	4: Team 11: Position of players 12: Start of game 14: footwork	Attack systems for centre passes and back-up	Footwork Passing: shoulder pass, chest pass, bounce pass Standing shot Systems for start of play
2	3: Captain's and umpire's duties 8: Playing areas 9: Offside 16: Obstruction 18: Award of free pass, penalty pass and shot (1)	Possession - set-play C's qualities	Passing: overhead, overarm Defending a player Double marking
3	13: Playing the ball (1) 17: Contact 18: Award of free pass, penalty pass and shot (2)	Width in attack	Defence: intercepting / marking Defending a shot
4	13: Playing the ball (2) 10: Out of court 6: Substitution 7: Stoppages 15: Scoring a goal	Footwork Positional play: WA	Throw in Defending a player Circle defence

SCHEME OF WORK: Physical Education - Netball (N1: Practice based sessions) 5 sessions of 1 hour each

SESS	RULE (1991)	TACTIC	TECHNIQUE
1	4: Team 11: Position of players 12: Start of game 14: Footwork	Attack systems for centre passes and back-up	Footwork Passing: shoulder pass, chest pass, bounce pass Standing shot Systems for start of play
2	3: Captain's and umpire's duties 8: Playing areas 9: Offside 16: Obstruction 18: Award of free pass, penalty pass and shot (1)	Possession - set-play C's qualities	Passing: overhead, Overarm Defending a player Double marking
3	13: Playing the ball (1) 17: Contact 18: Award of free pass, penalty pass and shot (2)	Width in attack	Defence: intercepting / marking Defending a shot
4	13: Playing the ball (2) 10: Out of court 6: Substitution 7: Stoppages	Footwork	Throw in Defending a player
5	15: Scoring a goal	Positional play: WA	Circle defence

SCHEME OF WORK: Physical Education Coursework - Netball (N2: Practice based sessions and handout) 5 sessions of 1 hour each

SESS	RULE (1991)	TACTIC	TECHNIQUE	Handouts
1	4: Team 11: Position of players 12: Start of game 14: Footwork	Attack systems for centre passes and back-up	Footwork Passing: shoulder pass, chest pass, bounce pass Standing shot Systems for start of play	<ul style="list-style-type: none"> <li>The team on court and positions for start of play</li> <li>Centre Pass Decision making</li> </ul>
2	3: Captain's and umpire's duties 8: Playing areas 9: Offside 16: Obstruction 18: Award of free pass, penalty pass and shot (1)	Possession - set-play C's qualities	Passing: overhead, Overarm Defending a player Double marking	<ul style="list-style-type: none"> <li>Playing areas</li> </ul>
3	13: Playing the ball (1) 17: Contact 18: Award of free pass, penalty pass and shot (1)	Width in attack	Defence: intercepting / marking Defending a shot	<ul style="list-style-type: none"> <li>Passing: shoulder pass and chest pass</li> </ul>
4	13: Playing the ball (2) 10: Out of court 6: Substitution 7: Stoppages	Footwork	Throw in Defending a player	<ul style="list-style-type: none"> <li>Playing the ball</li> <li>Defending</li> </ul>
5	15: Scoring a goal	Positional play: WA	Circle defence	<ul style="list-style-type: none"> <li>Attacking Systems</li> <li>WA positional play</li> </ul>

SCHEME OF WORK: Sports Studies - Netball (N3 Class based sessions) 6 sessions of 1 hour each

SESS	RULE (1991)	TACTIC	TECHNIQUE	Handouts (HO) and Worksheet (WRK-SHT)
1	4: Team 11: Position of players 8: Playing areas 12: Start of game	Attack systems for centre passes and back-up	Systems for start of play	<ul style="list-style-type: none"> <li>The team on court and positions for start of play</li> <li>Playing areas</li> </ul> WRK-SHT Areas of play of 2 teams on court
	Video: the team on court (initials on bibs)	Video: Start of game		
2	3: Captain's and umpire's duties 6: Substitution 7: Stoppages	Possession - set-play C's qualities	Passing: shoulder pass and chest pass Double marking	<ul style="list-style-type: none"> <li>Passing: shoulder pass and chest pass</li> <li>Decision making for centre pass</li> </ul> WRK-SHT Attacking systems at centre pass Techniques of the chest pass
	Video: Playing areas as from start of game		Video: principles of good catching	
3	9: Offside consolidation of rule 8 Playing areas 16: Obstruction 17: Contact 18: Award of free pass, penalty pass and shot	Width in attack	Defence: intercepting / marking	HO & WRK-SHT <ul style="list-style-type: none"> <li>Attacking Systems</li> </ul>
	Video: playing areas		Video: detecting type of pass selected	

SESS	RULE (1991)	TACTIC	TECHNIQUE	Handouts (HO) and Worksheet (WRK-SHT)
4	13: Playing the ball 10: Out of court 14: Footwork	Footwork	Throw in One handed passes	HO • Playing the Ball  WRK-SHT Umpiring ball rule Over a third
	Video: Ball do's and don'ts and footwork rule			
5	15 Scoring a goal	Positional play: WA	Defending a shot , a ball and a player Circle defence	HO & WRK -SHT • Defending • WA positional play
		Video: WA observed	Video: defending a shot	

## Handouts of ETU-2: Athletics

### Physical Education coursework: Athletics

#### A2: Athletics Experimental Teaching Unit 2 (practice-based sessions and handouts)

*Four sessions set up*

##### **A2- Session 1**

*Handout:*

- Block placement for a start, and the finish

##### **A2- Session 2**

*Handouts:*

- Sprinting technique
- Relay baton exchange

##### **A2- Session 3**

*Handouts:*

- The sprints
- The standard 400m track
- Relays

##### **A2- Session 4**

*Handouts:*

- The shot put
- Shot put technique: Common faults

*The handouts for the four sessions are presented*

*Six sessions set up*

##### **A2- Session 1**

*Handout:*

- Block placement for a start, and the finish

##### **A2- Session 2**

*Handout:*

- Relay baton exchange

##### **A2- Session 3**

*Handout:*

- Sprinting technique

##### **A2- Session 4**

*Handouts:*

- The sprints
- The standard 400m track
- Relays

##### **A2- Session 5**

*Handout:*

- The shot put

##### **A2- Session 6**

*Handout:*

- Shot put technique: Common faults

## Block placement for a start, and the finish

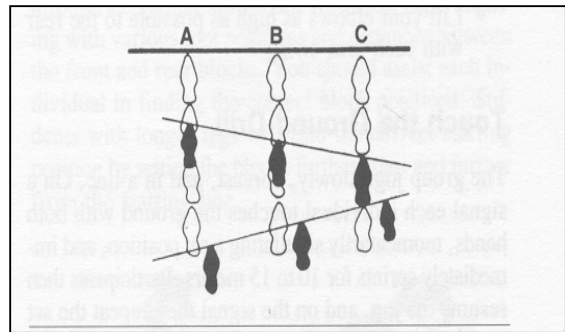
Sprinters use 3 basic block positions which vary in the distance between the front and rear block and also in the distance the blocks are placed from the line.

The three positions are:

- A. Elongated
- B. Medium
- C. Bunch / bullet

The Medium start

- The front foot is placed 35-45cm behind the start line.
- The rear foot is placed 35-45cm behind the front foot.



Carr (1991) pg. 21

### Body position: “on your marks” “set”

#### On Your marks

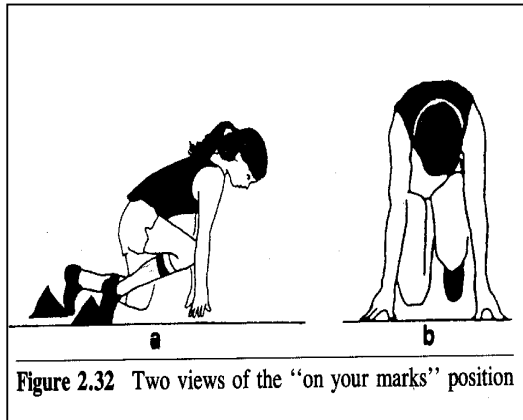


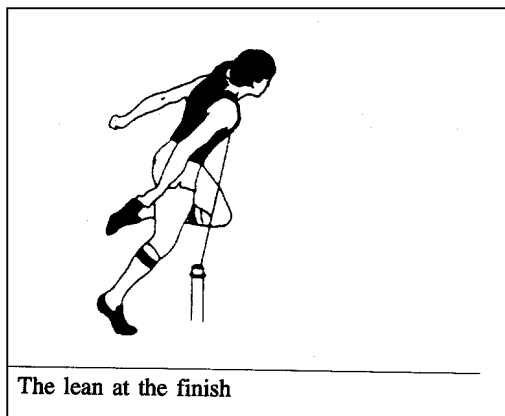
Figure 2.32 Two views of the “on your marks” position

- Arms shoulder width apart and vertical
- Hands to the rear (back) of the starting line
- The thumb and the fingers form a V behind the line
- Place the strong leg on the front block
- Have the rear left thigh vertical with the knee touching the ground
- Place the front foot in line with the knee of the rear leg
- look half a meter in front

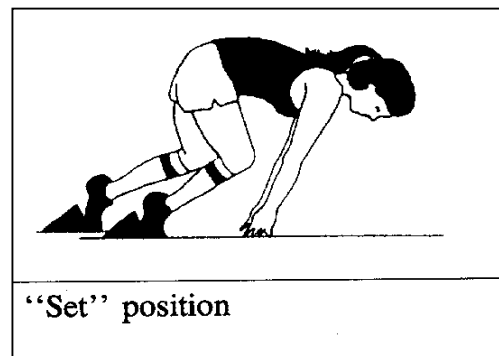
Carr (1991) pg. 21

#### Set

- Adopt a lean forward position by lifting the hips up and forward



The lean at the finish



“Set” position

Carr (1991) pg. 21

#### Finish

The officials stop their watches when the sprinter’s chest (torso) crosses the finish line. Immediately prior the finish, the sprinter will lean forward on drive the chest at the tape.

Carr (1991) pg. 10

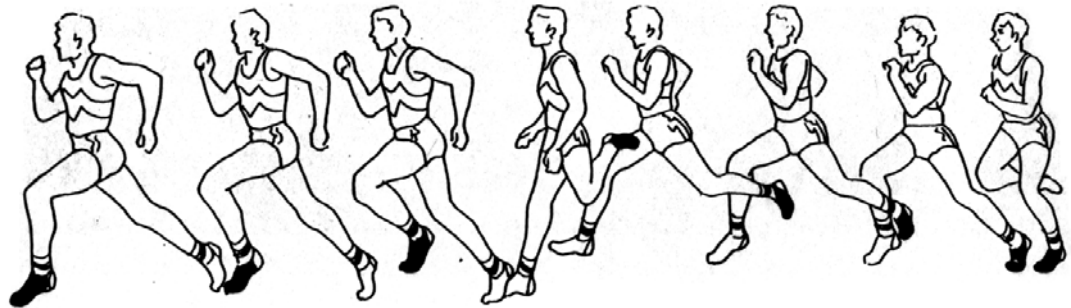
## Sprinting technique

a) **head carriage**

- head in alignment with the trunk
- eyes looking forward

b) **posture**

- in acceleration phase a pronounced lean forward
- trunk fairly upright with a slight lean forward
- driving leg is behind the body
- shoulders square to direction



Roscoe (1996) pg. 25

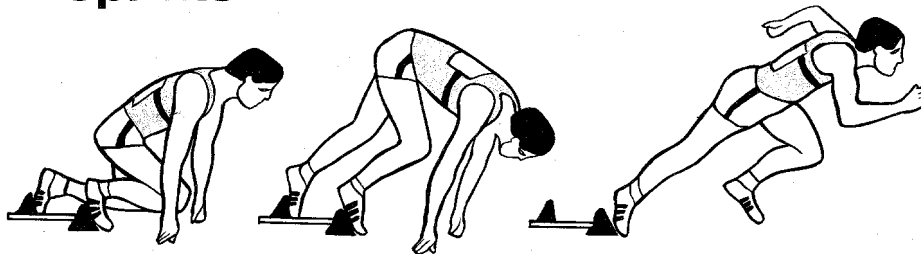
c) **arm action**

- harmony with legs
- arms open out at elbows during backward sweep
- relaxed wrists and hands
- flexed elbows lifts high at rear
- elbows brush vest in moving forward and backwards

d) **leg action**

- active rear leg to strike and push the ground from under to behind the athlete
- the pushing drive comes with the vigorous extension of the hip, knee and ankle joint of one leg
- speedy and forceful pull through and high pick up of the recovery leg
- feet pointing straight forward
- up on toes in driving phase

## Sprints



ON YOUR MARKS

SET

GUN

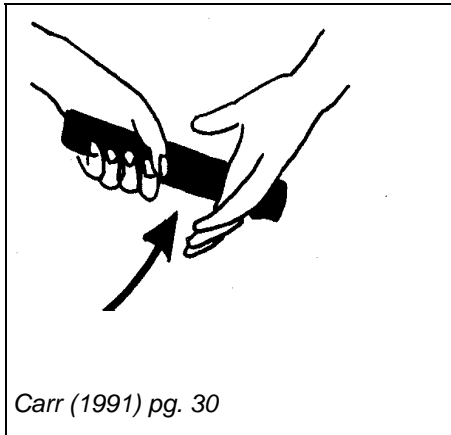
IAAF (1990)



## Relay Baton Exchange

There are two fundamental exchange techniques  
**Upsweep** also known as **Up-pass**  
**Downsweep** also known as **Down-pass**

### Upsweep



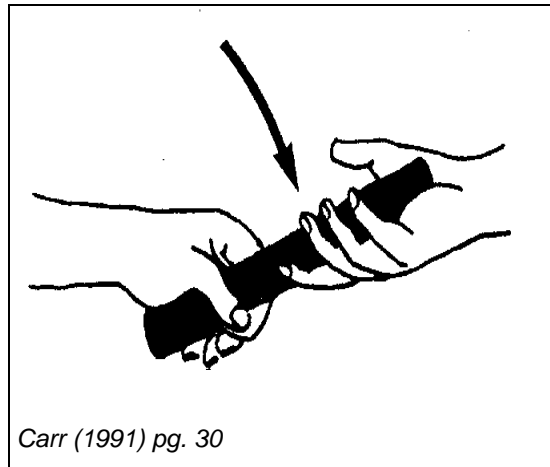
The upsweep technique:

- the incoming runner sweeps the baton upwards to place it in the opposite hand of the outgoing runner
- outgoing runner stretches arm back with hand steady
- outgoing runner keeps palm of hand facing down
- thumb and rest of fingers form an inverted V
- incoming runner places the baton firmly into the inverted V
- use as little of the baton as possible (i.e. hands close together)
- runners on opposite sides of the lane

### Downsweep

The downsweep technique:

- incoming runner sweeps the baton downwards to place it in the opposite hand of the outgoing runner
- outgoing runner stretches arm back with hand steady
- outgoing runner keeps palm of hand facing upwards
- thumb and rest of the fingers form a V
- incoming runner places the baton firmly into the palm and V
- runners on opposite sides of the lane



### Advantages and disadvantages of baton exchanges

The downsweep has the potential to be quicker since it permits about a metre of 'free distance between each athlete.

The upsweep is safer because it is easier to put together a change even if the incoming runner gets ahead of the outgoing runner. One disadvantage of the up-pass is that it requires the 4 runners to grasp a quarter of the baton each, and because the baton is only 30cm long, the technique demands each passer to get close enough to the receiver to be able to press the back of the hand against the palm of the receiver's hand as the exchange is made. Failure to do so will result in

the receiver taking hold of the wrong quarter and batons are often dropped in such circumstance.

**The change-over zone /box and the acceleration zone / box**

The baton is passed from one sprinter to another within a 20m long change-over zone/box dividing each 100m section of the race. Ahead of each changeover zone there is a 10m long acceleration zone. The outgoing runner can start gaining speed in the acceleration zone while the incoming runner is running at top speed. However the baton must be exchanged in the change-over zone.

## The sprints

---

### *200M: Technique 200 m start*

The starts are staggered so that the distance to the finish is the same for each competitor. On a standard track, lane 2's starting line is 3.51 m in advance of that of lane 1 and subsequent start lines are 3.83m in advance of each inside adjacent one.

The fact that the start takes place on a curve establishes two starting principles:

1. *starting blocks are positioned to the outside of the lane, facing at a tangent to the visible crown of the left-hand lane line*
2. *the left hand is placed some 5cm behind the start line to prevent the shoulder axis from being skewed in relation to the spine's axis*

### **Planning a 200m race**

The first 100m should be run in .2 to .4 seconds slower than the sprinters' best 100m.

Around the curve the athlete will lean slightly inwards. It is advantageous to run close to the left-hand lane line (except in the inner lanes of a track having very tight bends), however it must not be forgotten that to run on or beyond that line risks disqualification.

When the bend joins the straight top speed would be reached. The sprinter needs to risk running close to the left-hand lane line without crossing or stepping on it.

1. *reach full speed for the first 40m -50m*
  2. *maintains a fast pace for the next 120m -100m and*
  3. *run the next 40m - 50 m efficiently minimising deceleration*
- 

### *400 M*

The 400m race lasts for one complete lap of the 400 metre track. The event begins at the finish line and because the two bends are used, the staggered start necessary from lane two onwards are quite considerable: 7.04m in advance of lane 1, and then 7.67 m in advance of the adjacent inside lane thereafter.

### **Planning a 400 M race.**

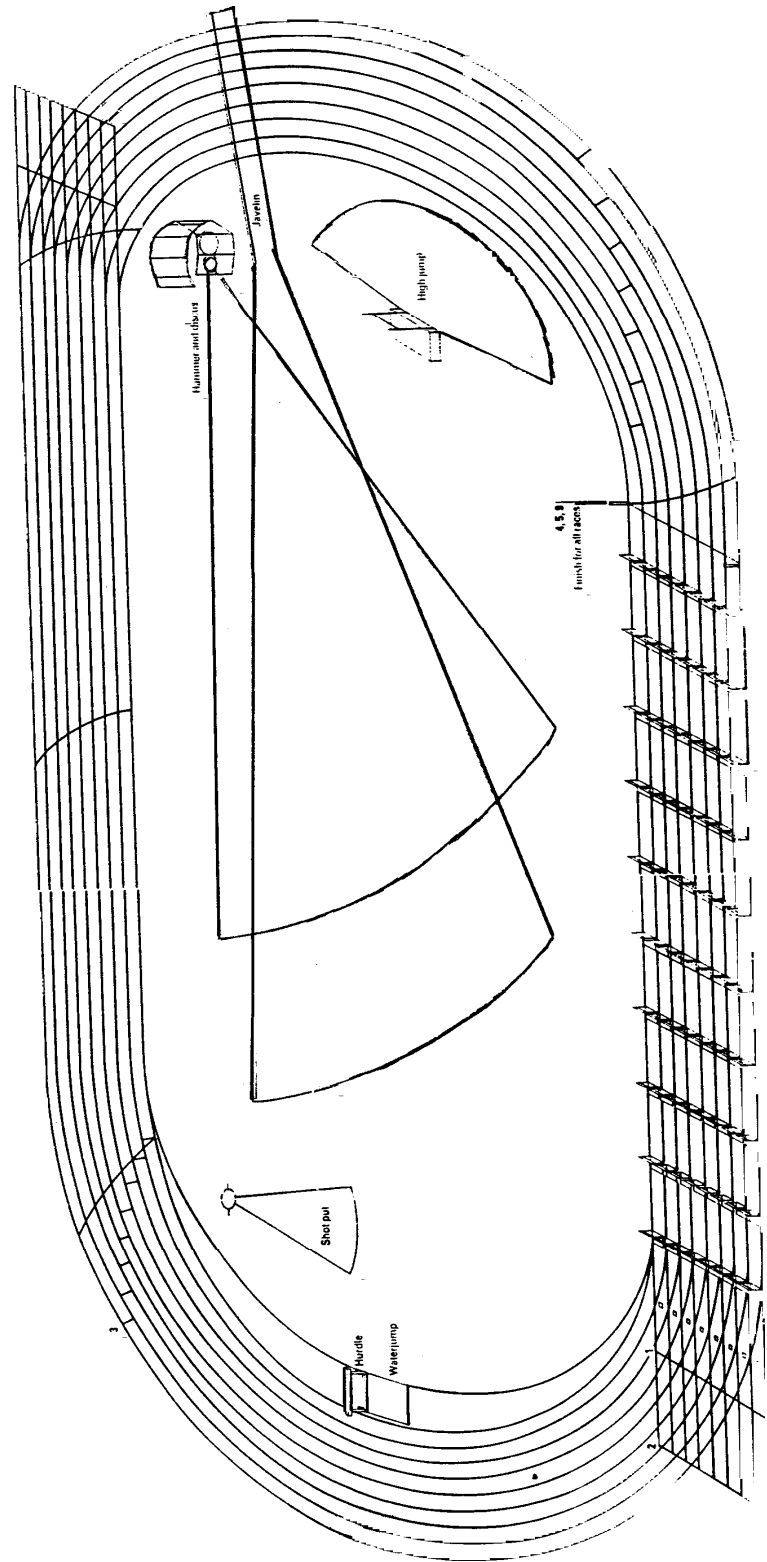
The starting technique for the 200m and the 400m follows the same principles of a bend start. Full speed need to be attained once entering the distance of 200m from the start of the race. The middle of the race should be given over to running at the target pace with a long, controlled stride. This pace should be sustained into the second bend but more effort will be needed to maintain a controlled stride against the 'tying up' effect of increasing fatigue. Speed decreases slightly towards the end of the race

# The standard 400 meter track

The Diagram Group (1990) pg. 10-11

## Starts

1. 100m and 100m hurdles
2. 110m hurdles
3. 200m
4. 400 m
5. 800m
6. 1500m
7. 3000m steeplechase
8. 3000m and 5000m
9. 10.000m

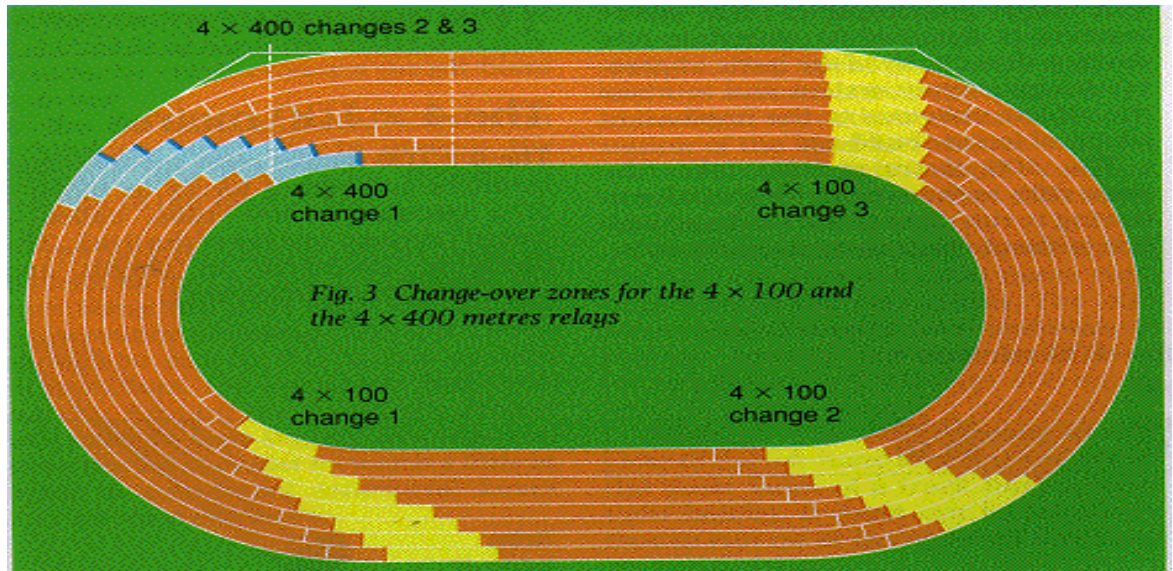


## Relays

There are four Olympic relay events: men's and women's 4x100m, and men's and women's 4x400m. The 4x100meters relay race involves four sprinters combining forces to move a 50g baton around one lap of the track. Each of the four members runs one stage of the race. In the 4x400meter relay race each sprinter runs one lap of the track. The length of the baton is 28-30cm in length and 12-13cm in circumference

### The race

A baton is carried in the hand and transferred in the change-over zone [box] from one runner to the next.



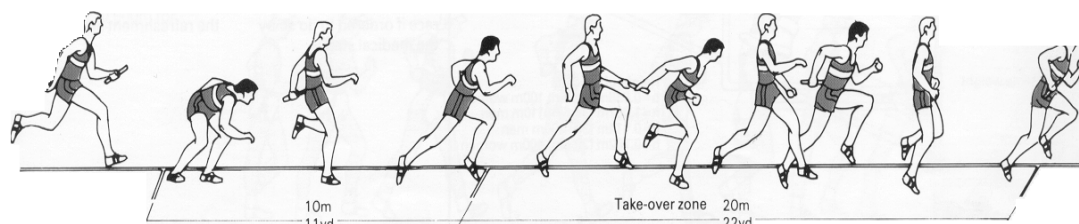
BAF (1994) pg. 16

In the 4x100m race runners run in lane and the baton is carried for **106m; 100m; 100m; 94m** when the baton is exchanged in the front third of the change-over zone. Each runner runs 106m; 126; 126; and 120m since they run alongside each other for part of the time through the change-over zone.

The 4x400m race is run in lanes for the first 500m. The first change-over is in advance of that of subsequent ones and there is no acceleration zone.

### Change-over

The change-over zones [box] are marked with yellow lines on synthetic tracks. These are preceded with a 10m acceleration zone.



The Diagram Group (1990) pg. 13

- incoming runner continues running flat out until after the baton has been passed on
- the incoming runner calls 'hand' or 'stick' when close enough to exchange the baton
- the outgoing runner presents a steady hand on the call and waits until the baton is felt in hand
- the incoming runner places the baton firmly into the receiver's hand

### **Disqualification in a relay**

- exchange outside the changeover box
- run outside the allotted lane
- impeding other runners
- baton, if dropped not collected by the runner who dropped it
- baton thrown from runner to runner

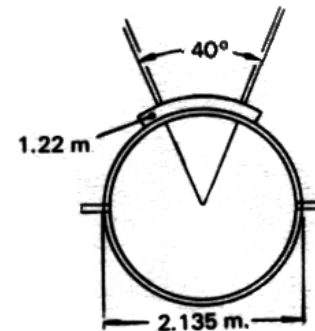
### **Visual exchange for the 4x400m relay:**

- the baton is passed from the right to the left hand and must be transferred to the right hand again immediately after clearing the take-over zone
- the out-going runner always waits for the baton on the right hand side of the lane and receives the baton in the left hand to prevent collision
- when the runner runs out, it is in the left side of the lane that one must run.
- runners 3 and 4 take their position at the beginning of the change-over zone according to the position in which the incoming runner is holding e.g.: second from the kerb if positioned second and so on. In practice last minute changes of running position occurs.

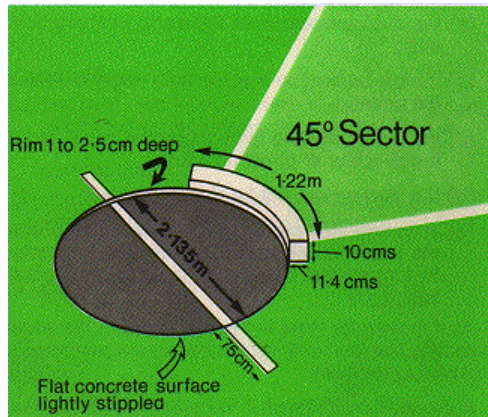
# The shot put

## Safety measures

1. equipment/throwing area is in a good state of repair
2. correct size/ weights are used
3. throw/collect/carry when told to do so
4. spectators and competitors keep well away from field of throw
5. safety cages are used where possible
6. using warning signal
7. weather conditions
8. safe storage



IAAF (1990)

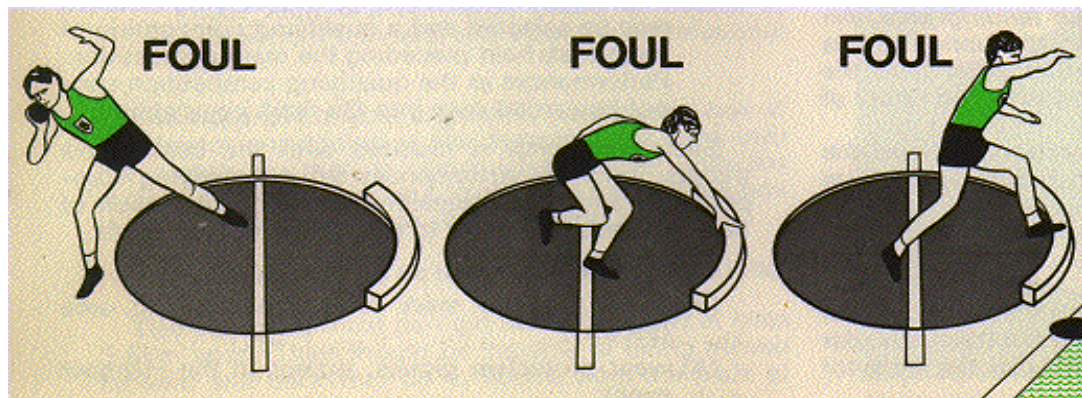


Johnson (1984) pg. 24

Note change in rules: Sector should be 40 °

## Foul throw

- a) the thrower having stepped into the circle and started the throw touches with any part of the body the outside of the circle or the top of the stopboard
- b) thrower leaves the circle before the implement lands
- c) the thrower fails to leave the circle from
  - a standing position
  - the rear of the circle
- d) the implement lands on or outside the lines marking the throwing sector
- e) thrower uses both hands for the put
- f) shot is taken behind the line of the shoulders during the put (away from the jaw/neck)



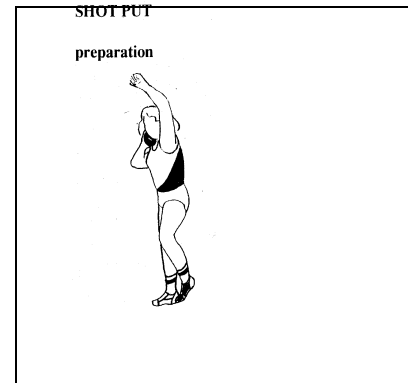
Johnson (1984) pg. 22

# Shot put technique: Common Faults

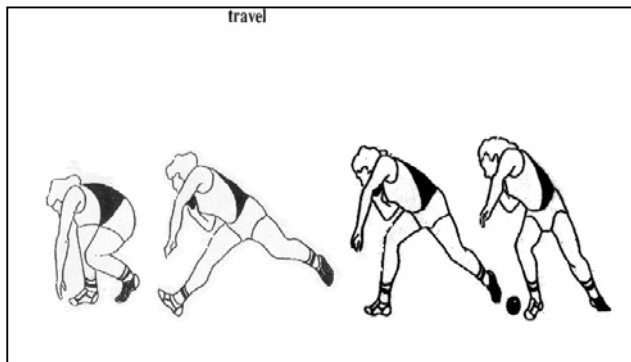
Roscoe (1996) pg. 53-54

## a) Initial stance, grip and preparation

- adoption of bent over too soon
- left arm held by side instead of overhead
- shot held on fingers instead of palm
- only 2/3 fingers behind the shot instead of 4
- wrist/hand at side of shot instead of behind
- elbow dropped by side of body instead of away



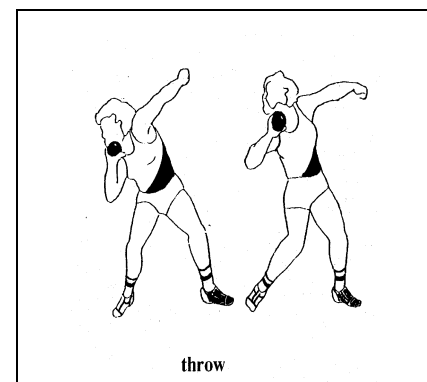
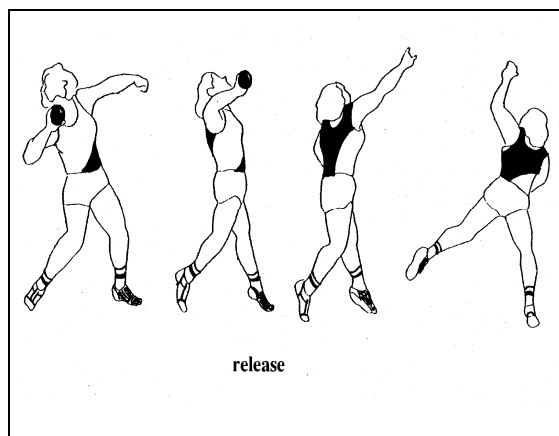
## b) Travel and trunk position



- trunk upright instead of parallel to the ground
- poorly co-ordinated backward hop (china and left hand to be kept low during backward hop)
- trunk becomes upright during the shot
- left arm moves in the direction of the throw too soon in anticipation of the throw

## c) Throwing action

- legs - hips not driven forward enough to face front
- arm- strike too early before hips and shoulders have been driven to face the front



## d) Release

- shoulders /hips not driven far enough to front
- shoulders driven to far-left shoulder collapse



## **Handouts and classwork sheets of ETU-3: Athletics**

### **Physical Education coursework: Athletics**

#### **A3: Athletics Experimental Teaching Unit 3 (class-based sessions and handouts)**

##### **A3- Session 1**

*Handouts + worksheet:*

- Block placement for a start, and the finish
- Sprinting technique

##### **A3- Session 2**

*Handouts + worksheet:*

- Relay baton exchange
- Relays

##### **A3- Session 3**

*Handouts + worksheet:*

- The sprints
- The standard 400m track

##### **A3- Session 4**

*Handouts + worksheet:*

- The shot put
- Shot put technique: Common faults

## Block placement for a start, and the finish

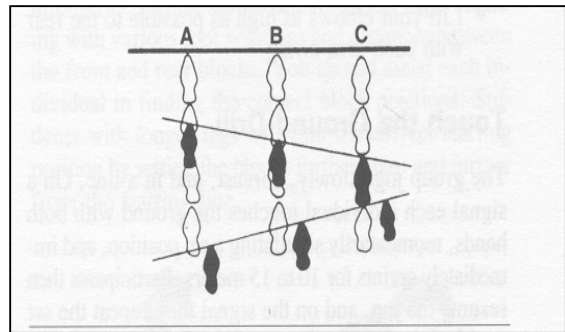
Sprinters use 3 basic block positions which vary in the distance between the front and rear block and also in the distance the blocks are placed from the line.

The three positions are:

- D. Elongated
- E. Medium
- F. Bunch / bullet

The Medium start

- The front foot is placed 35-45cm behind the start line.
- The rear foot is placed 35-45cm behind the front foot.



Carr (1991) pg. 21

### Body position: “on your marks” “set”

#### On Your marks

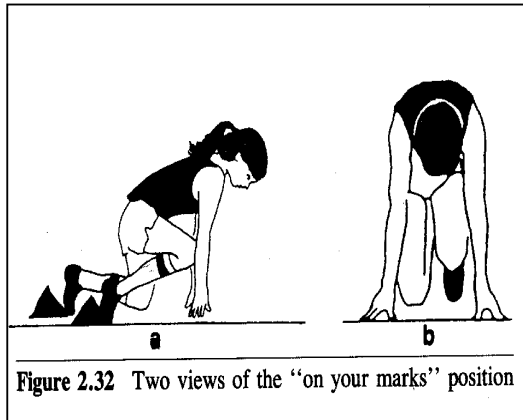


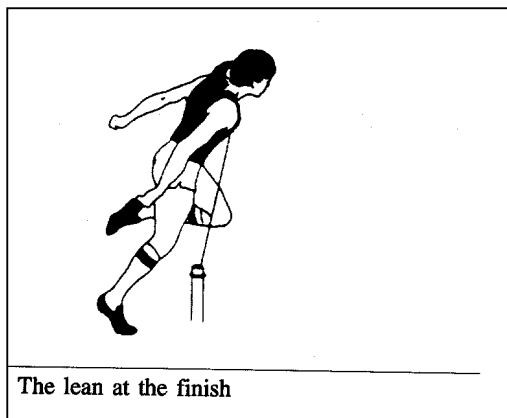
Figure 2.32 Two views of the “on your marks” position

- Arms shoulder width apart and vertical
- Hands to the rear (back) of the starting line
- The thumb and the fingers form a V behind the line
- Place the strong leg on the front block
- Have the rear left thigh vertical with the knee touching the ground
- Place the front foot in line with the knee of the rear leg
- look half a meter in front

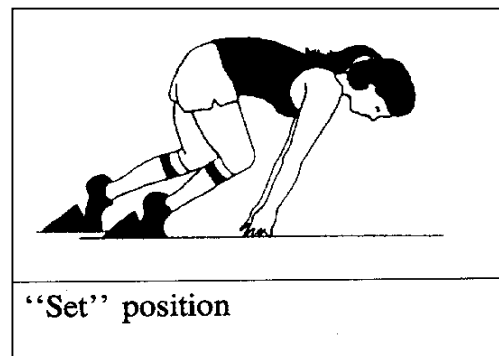
Carr (1991) pg. 21

#### Set

- Adopt a lean forward position by lifting the hips up and forward



The lean at the finish



“Set” position

Carr (1991) pg. 21

#### Finish

The officials stop their watches when the sprinter’s chest (torso) crosses the finish line. Immediately prior the finish, the sprinter will lean forward on drive the chest at the tape.

Carr (1991) pg. 10

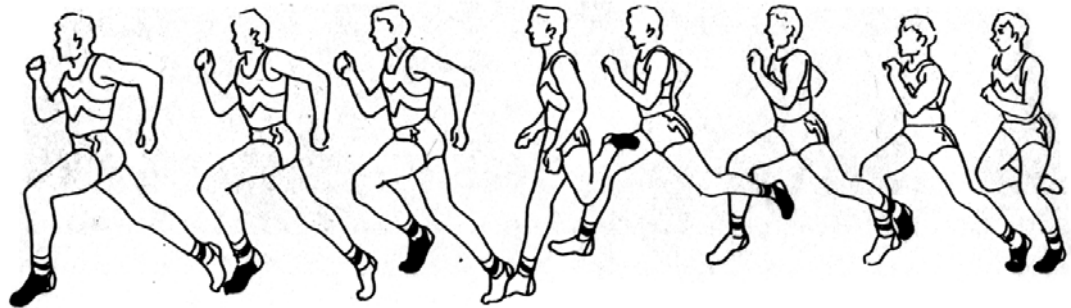
## Sprinting technique

e) **head carriage**

- head in alignment with the trunk
- eyes looking forward

f) **posture**

- in acceleration phase a pronounced lean forward
- trunk fairly upright with a slight lean forward
- driving leg is behind the body
- shoulders square to direction



Roscoe (1996) pg. 25

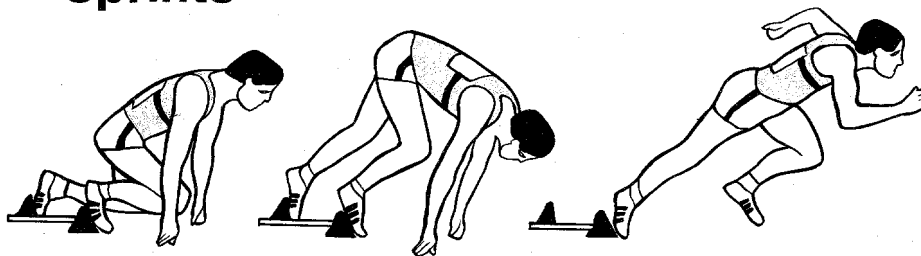
g) **arm action**

- harmony with legs
- arms open out at elbows during backward sweep
- relaxed wrists and hands
- flexed elbows lifts high at rear
- elbows brush vest in moving forward and backwards

h) **leg action**

- active rear leg to strike and push the ground from under to behind the athlete
- the pushing drive comes with the vigorous extension of the hip, knee and ankle joint of one leg
- speedy and forceful pull through and high pick up of the recovery leg
- feet pointing straight forward
- up on toes in driving phase

## Sprints



ON YOUR MARKS

SET

GUN

IAAF (1990)

# Worksheet

## Sprinting technique

1. For each of the four phases listed below, state two points of ideal sprinting technique.

a) head carriage

- i) \_\_\_\_\_
- ii) \_\_\_\_\_

b) posture

- i) \_\_\_\_\_
- ii) \_\_\_\_\_

c) arm action

- i) \_\_\_\_\_  
\_\_\_\_\_
- ii) \_\_\_\_\_  
\_\_\_\_\_

d) leg action

- i) \_\_\_\_\_  
\_\_\_\_\_
- ii) \_\_\_\_\_  
\_\_\_\_\_



AEB (1996) Q6

## Blocks' start

1. State, in order, the commands given by the starter before the gun in a sprint race .

\_\_\_\_\_  
\_\_\_\_\_

LEAG (1991) Q C14a

## The finish

1. Why can dipping at the finish of a sprint help to win a race?

\_\_\_\_\_  
\_\_\_\_\_

LEAG (1995) C14a

2. How is the winner of a race determined?
- a) the runner who first reaches the finish line with any part of the torso (human trunk)
  - b) the runner whose foot first touches the finish line
  - c) the runner whose arm first reaches the finish line
  - d) the runner whose chest first reaches the finish line
- Walker (1987) Q93*
3. A runner collapses at the finish line. Under which condition is the runner considered a finisher?
- a) the upper part of the body crossed the line
  - b) any part of the body crossed the line
  - c) at least three quarters of the body crossed the line
  - d) the entire body crossed the line
- Walker (1987) Q308*
4. A runner approaching the finish line looks back over the right shoulder to see how near the opponent is. Is this a good procedure and why?
- a) yes, it allows the head runner to adjust the finish kick if the opponent is near
  - b) yes, it allows the lead runner to see the location of the opposing runners
  - c) no, the lead runner may trip and fall
  - d) no, the lead runner loses time and cuts speed when running
- Walker (1997) Q82*

**Planning a 100m race**

1. Suggest a good race plan for a 100m race. Give details with reference to the following phases:

a) start

---

---

b) first 45-60 metres

---

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c) last 40 metres

---

---

d) finish

---

---

*adopted from BAF (1994) pg. 10*

**Disqualification**

1. State what is meant by a false start.

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2. After how many false starts would a 100m sprinter be disqualified

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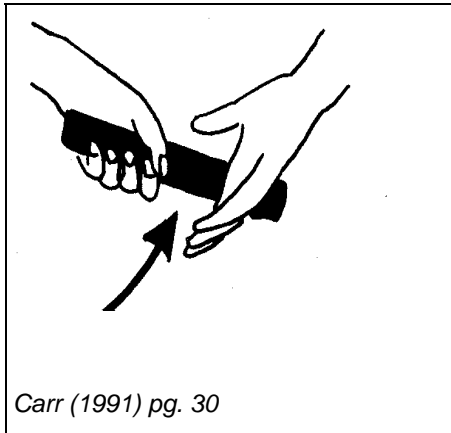
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*LEAG (1996) Q C14 bi, bii*

## Relay Baton Exchange

There are two fundamental exchange techniques  
**Upsweep** also known as **Up-pass**  
**Downsweep** also known as **Down-pass**

### Upsweep



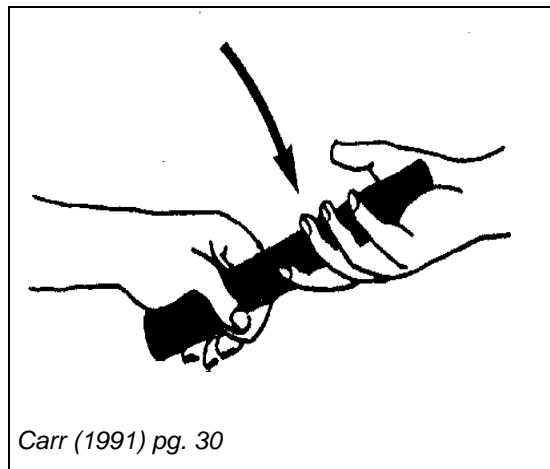
The upsweep technique:

- the incoming runner sweeps the baton upwards to place it in the opposite hand of the outgoing runner
- outgoing runner stretches arm back with hand steady
- outgoing runner keeps palm of hand facing down
- thumb and rest of fingers form an inverted V
- incoming runner places the baton firmly into the inverted V
- use as little of the baton as possible (i.e. hands close together)
- runners on opposite sides of the lane

### Downsweep

The downsweep technique:

- incoming runner sweeps the baton downwards to place it in the opposite hand of the outgoing runner
- outgoing runner stretches arm back with hand steady
- outgoing runner keeps palm of hand facing upwards
- thumb and rest of the fingers form a V
- incoming runner places the baton firmly into the palm and V
- runners on opposite sides of the lane



### Advantages and disadvantages of baton exchanges

The downsweep has the potential to be quicker since it permits about a metre of 'free distance between each athlete.

The upsweep is safer because it is easier to put together a change even if the incoming runner gets ahead of the outgoing runner. One disadvantage of the up-pass is that it requires the 4 runners to grasp a quarter of the baton each, and because the baton is only 30cm long, the technique demands each passer to get close enough to the receiver to be able to press the back of the hand against the palm of the receiver's hand as the exchange is made. Failure to do so will result in

the receiver taking hold of the wrong quarter and batons are often dropped in such circumstance.

**The change-over zone /box and the acceleration zone / box**

The baton is passed from one sprinter to another within a 20m long change-over zone/box dividing each 100m section of the race. Ahead of each changeover zone there is a 10m long acceleration zone. The outgoing runner can start gaining speed in the acceleration zone while the incoming runner is running at top speed. However the baton must be exchanged in the change-over zone.

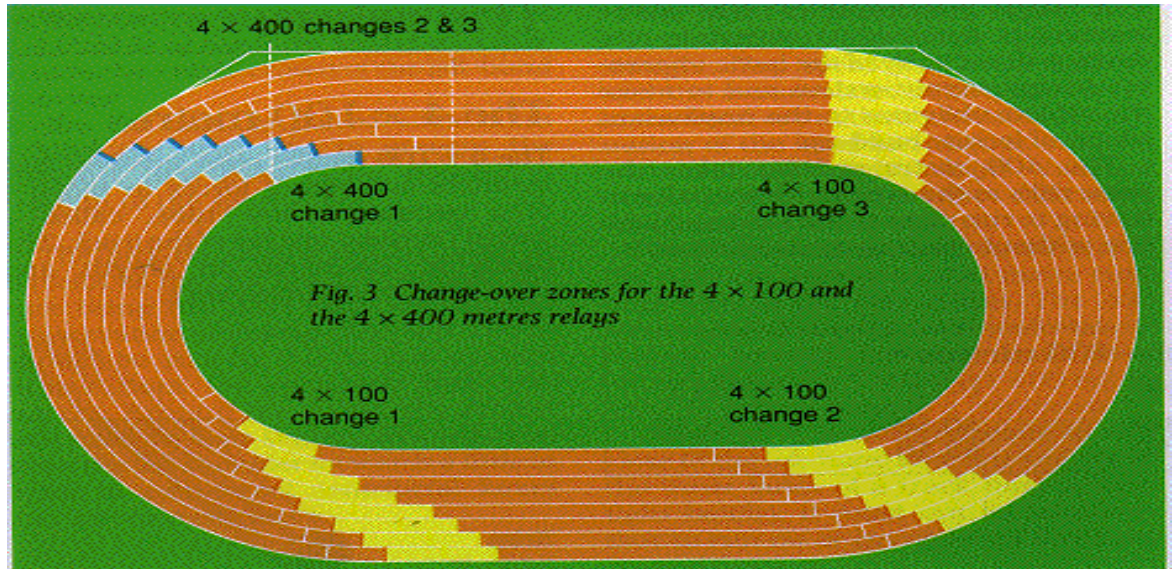


## Relays

There are four Olympic relay events: men's and women's 4x100m, and men's and women's 4x400m. The 4x100meters relay race involves four sprinters combining forces to move a 50g baton around one lap of the track. Each of the four members runs one stage of the race. In the 4x400meter relay race each sprinter runs one lap of the track. The length of the baton is 28-30cm in length and 12-13cm in circumference

### The race

A baton is carried in the hand and transferred in the change-over zone [box] from one runner to the next.



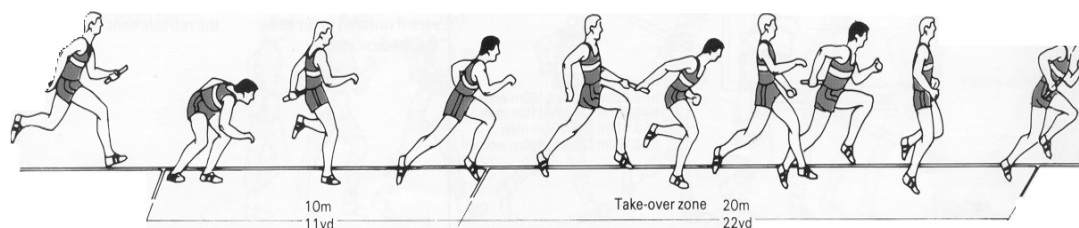
BAF (1994) pg. 16

In the 4x100m race runners run in lane and the baton is carried for **106m; 100m; 100m; 94m** when the baton is exchanged in the front third of the change-over zone. Each runner runs 106m; 126; 126; and 120m since they run alongside each other for part of the time through the change-over zone.

The 4x400m race is run in lanes for the first 500m. The first change-over is in advance of that of subsequent ones and there is no acceleration zone.

### Change-over

The change-over zones [box] are marked with yellow lines on synthetic tracks. These are preceded with a 10m acceleration zone.



The Diagram Group (1990) pg. 13

- incoming runner continues running flat out until after the baton has been passed on
- the incoming runner calls 'hand' or 'stick' when close enough to exchange the baton
- the outgoing runner presents a steady hand on the call and waits until the baton is felt in hand
- the incoming runner places the baton firmly into the receiver's hand

### **Disqualification in a relay**

- exchange outside the changeover box
- run outside the allotted lane
- impeding other runners
- baton, if dropped not collected by the runner who dropped it
- baton thrown from runner to runner

### **Visual exchange for the 4x400m relay:**

- the baton is passed from the right to the left hand and must be transferred to the right hand again immediately after clearing the take-over zone
- the out-going runner always waits for the baton on the right hand side of the lane and receives the baton in the left hand to prevent collision
- when the runner runs out, it is in the left side of the lane that one must run.
- runners 3 and 4 take their position at the beginning of the change-over zone according to the position in which the incoming runner is holding e.g.: second from the kerb if positioned second and so on. In practice last minute changes of running position occurs.

# Worksheet

1. Give the names of the methods of baton exchange.

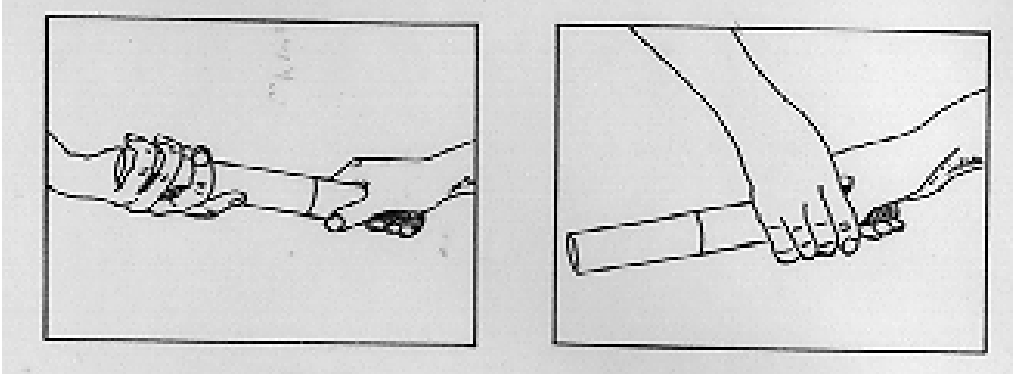


Figure 1

Figure 2

a) Figure 1 \_\_\_\_\_

b) Figure 2 \_\_\_\_\_  
 LEAG (1991) C14 ei

2. State three points of good technique for each of these methods

a) Figure 1  
 i) \_\_\_\_\_  
 ii) \_\_\_\_\_  
 iii) \_\_\_\_\_

b) Figure 2  
 i) \_\_\_\_\_  
 ii) \_\_\_\_\_  
 iii) \_\_\_\_\_

LEAG (1993) C14 d (modified)

3. In a relay race, what use should be made of the ten meters before the change over box?  
 \_\_\_\_\_  
 \_\_\_\_\_

LEAG (1995) C14 ci

4. Mention three reasons why a team would be disqualified during a baton exchange in a 4x100m relay race

a) \_\_\_\_\_  
 b) \_\_\_\_\_  
 c) \_\_\_\_\_

LEAG (1994) C14a

5. A left-to-right exchange is about to be made. On which side of the lane should the receiver start running to leave room for both runners on the lane?

a) on the right side  
 b) on the left side  
 c) runners should decide beforehand  
 d) start running in the middle and then quickly shift to the right side

Walker (1987) Q160

## The sprints

---

### *200M: Technique 200 m start*

The starts are staggered so that the distance to the finish is the same for each competitor. On a standard track, lane 2's starting line is 3.51 m in advance of that of lane 1 and subsequent start lines are 3.83m in advance of each inside adjacent one.

The fact that the start takes place on a curve establishes two starting principles:

1. *starting blocks are positioned to the outside of the lane, facing at a tangent to the visible crown of the left-hand lane line*
2. *the left hand is placed some 5cm behind the start line to prevent the shoulder axis from being skewed in relation to the spine's axis*

### **Planning a 200m race**

The first 100m should be run in .2 to .4 seconds slower than the sprinters' best 100m.

Around the curve the athlete will lean slightly inwards. It is advantageous to run close to the left-hand lane line (except in the inner lanes of a track having very tight bends), however it must not be forgotten that to run on or beyond that line risks disqualification.

When the bend joins the straight top speed would be reached. The sprinter needs to risk running close to the left-hand lane line without crossing or stepping on it.

1. *reach full speed for the first 40m -50m*
  2. *maintains a fast pace for the next 120m -100m and*
  3. *run the next 40m - 50 m efficiently minimising deceleration*
- 

### *400 M*

The 400m race lasts for one complete lap of the 400 metre track. The event begins at the finish line and because the two bends are used, the staggered start necessary from lane two onwards are quite considerable: 7.04m in advance of lane 1, and then 7.67 m in advance of the adjacent inside lane thereafter.

### **Planning a 400 M race.**

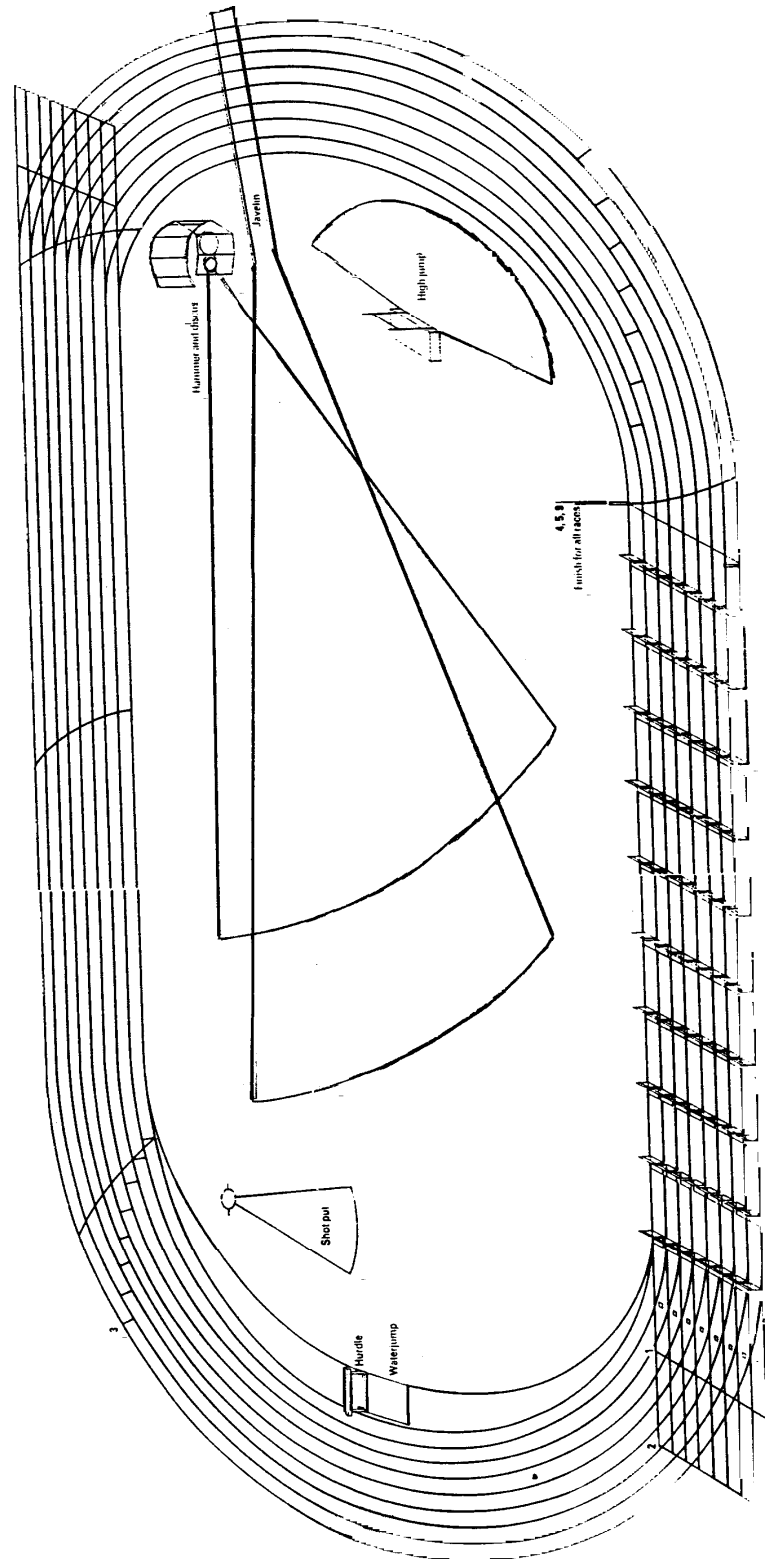
The starting technique for the 200m and the 400m follows the same principles of a bend start. Full speed need to be attained once entering the distance of 200m from the start of the race. The middle of the race should be given over to running at the target pace with a long, controlled stride. This pace should be sustained into the second bend but more effort will be needed to maintain a controlled stride against the 'tying up' effect of increasing fatigue. Speed decreases slightly towards the end of the race

# The standard 400 meter track

The Diagram Group (1990) pg. 10-11

## Starts

1. 100m and 100m hurdles
2. 110m hurdles
3. 200m
4. 400 m
5. 800m
6. 1500m
7. 3000m steeplechase
8. 3000m and 5000m
9. 10.000m



## Worksheet

1. Name three differences between the 200M and the 400M sprints
- a) \_\_\_\_\_
  - b) \_\_\_\_\_
  - c) \_\_\_\_\_

2. In the 200m an athlete has the problem of starting the race on the bend. State one tactic the sprinter may use to run the bend in the easiest and most effective way.

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*LEAG (1993) C14 cii*

3. What is a good race plan for a 200M race? [*refer to the acceleration, development and finish*].

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*Walker (1987) Q84 modified*

4. State, in order, the commands given by the starter before the gun in a sprint race. [*100M, 200M and 400m*]

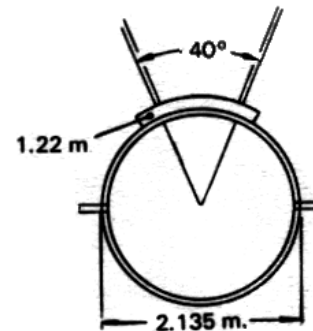
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*LEAG (1991) C 14 a*

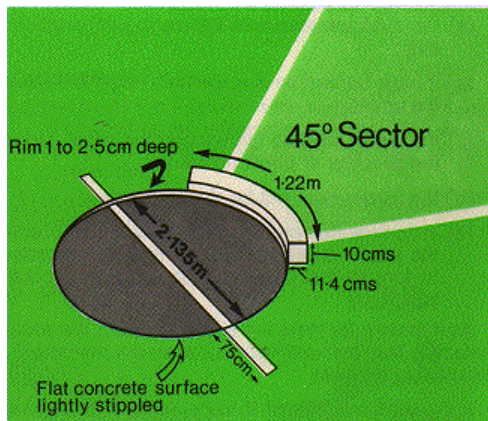
# The shot put

## Safety measures

1. equipment/throwing area is in a good state of repair
2. correct size/ weights are used
3. throw/collect/carry when told to do so
4. spectators and competitors keep well away from field of throw
5. safety cages are used where possible
6. using warning signal
7. weather conditions
8. safe storage



IAAF (1990)

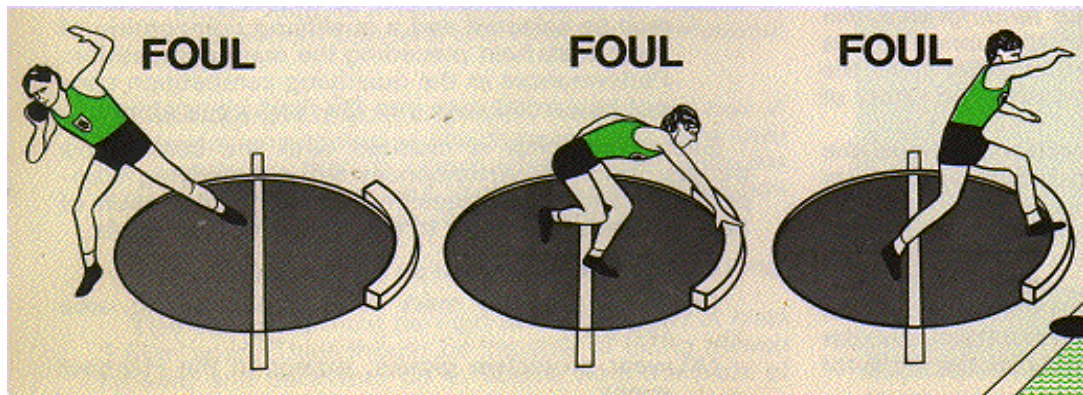


Johnson (1984) pg. 24

Note change in rules: Sector should be 40 °

## Foul throw

- a) the thrower having stepped into the circle and started the throw touches with any part of the body the outside of the circle or the top of the stopboard
- b) thrower leaves the circle before the implement lands
- c) the thrower fails to leave the circle from
  - a standing position
  - the rear of the circle
- d) the implement lands on or outside the lines marking the throwing sector
- e) thrower uses both hands for the put
- f) shot is taken behind the line of the shoulders during the put (away from the jaw/neck)



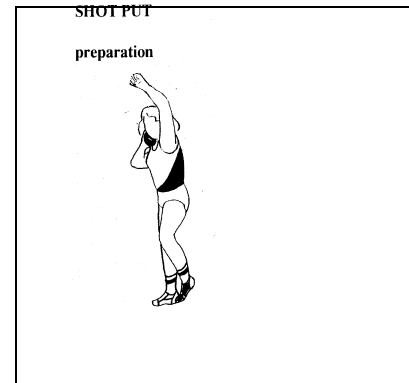
Johnson (1984) pg. 22

## Shot put technique: Common Faults

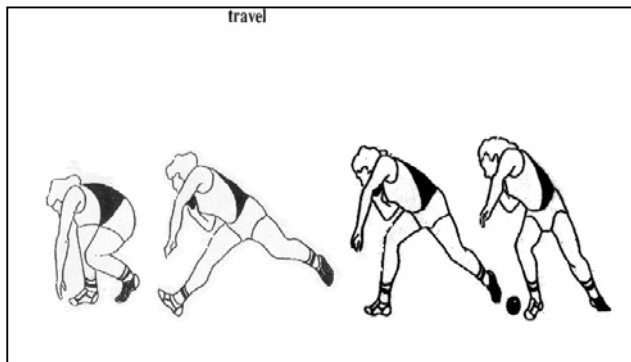
Roscoe (1996) pg. 53-54

### a) Initial stance, grip and preparation

- adoption of bent over too soon
- left arm held by side instead of overhead
- shot held on fingers instead of palm
- only 2/3 fingers behind the shot instead of 4
- wrist/hand at side of shot instead of behind
- elbow dropped by side of body instead of away



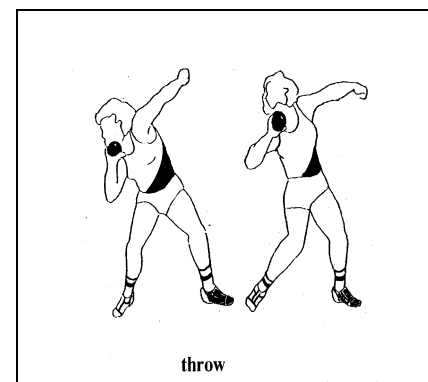
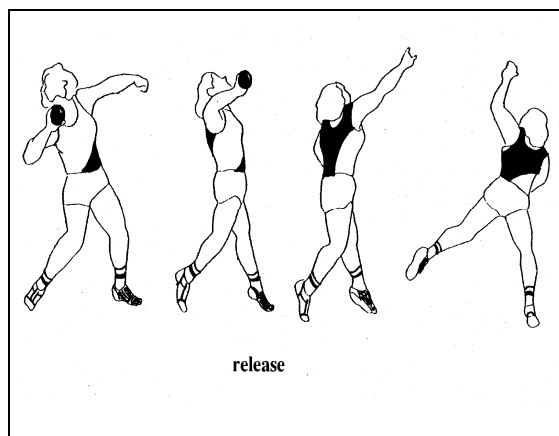
### b) Travel and trunk position



- trunk upright instead of parallel to the ground
- poorly co-ordinated backward hop (china and left hand to be kept low during backward hop)
- trunk becomes upright during the shot
- left arm moves in the direction of the throw too soon in anticipation of the throw

### c) Throwing action

- legs - hips not driven forward enough to face front
- arm- strike too early before hips and shoulders have been driven to face the front

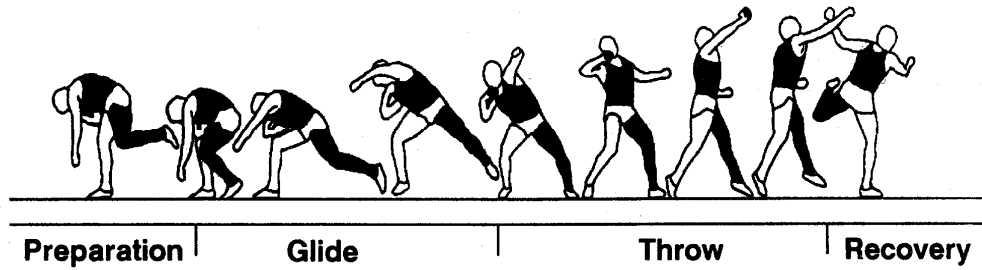


### d) Release

- shoulders /hips not driven far enough to front
- shoulders driven to far-left shoulder collapse



# Worksheet



**Note:**  
- The shot put technique comprises the phases: preparation, glide, throw and recovery.

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1. Identify two common faults for each of the following phases of the shot put
  - a) Preparation - Initial stance and grip
    - i) \_\_\_\_\_
    - ii) \_\_\_\_\_
  - b) Glide - travel and trunk position
    - i) \_\_\_\_\_
    - ii) \_\_\_\_\_

c) Throwing action

- i) \_\_\_\_\_  
\_\_\_\_\_
- ii) \_\_\_\_\_  
\_\_\_\_\_

d) Recovery - Release

- i) \_\_\_\_\_  
\_\_\_\_\_
- ii) \_\_\_\_\_  
\_\_\_\_\_

*AEB (1995) Athletics 7 (modified)*

2. List three infringements of the rules which would result in a foul throw

- a) \_\_\_\_\_
- b) \_\_\_\_\_
- c) \_\_\_\_\_

*LEAG (1993) C14 b*

3. Give three rules you would apply to throwing events to ensure the safety of both competitors and spectators?

- a) \_\_\_\_\_
- b) \_\_\_\_\_
- c) \_\_\_\_\_

*MIDLAND (1994) 5c*

4. In which events are the following used?

- a) The glide \_\_\_\_\_
- b) the visual downsweep \_\_\_\_\_
- c) the non visual upsweep \_\_\_\_\_
- d) the stop board \_\_\_\_\_

*LEAG (1993) C14 ei; LEAG (1994) C14 diii, div (modified)*

## Handouts of ETU-2: Netball

### Physical Education coursework: Netball

#### N2: Netball Experimental Teaching Unit 2 (practice-based sessions and handouts)

##### N2- Session 1

*Handouts:*

- The team on court and positions for start of play
- Centre Pass decision making

##### N2-Session 2

*Handout:*

- Playing areas

##### N2- Session 3

*Handout:*

- Passing: shoulder pass and chest pass

##### N2-Session 4

*Handouts:*

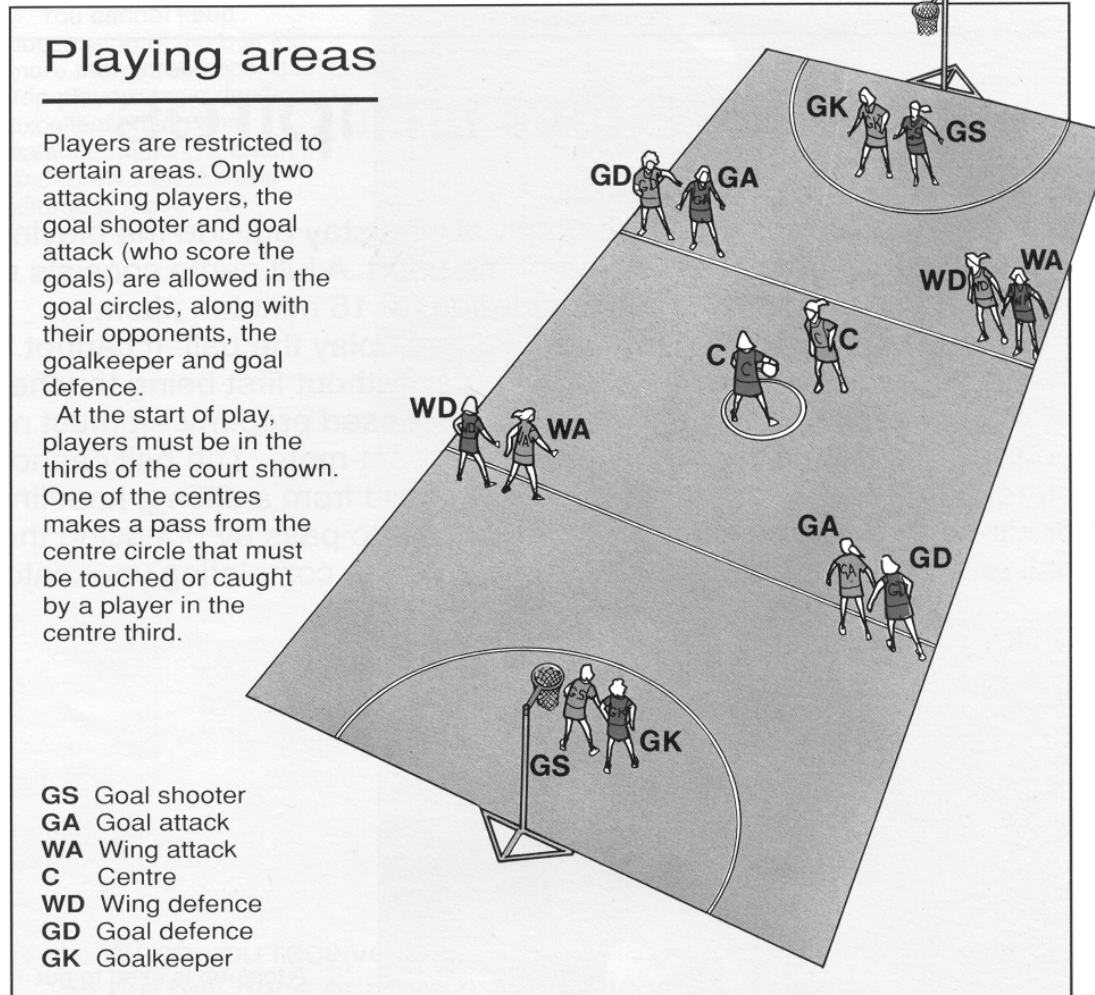
- Playing the ball
- Defending

##### N2-Session 5

*Handouts:*

- Attacking Systems
- WA positional play

## The team on court and positions for start of play



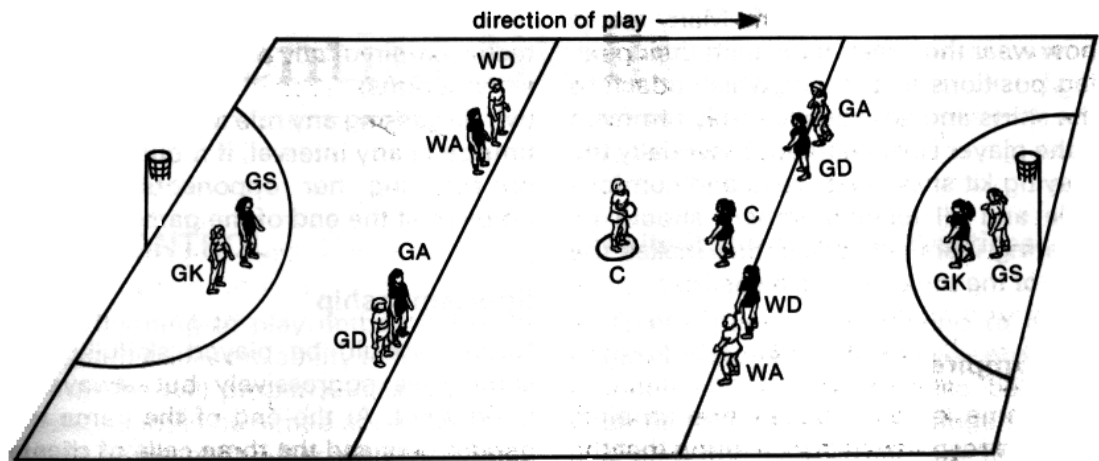
Lloyd and Jeffries (1993) pg. 7

## Centre Pass decision making

### Centre Passes

The ideal centre pass aims to transfer the ball forward, with as few passes as possible, from the centre to the goal shooter or goal attack within the circle, to create a shooting opportunity. Normally this will involve the main attacking players, the centre, the wing attack, the goal attack and the goal shooter. Again simple court linkage should be in evidence:

- (i) simple court linkage – C, WA, GA, GS;
- (ii) simple interchange – C, GA, WA, GS, or C, WA, GS, GA;
- (iii) use of a back-up player – C, WA, C, GA, GS.



**Fig 3** Start of play, white centre pass.

*Galsworthy (1996) pg. 9*

**Decision making**

It is worth looking at each player's vision and thinking when faced by opponents who are trying to make things as difficult as possible.

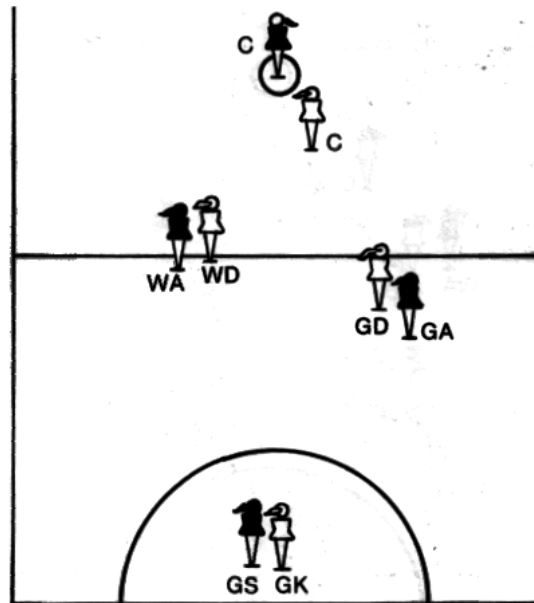


Fig 163 Situation 1.

Galsworthy (1996) pg. 91

**Centre**

'I will easily get the ball to the wing attack.'

'The goal attack looks well positioned to make the next pass.'

'There will be space to the left of the circle after the goal attack has made her move.'

'I will move slowly forward in case I am needed again and then I will aim to be available if required in the space to the left of the circle.'

**Goal Attack**

'My wing attack is in an ideal position to receive the centre pass.'

'I can afford to begin positioning to the available to move to make the second pass either to the centre or right of the circle.'

'My goal shooter is in a good position for a quick pass in.'

**Wing Attack**

'I am well positioned to take this centre pass.'

'My goal attack is favourably positioned to take the next pass.'

'If she doesn't make it, my centre is my back-up.'

'I will fill the space to the right or on the crown of the circle depending on where the goal attack takes the ball, so that I am available if I am needed again.'

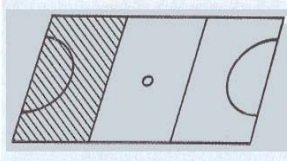
**Goal Shooter**

'The centre pass looks as if it will go to the wing attack.'

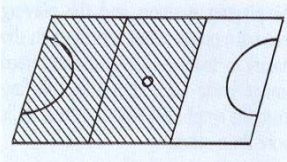
'It looks as if the ball will come in to the circle on my left side.'

'I will try to keep my opponent on the opposite side.'

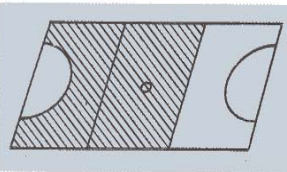
## Playing areas<sup>1</sup>



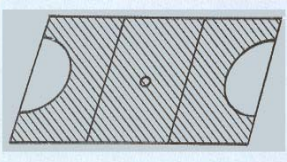
GS: the main job is to score goals. S/he uses less energy than some players, because s/he has a small area in which to move. This helps to retain the stamina to concentrate on shooting.



GA: the job is twofold: to score goals, and to contribute to the attacking play in the goal third in order to move the ball towards the circle. Occasionally s/he will contribute to the attack in the centre third.

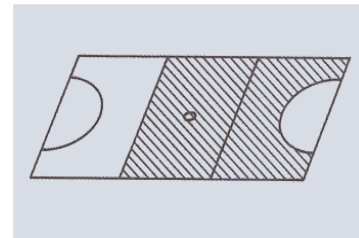


WA: the main job is to receive the ball in the attacking goal third in the best position from which to pass the ball into the circle. S/he will be ready to help in the centre third, but is expected to have the energy to dodge about many times in the goal third while working for that good position to pass into the circle.

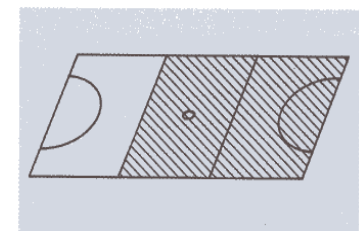


C: s/he has to contribute to the attack and defence in all areas of the court except the circles. S/he needs the most stamina but also good observation, because s/he has to make decisions about when to move to receive the ball and when to move out of the way to create space for someone in the team who is in a better position.

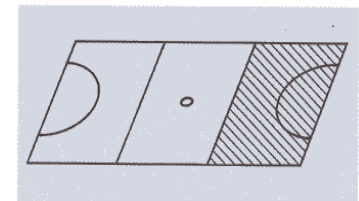
WD: his/her critical work is to defend the opposing WA. Because a good WA will have concentrated on mastering a variety of dodging moves and excellent passing to precise places, the WD must mark to block the WA's movement and defend the ball to upset the passing.



GD: his/her job is very similar to that of the WD, although s/he has the added area of the goal circle to cover. Because his/her opponent, the GA, will always want to make the final movement towards the goal, the GD must learn to read the opponent's intention in order to block the move. S/he needs the specialist skill of defending a shot for goal.



GK: s/he has to defend – and defend again and again – aiming to prevent the opponent receiving the ball; to defend the shot at goals as a second line of defence; to retrieve a missed shot under the post as the third line of defence; and to make a perfect pass out of the circle if s/he gets the ball.

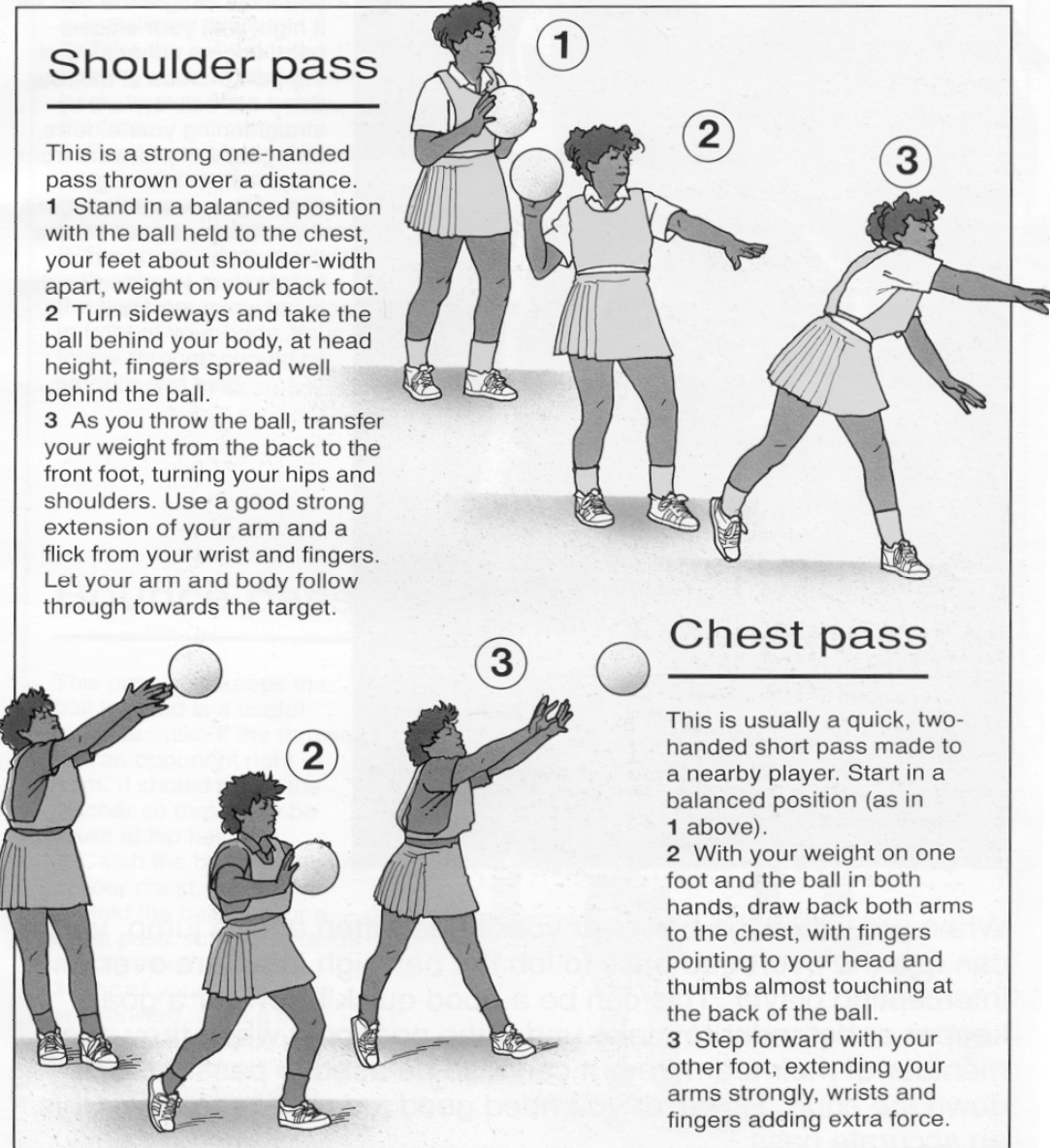


AENA (1994) pg. 6-7

<sup>1</sup> The text has been adapted for a co-educational class

## Passing: shoulder pass and chest pass

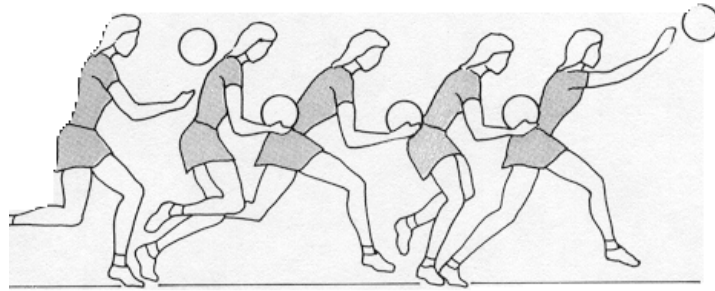
All passes have three main parts. The preparation stage, after your catch, where your weight is evenly distributed on your feet and the ball is moved into a throwing position. The release stage, when the ball is aimed and thrown in the chosen direction, using feet, body, arms and fingers and finally, the follow-through in the direction of the pass.



*Lloyd and Jeffries (1993) pg. 17*



## Playing the ball



*The Diagram Group (1990) pg. 129*

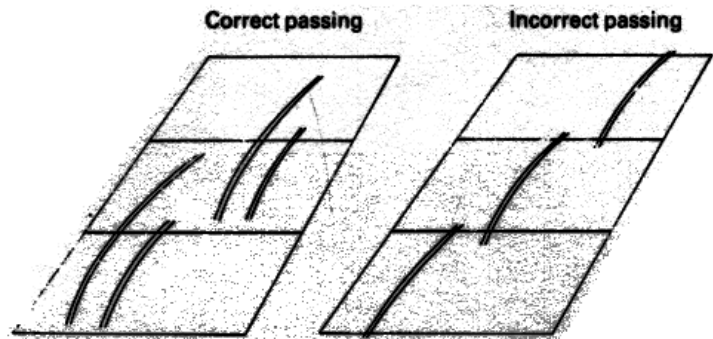
- Players may catch the ball in one or two hands or deflect / bat it to another player
- Having taken possession they may throw or bounce it or shoot (GA, GS) within 3 seconds
- Players may tip the ball more than once to gain possession and then catch it or direct it to another player
- Players may bat or bounce the ball once to gain possession
- Players may roll the ball to oneself to gain possession
- Lean on the ball to gain balance or prevent going offside
- The centre pass has to be received in the centre third
- A pass must cover a distance that allow a third player to move between the hands of the thrower and the receiver
- Jump and bat the ball going out of court, but neither the ball nor the player can make contact with the ground



*Players (GA, GS) may shoot within 3 seconds.  
Lloyd and Jeffries (1993) pg. 23*

### Players MAY NOT

- run with the ball
- roll the ball to another player
- throw the ball in the air and catch it again
- bounce it or drop it and pick it up again
- deliberately kick it
- grab the ball from an opponent
- punch the ball with a fist
- play the ball while kneeling, lying or seated on the ground
- throw a ball over a complete third of the court unless it is touched by a third player
- replay the ball after an unsuccessful shot at goal unless it has touched some part of the goalpost including the net
- use the goalpost to regain balance or for any other purpose

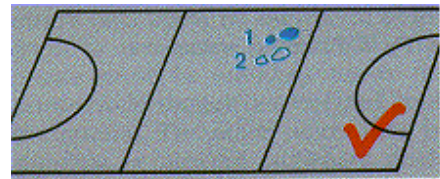


*Players may not throw a ball over a complete third.*

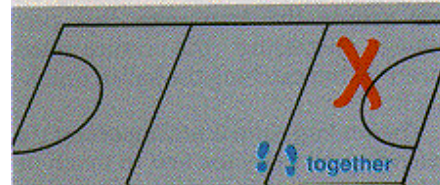
*The Diagram Group (1990) pg. 129*

### Possession and footwork

A player may receive or jump to receive the ball with one or both feet grounded. When landing on one foot, that foot which makes contact with the court first shall be designated the landing foot.



After receiving the centre pass, the WA has four landing possibilities.



AENA (1994) pg. 12



When landing on both feet a player can choose any foot to be the landing foot, then may:

- step with the other foot in any direction, lift the landing foot and throw or shoot before this foot is regrounded
- pivot on the landing foot any number of times. The pivot foot may be lifted but the player must throw or shoot before regrounding it

*Pivoting*  
The Diagram Group (1990) pg. 129

A player in possession of the ball may not

- drag or slide the landing foot
- hop on either foot
- jump from both feet and land on both feet unless the ball has been released before landing

## Defending

“Defending is any move made by the opponents which is aimed at checking the progress of the team in possession of the ball from moving towards their goal end”

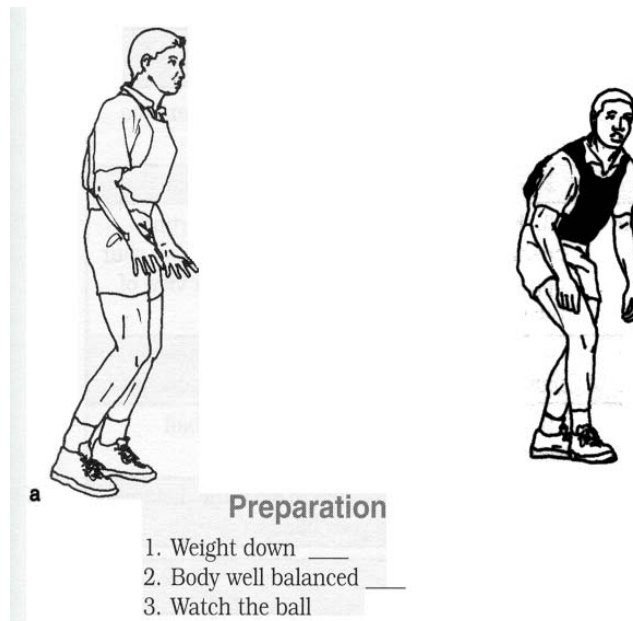
**Successful defence is measured by**

### **Stage 1: A player is marked so closely that is unable to receive the ball**

Marking - Staying close to an opponent in order to prevent the ball being received from a pass

Marking technique ... player is not in possession of the ball yet

- keep between the opponent and the ball
- face marking
- close but not touching/ arms by the side
- weight on balls of the feet (knees bent)
- ready to change direction
- put opponent in awkward position to receive the ball making the opponent unusable



*Shakespeare (1997) pg. 75*

## Stage 2: The defending player is able to intercept a pass or a shot.

### Intercepting a shot technique

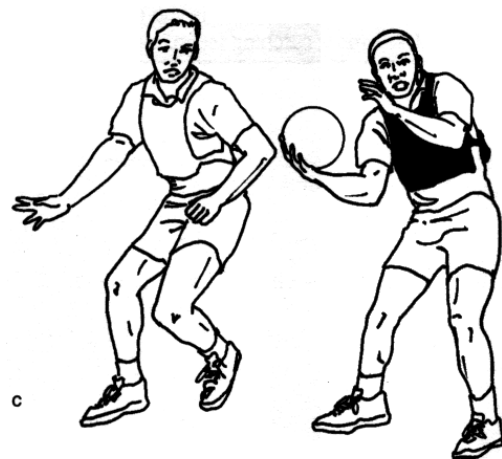
- stand between the attacker and the goal post
- take a sideways stance/ at right angles to the shooter
- lean towards the shooter with arm outstretched towards the ball /in the path of the ball
- stand on the balls of feet to gain height
- watch the body action of the shooter and jump up as soon as the ball is released
- attempt to intercept and take possession of the ball / deflect it to a team mate
- follow up by trying to get the rebound if the shot is not intercepted



b

### Execution

1. Decide when to go \_\_\_\_
2. Explode out \_\_\_\_
3. Fully extend to ball \_\_\_\_
4. Pull ball in



c

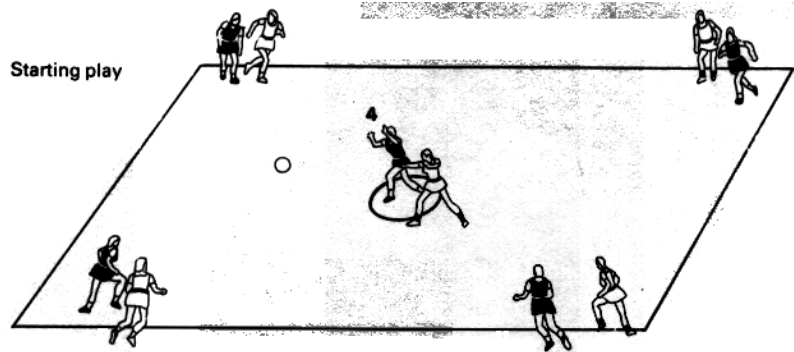
Shakespeare (1997) pg. 75

Shakespeare (1997) pg. 75

## Attacking systems

A team becomes the attacking team when it gains possession of the ball

- at centre pass when a game is restarted after a goal has been scored
- at a throw-in, when the ball has gone out of court and is returned into play
- at a free throw or penalty pass, which has been awarded to a team because of an infringement of the rules by the opposition
- interception of a pass or shot



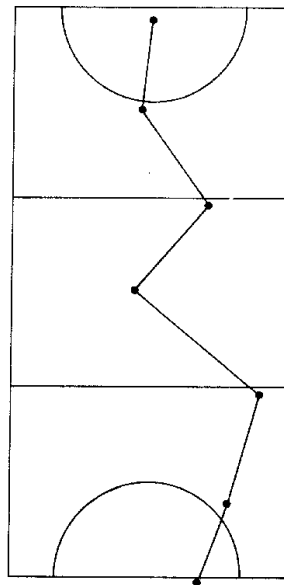
*The Diagram Group (1990) pg. 128*

A good team will be able create space which will make safe passing easier. This is made simple by using a system of court linkage where each player takes responsibility for an area of the court and is given first option on receiving the ball in the area.

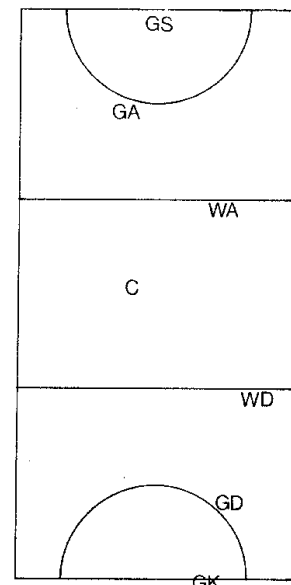
### Width in attack

An effective attacking strategy utilises the width of the court where a Zig Zag pattern or a Diagonal / Z pattern provides for

- attack along the side lines
- creates gaps in defence for other attackers to explore
- gives players more space to give passes and collect the ball



*Fig. 106 This shows the path of the ball from the back line*



*Fig. 107 Showing the position in which the players receive the ball*

## Wing Attack positional play<sup>2</sup>

Read the text on the responsibilities of the Wing Attack (*taken from Galsworthy, 1996: pg. 75-76*).

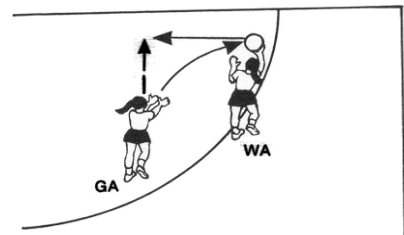
Speed, mobility and accuracy are essential requirements for a good wing attack. An ability to get free from the opponent in a small space, to be able to receive the centre pass, to possess a wide range of passing skills in order to feed the shooters safely and accurately, are just a few of the skills which any wing attack requires. If you are small, then this could be the position for you, as speed and mobility are more important than stature. The best wing attack will maintain a constant vision of the play as the ball travels down the court. S/he will take decisions on whether to move strongly forward to get involved in the centre third or whether to hang back and make a move to receive on the circle edge where accurate skills will be of more use. The player needs excellent communication skills particularly with the shooters and s/he should be able to respond to the cues which they are giving and make the correct feed into the desired position.



*Pictures taken from Crouch (1992) pg. 70*

### Hints and Tips

1. Take up a position on the opposite side of the court from your goal attack, somewhere between the goal-circle and the transverse line where you are able to move easily in many directions.
2. Form strong links with your goal attack so that you are able to communicate easily and non-verbally.
3. Develop a range of passing skills in order to feed the shooters according to their needs and positions. Practise the lob, the chest pass, the drop and bounce pass. Use your footwork to increase your range of delivery and try using the left of the right hand to deliver the pass.
4. Develop the skill of being available around the circle so that either of your shooters can use you in order to work their way closer to the post. Hold a strong position using your foot and leg close to the circle, to hold the space on one side and to prevent your opponent from interfering with the pass out from the shooter (see Fig 130). Have the ability to reposition on the circle edge by using good footwork and speed to pull off the circle and yet regain another strong position at another point where you are more available to your shooters.

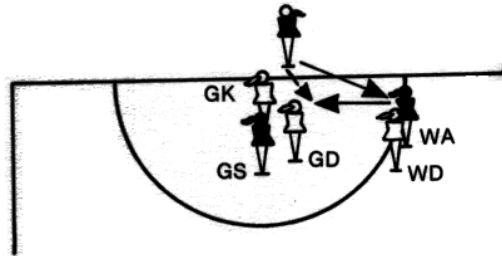


*Fig 130 Keep the leg close to the circle upright and strong.*

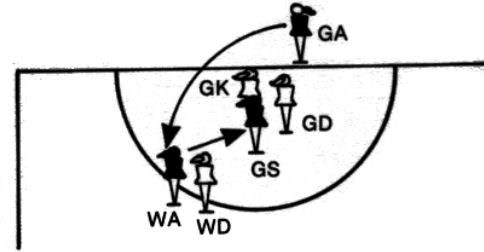
<sup>2</sup> The text has been adapted for a co-educational class.

5. Develop line-awareness when taking a high pass into a corner region. Try to take the catch so you are as close to the circle as possible as this will allow you to then make an undefended pass in to your shooters.

6. Be available at an attacking back-line throw-in; hold favourable positions according to where the throw is taken from as seen in Figs 131 and 132. Develop a quick return ball to help your shooter.



*Figs 131 & 132 Here the WA is available for the pass and the quick return.*



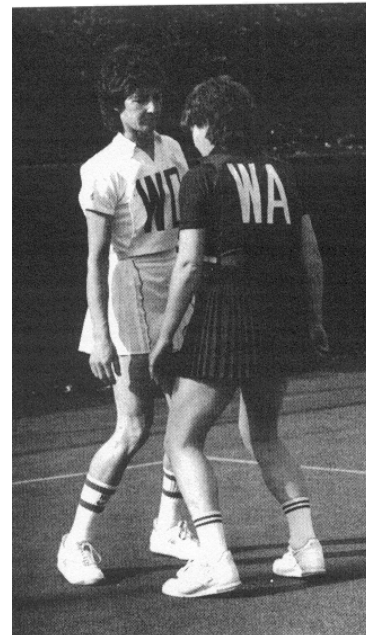
*Fig 132 Here s/he holds a good position to pass to the GS as s/he turns*

7. Develop the ability to receive a centre pass; offer variety by being able to get free in many different ways. Either by fast sprints – have the ability to take the ball, turning inwards towards the centre or outwards away from the centre depending on the closeness of the defenders; by using a reverse pivot in order to change from being inside to being outside your opponent; or by attacking from a position off the third line particularly if you are also marked by the opposing centre. Use a feint dodge in order to attack from either side of your opponent. (See Fig 133.)



*Fig 133 The WA pulls off the line to release herself from the double marking.*

8. Develop the ability to contribute defensively when possession is lost. Mark the wing defence from a back-line throw. If you are unable to stop the first pass, defend the pass by marking in front and then face mark him/her in order to prevent him/her from moving down the court to be further involved in the attack as shown in Fig 134.



*Fig 134 Keep her in the corner and away from the play.*

Check that you have identified the following responsibilities of the WA during a netball game:

1. When the WA is in possession of the ball
  - a) develop a quick return ball strategy to the shooter
    - pass ball to attacking players namely C, and GA
    - get the ball to the goal third
  
2. When the team is in possession of the ball
  - a) communicate with the shooter
  - b) take up a position on the opposite of your goal attack
  - c) be available on the circle edge
  - d) on circle edge try to prevent the opponent from interfering with the pass from the shooter
  - e) attempt to receive a pass close to the circle edge to make an undefended pass to the shooters
  - f) assist in the back-line throw in
  - g) develop ability to receive centre pass
  - h) get free from an opponent
  - i) maintain a constant vision when the ball travels down the court
  - j) decide whether to get involved in the centre third or move to the circle edge
    - Assist in the Centre pass; get ready for pass or back up a player
    - Take throw ins: attacking third
    - Assist GS and GA with quick short passes in the goal third
    - Ready for rebounds from the goal circle and assist in another attack
  
3. When the team is not possession of the ball
  - a) contribute to defensive play when possession is lost
  - b) mark the WD from a back-line throw in
    - defending play : try to re gain possession by intercepting the ball
    - close mark WD at centre pass and when team not in possession



# **Handouts and classwork sheets of ETU-3: Netball**

## **Sport Studies: Netball**

### **N3: Netball Experimental Teaching Unit 3 (class-based sessions, handouts and worksheets)**

#### **N3- Session 1**

*Handouts + worksheet:*

- The team on court and positions for start of play
- Playing areas

#### **N3-Session 2**

*Handouts + worksheet:*

- Passing: shoulder pass and chest pass
- Centre Pass decision making

#### **N3-Session 3**

*Handout + worksheet:*

- Attacking Systems

#### **N3-Session 4**

*Handout + worksheet:*

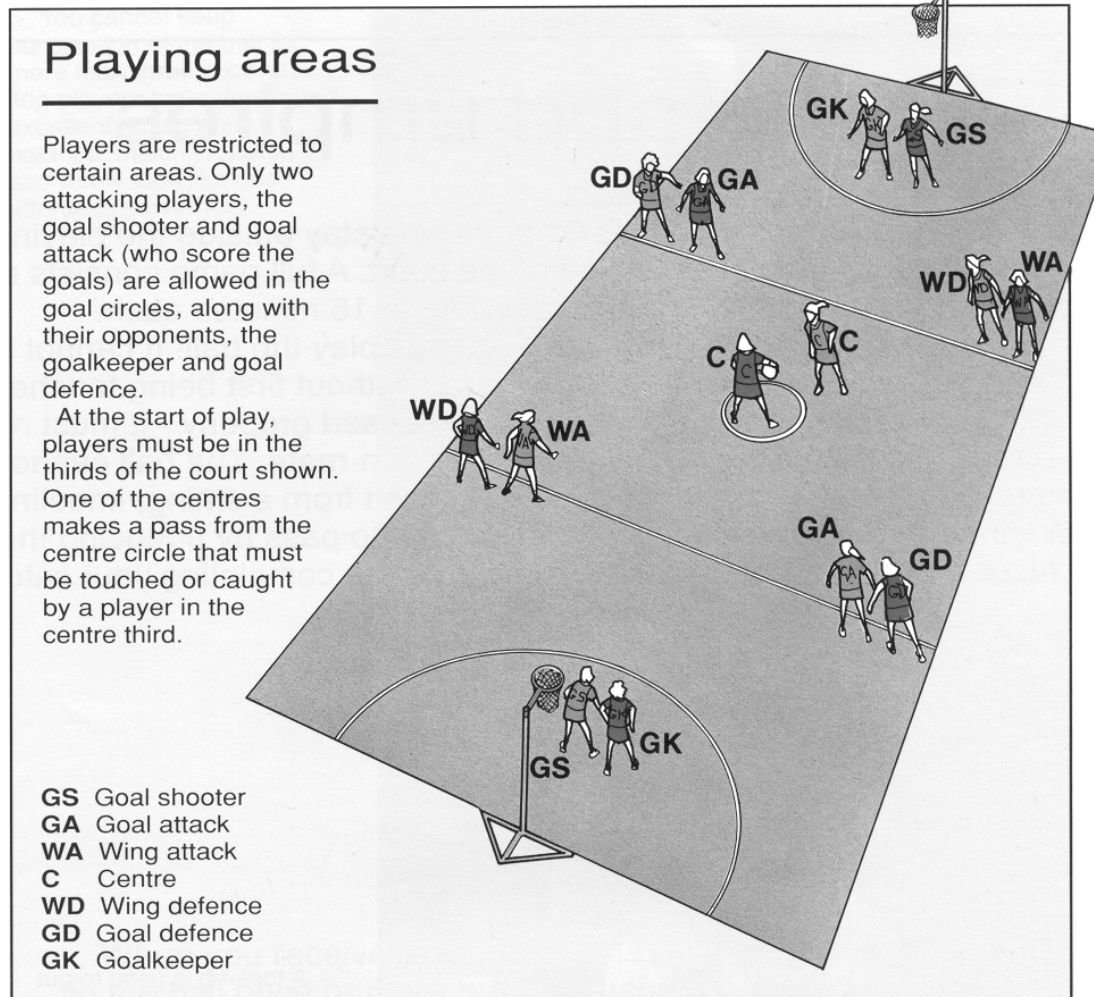
- Playing the ball

#### **N3-Session 5**

*Handouts + worksheet:*

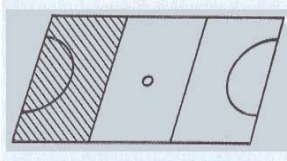
- Defending
- WA positional play

## The team on court and positions for start of play

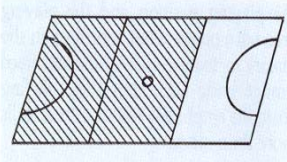


Lloyd and Jeffries (1993) pg. 7

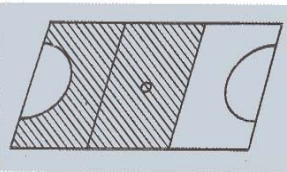
## Playing areas<sup>1</sup>



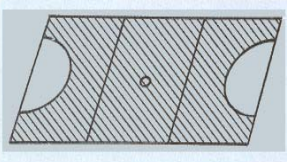
GS: the main job is to score goals. S/he uses less energy than some players, because s/he has a small area in which to move. This helps to retain the stamina to concentrate on shooting.



GA: the job is twofold: to score goals, and to contribute to the attacking play in the goal third in order to move the ball towards the circle. Occasionally s/he will contribute to the attack in the centre third.

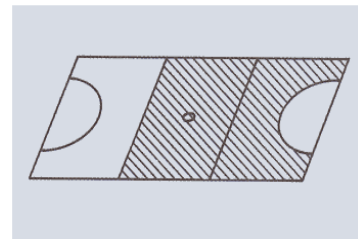


WA: the main job is to receive the ball in the attacking goal third in the best position from which to pass the ball into the circle. S/he will be ready to help in the centre third, but is expected to have the energy to dodge about many times in the goal third while working for that good position to pass into the circle.

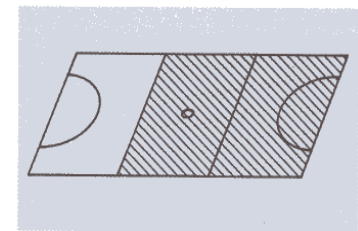


C: s/he has to contribute to the attack and defence in all areas of the court except the circles. S/he needs the most stamina but also good observation, because s/he has to make decisions about when to move to receive the ball and when to move out of the way to create space for someone in the team who is in a better position.

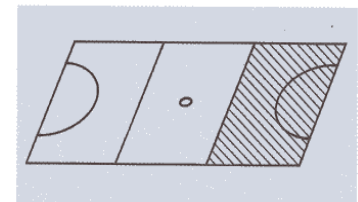
WD: his/her critical work is to defend the opposing WA. Because a good WA will have concentrated on mastering a variety of dodging moves and excellent passing to precise places, the WD must mark to block the WA's movement and defend the ball to upset the passing.



GD: his/her job is very similar to that of the WD, although s/he has the added area of the goal circle to cover. Because his/her opponent, the GA, will always want to make the final movement towards the goal, the GD must learn to read the opponent's intention in order to block the move. S/he needs the specialist skill of defending a shot for goal.



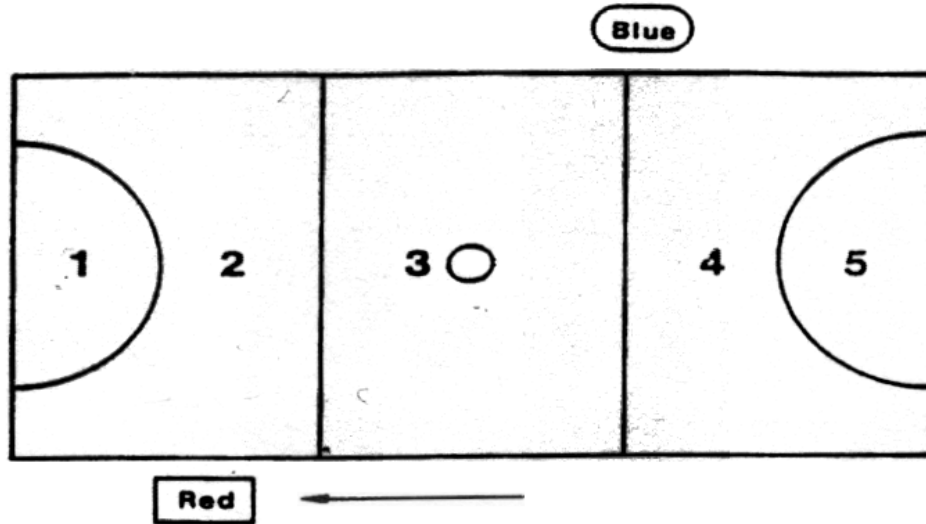
GK: s/he has to defend – and defend again and again – aiming to prevent the opponent receiving the ball; to defend the shot at goals as a second line of defence; to retrieve a missed shot under the post as the third line of defence; and to make a perfect pass out of the circle if s/he gets the ball.



AENA (1994) pg. 6-7

<sup>1</sup> The text has been adapted for a co-educational class

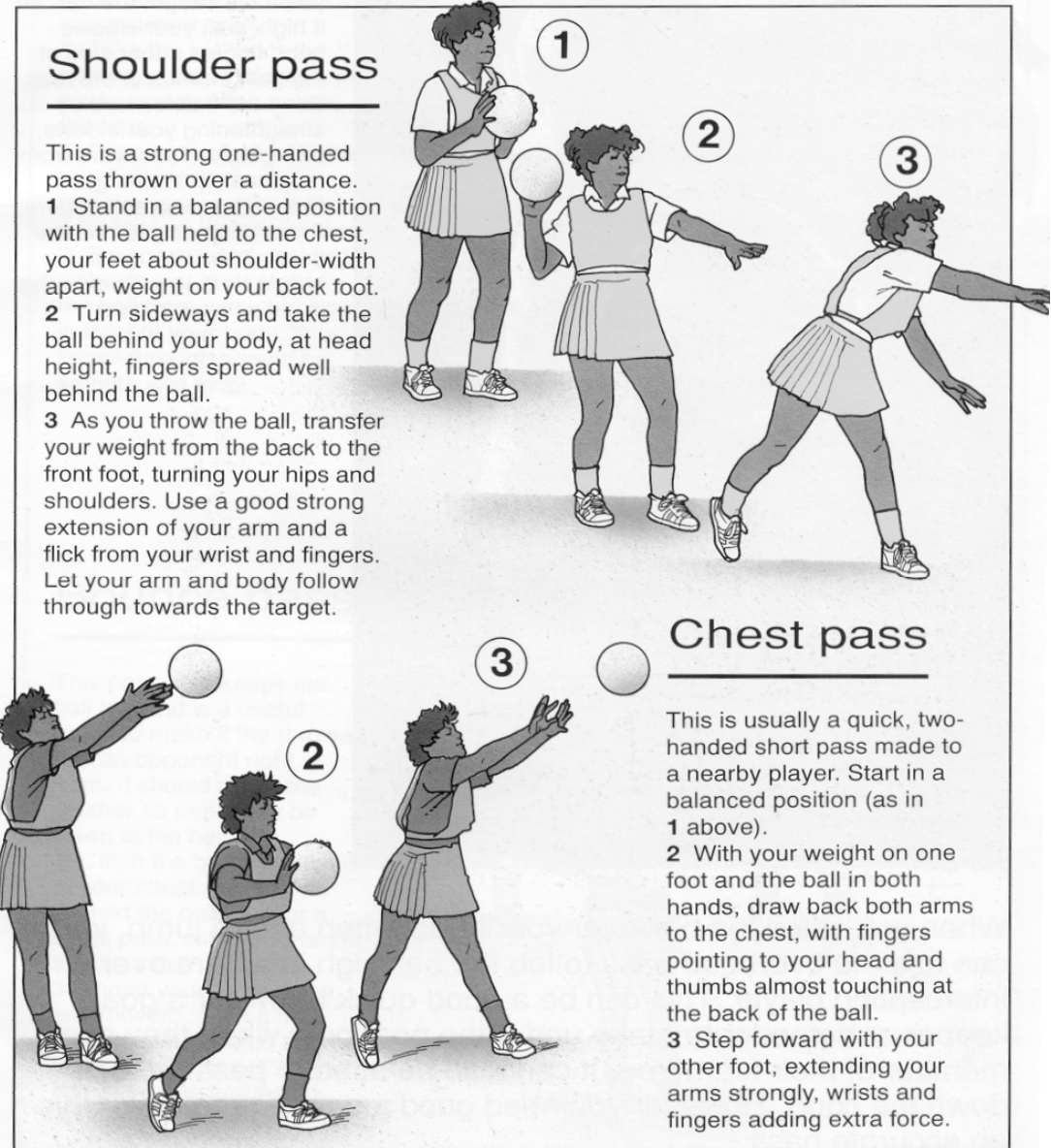
## Worksheet



1. The diagram shows five playing areas on a netball court and the direction of play of the Blue and the Red Team.
  - a. Which numbers indicate the goal circles? \_\_\_\_\_
  - b. Which is the goal third of the Blue Team? \_\_\_\_\_
  - c. Which is the defending third of the Blue Team? \_\_\_\_\_
  - d. The centre circle is found in the centre third. Which number indicates the centre third? \_\_\_\_\_
  - e. Indicate the positions of the Blue Team on the diagram.
  
2. Indicate on the diagram the player positions (e.g. GA etc.) of the Red Team at the start of play.

## Passing: shoulder pass and chest pass

All passes have three main parts. The preparation stage, after your catch, where your weight is evenly distributed on your feet and the ball is moved into a throwing position. The release stage, when the ball is aimed and thrown in the chosen direction, using feet, body, arms and fingers and finally, the follow-through in the direction of the pass.



Lloyd and Jeffries (1993) pg. 17

## Centre Pass decision making

### Centre Passes

The ideal centre pass aims to transfer the ball forward, with as few passes as possible, from the centre to the goal shooter or goal attack within the circle, to create a shooting opportunity. Normally this will involve the main attacking players, the centre, the wing attack, the goal attack and the goal shooter. Again simple court linkage should be in evidence:

- I. simple court linkage – C, WA, GA, GS;
- II. simple interchange – C, GA, WA, GS, or C, WA, GS, GA;
- III. use of a back-up player – C, WA, C, GA, GS.

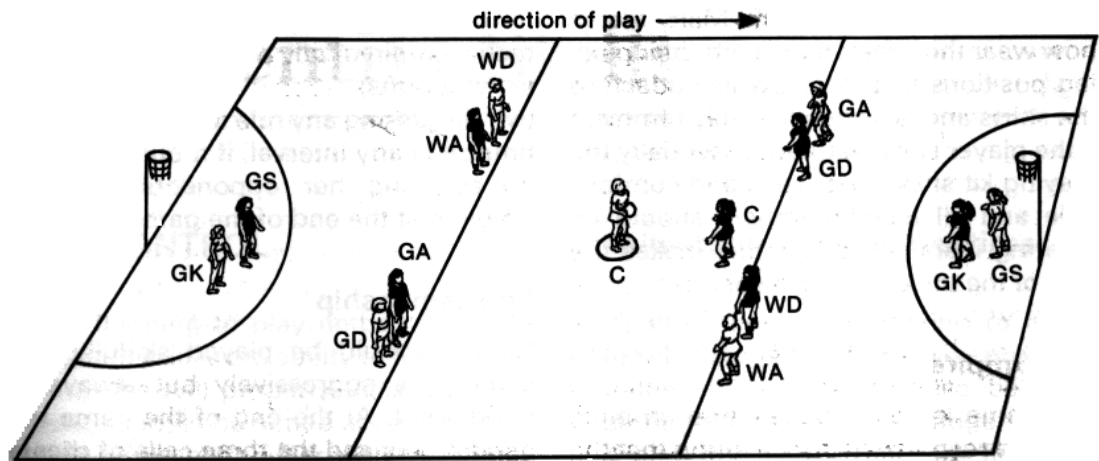


Fig 3 Start of play, white centre pass.

Galsworthy (1996) pg. 9

**Decision making**

It is worth looking at each player's vision and thinking when faced by opponents who are trying to make things as difficult as possible.

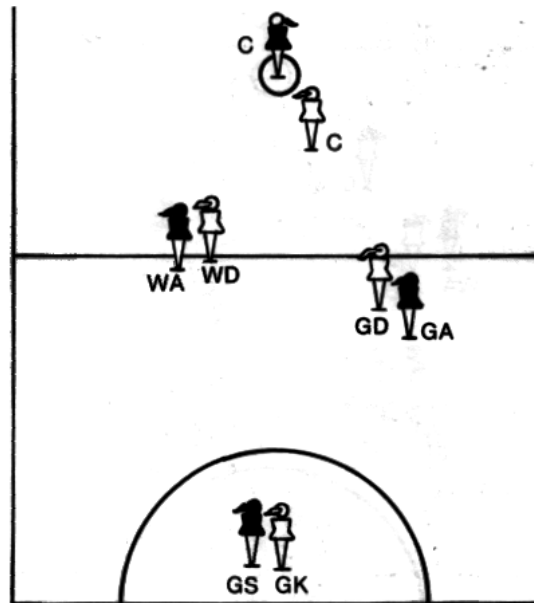


Fig 163 Situation 1.

Galsworthy (1996) pg. 91

*Centre*

'I will easily get the ball to the wing attack.'

'The goal attack looks well positioned to make the next pass.'

'There will be space to the left of the circle after the goal attack has made her move.'

'I will move slowly forward in case I am needed again and then I will aim to be available if required in the space to the left of the circle.'

*Goal Attack*

'My wing attack is in an ideal position to receive the centre pass.'

'I can afford to begin positioning to the available to move to make the second pass either to the centre or right of the circle.'

'My goal shooter is in a good position for a quick pass in.'

*Wing Attack*

'I am well positioned to take this centre pass.'

'My goal attack is favourably positioned to take the next pass.'

'If she doesn't make it, my centre is my back-up.'

'I will fill the space to the right or on the crown of the circle depending on where the goal attack takes the ball, so that I am available if I am needed again.'

*Goal Shooter*

'The centre pass looks as if it will go to the wing attack.'

'It looks as if the ball will come in to the circle on my left side.'

'I will try to keep my opponent on the opposite side.'

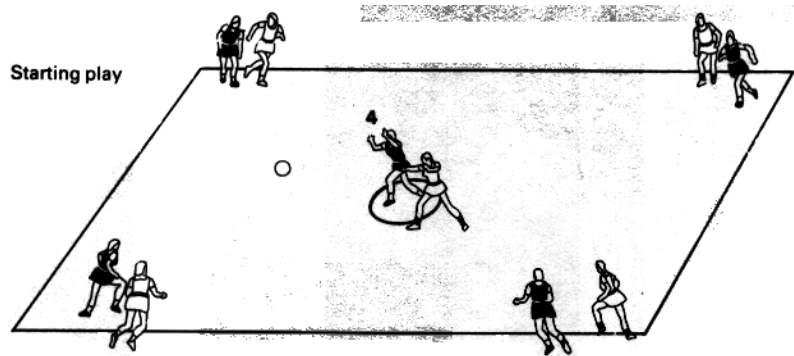




## Attacking systems

A team becomes the attacking team when it gains possession of the ball

- at centre pass when a game is restarted after a goal has been scored
- at a throw-in, when the ball has gone out of court and is returned into play
- at a free throw or penalty pass, which has been awarded to a team because of an infringement of the rules by the opposition
- interception of a pass or shot



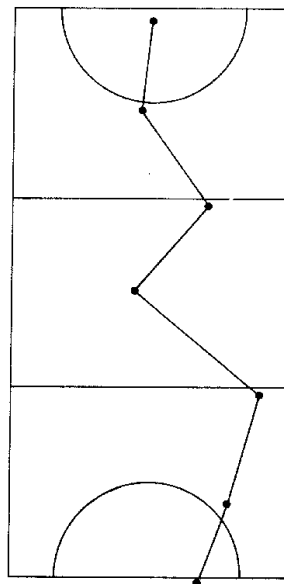
*The Diagram Group (1990) pg. 128*

A good team will be able create space which will make safe passing easier. This is made simple by using a system of court linkage where each player takes responsibility for an area of the court and is given first option on receiving the ball in the area.

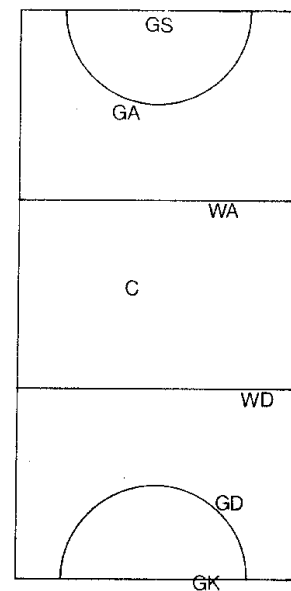
### Width in attack

An effective attacking strategy utilises the width of the court where a Zig Zag pattern or a Diagonal / Z pattern provides for

- attack along the side lines
- creates gaps in defence for other attackers to explore
- gives players more space to give passes and collect the ball



*Fig. 106* This shows the path of the ball from the back line



*Fig. 107* Showing the position in which the players receive the ball

*Crouch (1992) pg. 106*

## Worksheet

State why an attacking system using a tactic of width in attack can help to create more scoring changes.

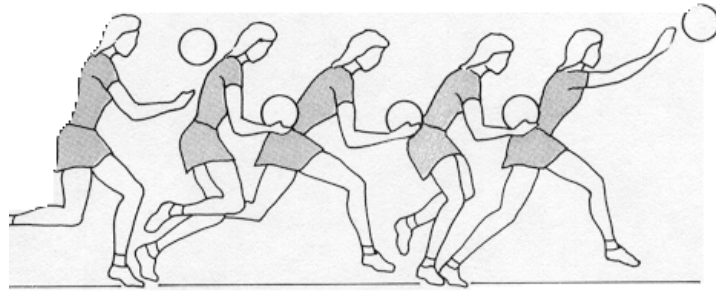
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## Playing the ball



*The Diagram Group (1990) pg. 129*

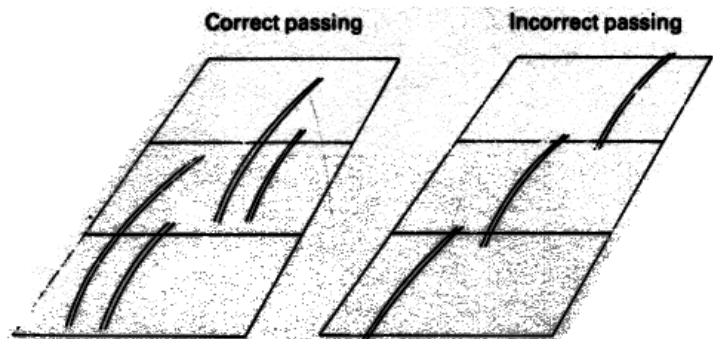
- Players may catch the ball in one or two hands or deflect / bat it to another player
- Having taken possession they may throw or bounce it or shoot (GA, GS) within 3 seconds
- Players may tip the ball more than once to gain possession and then catch it or direct it to another player
- Players may bat or bounce the ball once to gain possession
- Players may roll the ball to oneself to gain possession
- Lean on the ball to gain balance or prevent going offside
- The centre pass has to be received in the centre third
- A pass must cover a distance that allow a third player to move between the hands of the thrower and the receiver
- Jump and bat the ball going out of court, but neither the ball nor the player can make contact with the ground



*Players (GA, GS) may shoot within 3 seconds.  
Lloyd and Jeffries (1993) pg. 23*

### Players MAY NOT

- run with the ball
- roll the ball to another player
- throw the ball in the air and catch it again
- bounce it or drop it and pick it up again
- deliberately kick it
- grab the ball from an opponent
- punch the ball with a fist
- play the ball while kneeling, lying or seated on the ground
- throw a ball over a complete third of the court unless it is touched by a third player
- replay the ball after an unsuccessful shot at goal unless it has touched some part of the goalpost including the net
- use the goalpost to regain balance or for any other purpose

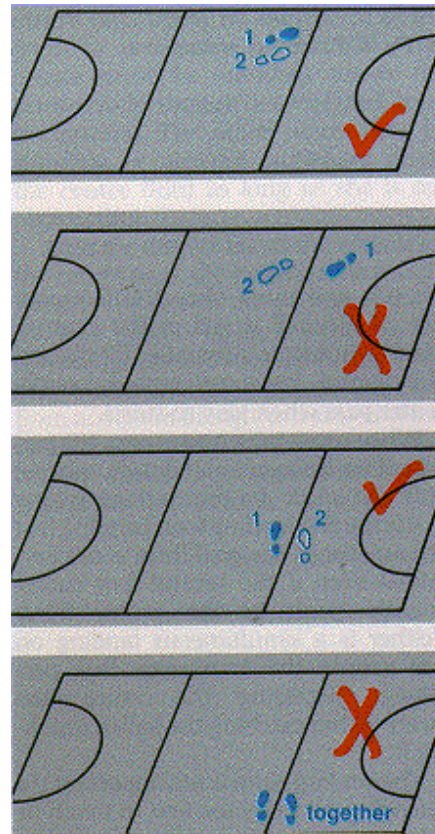


*Players may not throw a ball over a complete third.*

*The Diagram Group (1990) pg. 129*

**Possession and footwork**

A player may receive or jump to receive the ball with one or both feet grounded. When landing on one foot, that foot which makes contact with the court first shall be designated the landing foot.



After receiving the centre pass, the WA has four landing possibilities.

AENA (1994) pg. 12



When landing on both feet a player can choose any foot to be the landing foot, then may:

- step with the other foot in any direction, lift the landing foot and throw or shoot before this foot is regrounded
- pivot on the landing foot any number of times. The pivot foot may be lifted but the player must throw or shoot before regrounding it

Pivoting  
The Diagram Group (1990) pg. 129

A player in possession of the ball may not

- drag or slide the landing foot
- hop on either foot
- jump from both feet and land on both feet unless the ball has been released before landing

# Worksheet

1. State the correct umpiring decision when

a) the ball hits the goal post and rebounds into play

---

b) a player catches the ball, drops it and catches it again

---

*LEAG (1991)*

c) a player leans on the ball on court to gain balance

---

*LEAG (1994)*

d) a player throws the ball whilst sitting on the ground

---

e) a centre pass goes untouched over the side line of the centre third

---

*LEAG (1996)*

2. The following diagram shows the landing feet of the thrower and the receiver of a pass. State whether the umpire should allow the players to play on or to whistle for thrown over a third.

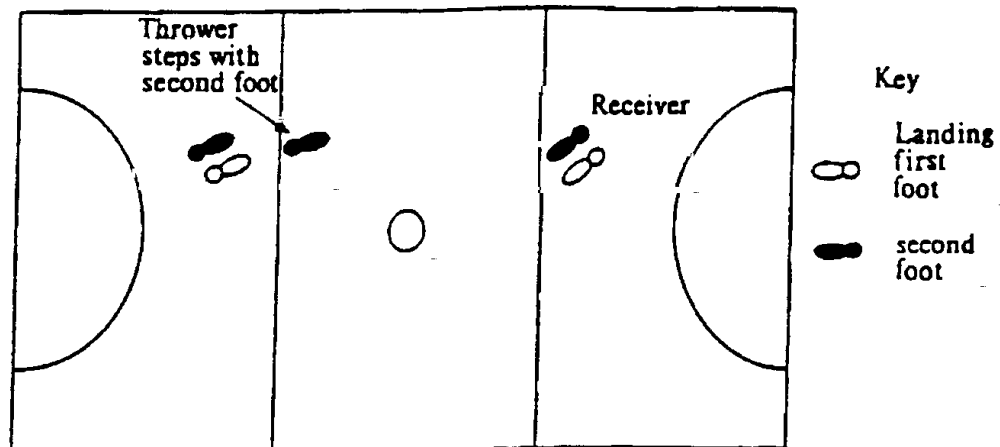
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*LEAG (1996)*

## Defending

“Defending is any move made by the opponents which is aimed at checking the progress of the team in possession of the ball from moving towards their goal end”

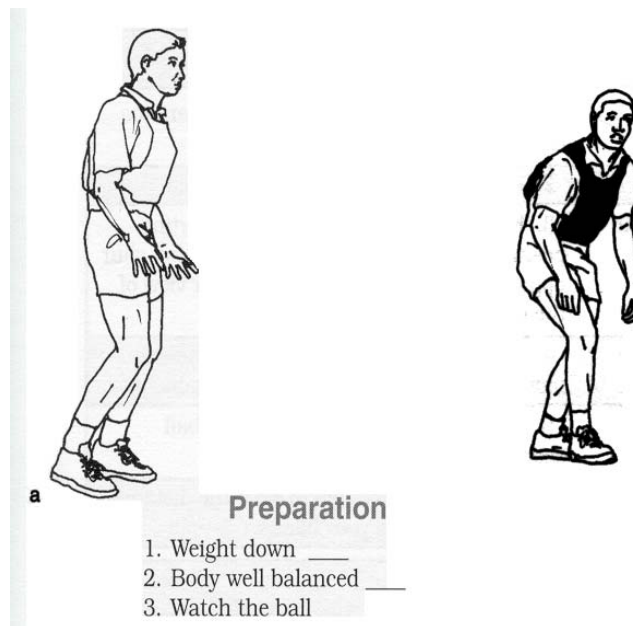
**Successful defence is measured by**

### **Stage 1: A player is marked so closely that is unable to receive the ball**

Marking - Staying close to an opponent in order to prevent the ball being received from a pass

Marking technique ... player is not in possession of the ball yet

- keep between the opponent and the ball
- face marking
- close but not touching/ arms by the side
- weight on balls of the feet (knees bent)
- ready to change direction
- put opponent in awkward position to receive the ball making the opponent unusable



*Shakespeare (1997) pg. 75*

## Stage 2: The defending player is able to intercept a pass or a shot.

### Intercepting a shot technique

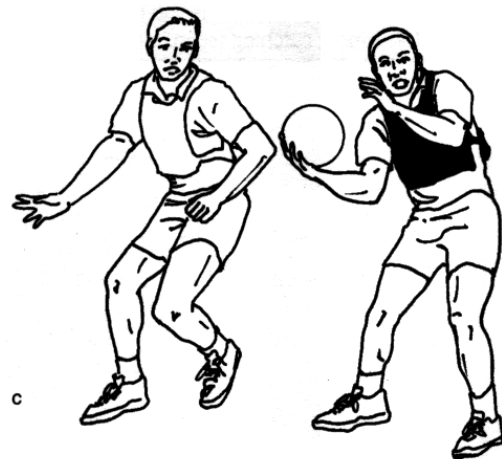
- stand between the attacker and the goal post
- take a sideways stance/ at right angles to the shooter
- lean towards the shooter with arm outstretched towards the ball /in the path of the ball
- stand on the balls of feet to gain height
- watch the body action of the shooter and jump up as soon as the ball is released
- attempt to intercept and take possession of the ball / deflect it to a team mate
- follow up by trying to get the rebound if the shot is not intercepted



b

### Execution

1. Decide when to go \_\_\_\_
2. Explode out \_\_\_\_
3. Fully extend to ball \_\_\_\_
4. Pull ball in \_\_\_\_



c

Shakespeare (1997) pg. 75

Shakespeare (1997) pg. 75

## Worksheet

1. How should a defending player try to intercept a shot? Give **two** points (*LEAG, 1994: 6 cij*)
  - a) \_\_\_\_\_
  - b) \_\_\_\_\_
  
2. Give three points of good technique for the defender to prevent the opponents from receiving a pass (*LEAG, 1996: 6 hij*)
  - a) \_\_\_\_\_
  - b) \_\_\_\_\_
  - c) \_\_\_\_\_



## Wing Attack positional play<sup>2</sup>

Read the text on the responsibilities of the Wing Attack (*taken from Galsworthy, 1996: pg. 75-76*).

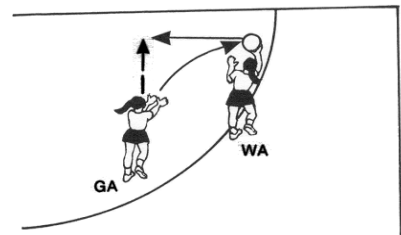
Speed, mobility and accuracy are essential requirements for a good wing attack. An ability to get free from the opponent in a small space, to be able to receive the centre pass, to possess a wide range of passing skills in order to feed the shooters safely and accurately, are just a few of the skills which any wing attack requires. If you are small, then this could be the position for you, as speed and mobility are more important than stature. The best wing attack will maintain a constant vision of the play as the ball travels down the court. S/he will take decisions on whether to move strongly forward to get involved in the centre third or whether to hang back and make a move to receive on the circle edge where accurate skills will be of more use. The player needs excellent communication skills particularly with the shooters and s/he should be able to respond to the cues which they are giving and make the correct feed into the desired position.



*Pictures taken from Crouch (1992) pg. 70*

### Hints and Tips

1. Take up a position on the opposite side of the court from your goal attack, somewhere between the goal-circle and the transverse line where you are able to move easily in many directions.
2. Form strong links with your goal attack so that you are able to communicate easily and non-verbally.
3. Develop a range of passing skills in order to feed the shooters according to their needs and positions. Practise the lob, the chest pass, the drop and bounce pass. Use your footwork to increase your range of delivery and try using the left of the right hand to deliver the pass.
4. Develop the skill of being available around the circle so that either of your shooters can use you in order to work their way closer to the post. Hold a strong position using your foot and leg close to the circle, to hold the space on one side and to prevent your opponent from interfering with the pass out from the shooter (see Fig 130). Have the ability to reposition on the circle edge by using good footwork and speed to pull off the circle and yet regain another strong position at another point where you are more available to your shooters.

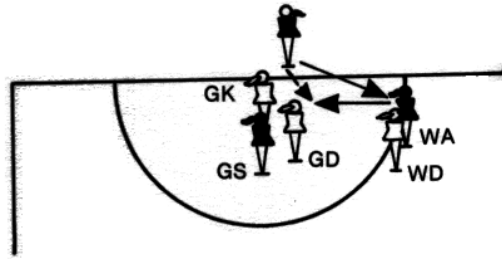


*Fig 130 Keep the leg close to the circle upright and strong.*

<sup>2</sup> The text has been adapted for a co-educational class.

5. Develop line-awareness when taking a high pass into a corner region. Try to take the catch so you are as close to the circle as possible as this will allow you to then make an undefended pass in to your shooters.

6. Be available at an attacking back-line throw-in; hold favourable positions according to where the throw is taken from as seen in Figs 131 and 132. Develop a quick return ball to help your shooter.



Figs 131 & 132 Here the WA is available for the pass and the quick return.

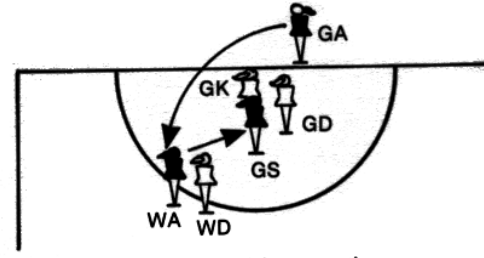


Fig 132 Here s/he holds a good position to pass to the GS as s/he turns.

7. Develop the ability to receive a centre pass; offer variety by being able to get free in many different ways. Either by fast sprints – have the ability to take the ball, turning inwards towards the centre or outwards away from the centre depending on the closeness of the defenders; by using a reverse pivot in order to change from being inside to being outside your opponent; or by attacking from a position off the third line particularly if you are also marked by the opposing centre. Use a feint dodge in order to attack from either side of your opponent. (See Fig 133.)

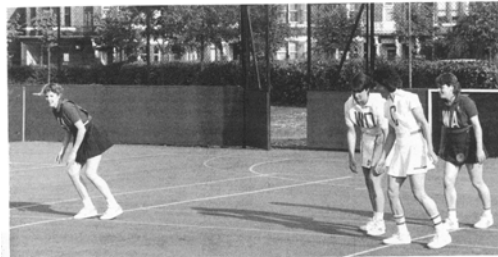
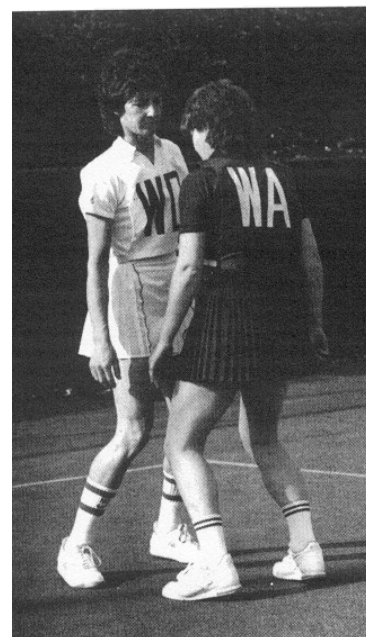


Fig 133 The WA pulls off the line to release herself from the double marking.

8. Develop the ability to contribute defensively when possession is lost. Mark the wing defence from a back-line throw. If you are unable to stop the first pass, defend the pass by marking in front and then face mark him/her in order to prevent him/her from moving down the court to be further involved in the attack as shown in Fig 134.

Fig 134 Keep her in the corner and away from the play.



## Worksheet

Read the text on the responsibilities of the Wing Attack. Identify the responsibilities of this player during a netball game:

1. When this player is in possession of the ball
  - a) \_\_\_\_\_
  - b) \_\_\_\_\_
  - c) \_\_\_\_\_
  - d) \_\_\_\_\_
  
2. When the team is in possession of the ball
  - a) \_\_\_\_\_
  - b) \_\_\_\_\_
  - c) \_\_\_\_\_
  - d) \_\_\_\_\_
  - e) \_\_\_\_\_
  - f) \_\_\_\_\_
  - g) \_\_\_\_\_
  - h) \_\_\_\_\_
  - i) \_\_\_\_\_
  - j) \_\_\_\_\_
  - k) \_\_\_\_\_
  
3. When the team is not in possession of the ball
  - a) \_\_\_\_\_
  - b) \_\_\_\_\_
  - c) \_\_\_\_\_
  - d) \_\_\_\_\_

**APPENDIX 3.16**  
**CAFIAS CATEGORIES**  
*(Cheffers et al., 1980)*

Categories	2 – 17	Teacher behaviours
Categories	8 – 19	Student behaviours
Category	10	Confusion
Category	20	Silence

Relevant behaviours

Categories	Verbal	Non-verbal
2 – 12	2	12
	(A positive value assessment)  Praises, commends, jokes, encourages.	Face: Smiles, nods with smile, (energetic) winks, laughs.  Posture: Applause through clapping hands, congratulatory pats on shoulder, head, etc., rings student's hand, embraces joyfully, laughs to encourage.
3 – 13	3	13
	(No value implied)  Accepts, clarifies, uses, and develops suggestions and feelings by the learner.  N.B. Flanders category one which refers to teacher acceptance of student feeling and emotions is included in this category. Coders are reminded to use I and II on tally sheets. These behaviours are tallied separately for analysis purposes and included for parameter purposes in the matrix as 3 and 13.	(Elevates student performance onto a par with teacher performance)  Face: Nods without smiling, tilts head in empathetic reflection, sighs empathetically.  Posture: Shakes hands, embraces sympathetically, places arm around shoulder or waist, catches an implement thrown by student, accepts facilitation from students, takes part in game with students, supports child during activity, spotting in gymnastics.
4 – 14	4	14
	Asks questions requiring student answer.	Face: Wrinkles brow, opens mouth, turns head with quizzical look.  Posture: Places hands in air quizzically to expect answer, stares awaiting answer, scratches head, cups hand to ear, stands still half-turned toward person, awaits answer.

Categories	Verbal	Non-verbal
5 – 15	5	15
	Gives facts, opinions, expresses ideas or asks rhetorical questions.	<p>Face: Whispers words inaudibly, sings or whistles.</p> <p>Posture: Gesticulates, draws, writes, demonstrates activities, paints, points out facts on board.</p>
6 – 16	6	16
	Gives directions or orders which will result in immediate observable student response.	<p>Face: Points with head, beckons with head, yells at using language other than recognisable words.</p> <p>Posture: Points finger, blows whistle, holds body erect while barking commands, pushes a child in a given direction.</p>
7 – 17	7	17
	<p>(A negative value assessment)</p> <p>Criticises, expresses anger or distrust, sarcastic or extreme self-reference.</p>	<p>Face: Grimaces, growls, frowns, drops head, throws head back in derisive laughter, rolls eyes, bites, spits, butts with head, shakes head.</p> <p>Posture: Hits, pushes away, pinches, grapples with, pushes hands at student, drops hands at student, drops hands in disgust, bangs table, damages equipment, throws things down.</p>
8 – 18	8	18
	Student response that is entirely predictable, such as obedience to orders and responses not requiring thinking beyond the comprehension phase or knowledge (after Bloom).	<p>Face: Poker-face response, nods, shakes, gives small grunts, quick smile.</p> <p>Posture: Moves mechanically to questions or directions, responds to any action with minimal nervous activity, robot-like, practices drills, awaits in line, etc., student responds by putting hand up in answering to teacher direction.</p>

Categories	Verbal	Non-verbal
8\ – 18\  Predictable student responses that require some measure of evaluation, synthesis, and interpretation from the student but must remain within the province of predictability. The initial behaviour was in response to teacher initiation. Student interpretation from teacher in discussed activity. A student questioning when related strictly to topic under discussion.	Eine (8\  9 – 19	Eineteen (18\  19
Pupil-initiated talk that is purely the result of their own initiative and which could not be predicted (either positive or negative behaviour).	9	19
Stands for confusion, chaos, disorder, noise.	10	20

### **APPENDIX 3.17**

#### **CAFIAS PARAMETERS AND FORMULAE**

*Adopted from Cheffers et al. (1980) pg. 38-40.*

##### 1. Teacher Contribution, Verbal (TCV)

All teacher verbal behaviours observed during the coding period, including praise, acceptance, questions, lecturing, directions, criticisms, and empathy -- For numerical calculations all tallies recorded for Categories 2, 3, 4, 5, 6 and 7 are added together.

##### 2. Teacher Contribution, Non-verbal (TCNV)

All teacher non-verbal behaviours observed during the coding period, including praise, acceptance, questions, lecturing, directions, criticisms, and empathy -- For numerical calculations all tallies recorded for Categories 12, 13, 14, 15, 16, and 17 are added together.

##### 3. Total Teacher Contribution (TTC)

All teacher behaviours observed during the coding period, verbal and non-verbal, including praise, acceptance, questions, lecturing, directions, criticisms, and empathy -- For numerical calculations all tallies recorded for Categories 2, 12, 3, 13, 4, 14, 5, 15, 6, 16, 7, and 17 are added together.

##### 4. Student Contribution, Verbal (SCV)

All student verbal behaviours observed during the coding period, including rote (expected or automatic manner) predictable responses, interpretative or evaluative responses, and student-initiated, unexpected or unpredictable behaviour -- For numerical calculations all tallies recorded for Categories 8, 8\, and 9 are added together.

##### 5. Student Contribution, Non-verbal (SCNV)

All student non-verbal behaviours observed during the coding period, including rote (expected or automatic manner) predictable responses, interpretative or evaluative responses, and student-initiated, unexpected or unpredictable behaviour -- For numerical calculations all tallies recorded for Categories 18, 18\, and 19 are added together.

##### 6. Total Student Contribution (TSC)

All student behaviour, verbal and non-verbal, observed during the coding period, including rote (expected or automatic manner) predictable responses, interpretative or evaluative responses, and student-initiated, unexpected or unpredictable behaviour -- For numerical calculations all tallies recorded for Categories 8, 18, 8\, 18\, and 9, 19 are added together.

##### 7. Silence (S)

This parameter refers to each three-second period during the observation when there is silence -- For numerical calculations all tallies recorded in Category 20 are added together.

### 8. Confusion (C)

This parameter refers to each three-second period during the observation when there is confusion -- For numerical calculations all tallies recorded in Category 10 are added together.

### 9. Total Silence and/or Confusion (TSC)

This parameter refers to each three-second period during the observation when there is either silence, confusion or anything other than student or teacher talk -- For numerical calculations all tallies recorded for Categories 10 and 20 are added together.

### 10. Teacher Use of Questioning, Verbal (TQRV)

The verbal questions of the teacher are compared with the verbal lecturing behaviours. The numerical calculation is as follows:

$$\frac{4}{4+5}$$

---

### 11. Teacher Use of Questioning, Non-verbal (TQRNV)

The non-verbal questions of the teacher are compared with non-verbal lecturing behaviours. The numerical calculation is as follows:

$$\frac{14}{14+15}$$

---

### 12. Total teacher Use of Questioning (TTQR)

The verbal and non-verbal questions of the teacher are compared with verbal and non-verbal lecturing behaviours. The numerical calculation is as follows:

$$\frac{4+14}{4+14+5+15}$$

---

### 13. Teacher Use of Acceptance and Praise, Verbal (TAPRV)

The teacher's verbal use of acceptance, praise, encouragement, and empathy as compared with verbal use of direction and criticism. The numerical calculation is as follows:

$$\frac{2+3}{2+3+6+7}$$

---

### 14. Teacher Use of Acceptance and Praise, Non-verbal (TAPRNV)

The teacher's non-verbal use of Acceptance, praise, encouragement and empathy as compared with non-verbal use of direction and criticism. The numerical calculation is as follows:

$$\frac{12+13}{12+13+16+17}$$

---



15. Total Teacher Use of Acceptance and Praise (TTAPR)

The teacher's verbal and non-verbal use of acceptance, praise, encouragement, and empathy as compared with verbal and non-verbal use of direction and criticism. The numerical calculation is as follows:

$$\frac{2+12+3+13}{2+12+3+13+6+16+7+17}$$

---

16. Student Verbal Narrow Dependence (SVNDR)

The rote (expected or automatic manner), predictable verbal responses are compared with all student verbal behaviours. The numerical calculation is as follows:

$$\frac{8}{8+8\backslash+9}$$

---

17. Student Non-verbal Narrow Dependence (SNVNDR)

The rote (expected or automatic manner), predictable non-verbal responses are compared with all student non-verbal behaviours. The numerical calculation is as follows:

$$\frac{18}{18+18\backslash+19}$$

---

18. Total Student Narrow Dependence (TSNVR)

All student verbal and non-verbal rote (expected or automatic manner) predictable responses are compared with all student verbal and non-verbal behaviours. The numerical calculation is as follows:

$$\frac{8+18}{8+18+8\backslash+18\backslash+9+19}$$

---

19. Student Verbal Interpretation (SVIR)

The interpretative or evaluative verbal responses are compared to all student verbal behaviours. The numerical calculation is as follows:

$$\frac{8}{8+8\backslash+9}$$

---

20. Student Non-verbal Interpretation (NVIR)

The interpretative or evaluative non-verbal responses are compared with all student non-verbal behaviours. The numerical calculation is as follows:

$$\frac{18}{18+18\backslash+19}$$

---

21. Total Student Interpretation (TSIR)

All student verbal and non-verbal interpretative responses are compared with all student behaviours. The numerical calculation is as follows:

$$\frac{8+18}{8+18+8\backslash+18\backslash+9+19}$$

---

22. Total Student Verbal Dependent (TSVDR)

The rote (expected or automatic manner), predictable verbal and the interpretative or evaluative responses are compared with all student verbal behaviours. The numerical calculation is as follows:

$$\frac{8+8\backslash}{8+8\backslash+9}$$

---

23. Total Student Non-verbal Dependent (TSNVDR)

The rote (expected or automatic manner), predictable non-verbal and the interpretative or evaluative non-verbal responses are compared with all student non-verbal behaviours. The numerical calculation is as follows:

$$\frac{18+18\backslash}{18+18\backslash+19}$$

---

24. Total Student Dependent (TSDR)

All student verbal and non-verbal rote (expected or automatic manner), predictable responses and the interpretative or evaluative responses are compared with all student verbal and non-verbal behaviours. The numerical calculation is as follows:

$$\frac{8+18+8\backslash+18\backslash}{8+18+8\backslash+18\backslash+9+19}$$

---

25. Student Verbal Initiation, Teacher Suggested (SVITSR)

The interpretative or evaluative student verbal responses and the unexpected or unpredictable verbal student behaviours are compared with all student verbal behaviours. The numerical calculation is as follows:

$$\frac{8\backslash+9}{8+8\backslash+9}$$

---

26. Student Non-verbal Initiation, Teacher Suggested (SNVITSR)

The interpretative or evaluative student non-verbal responses and the unexpected or unpredictable non-verbal student behaviours are compared with all student non-verbal behaviours. The numerical calculation is as follows:

$$\frac{18\backslash+19}{18+18\backslash+19}$$

---

27. Total Student Initiation, Teacher Suggested (TSITSR)

All student verbal and non-verbal interpretative or evaluative responses and their unexpected or unpredictable behaviours are compared with all student verbal and non-verbal behaviours. The numerical calculation is as follows:

$$\frac{8\backslash+18\backslash+9+19}{8+18+8\backslash+18\backslash+9+19}$$

---

28. Student Verbal Initiation, Student Suggested (SVISSR)

The unexpected or unpredictable, self-initiated student verbal behaviours are compared with all student verbal behaviours. The numerical calculation is as follows:

$$\frac{9}{8+8\backslash+9}$$

---

29. Student Non-verbal Initiation, Student Suggested (SNVISSR)

The unexpected or unpredictable, self-initiated student non-verbal behaviours are compared with all student non-verbal behaviours. The numerical calculation is as follows:

$$\frac{19}{18+18\backslash+19}$$

---

30. Total Student Initiation, Student Suggested (TSISSR)

All student verbal and non-verbal unexpected or unpredictable, self-initiated student behaviours are compared with all student verbal and non-verbal behaviours. The numerical calculation is as follows:

$$\frac{9+19}{8+18+8\backslash+18\backslash+9+19}$$

---

31. Content Emphasis -- Teacher Input (CETI)

The amount of class time the teacher devotes to subject matter. For numerical calculation all tallies in Categories 4, 14, 5, and 15 rows and columns are added together, with steady-state cells counted just one time. This total is divided by the total matrix tally count.

32. Content Emphasis -- Student Input (CESI)

All tallies in 8\ and 18\ rows and columns are summed with steady-state cell counted but once. This total is divided by the total matrix tally count.

33. Teacher as Teacher (TT)

The amount of class time during which the teacher is the teaching agent.

34. Other Students as Teacher (ST)

The amount of class time during which one or more of the students is the teaching agent.

35. The Environment as teacher (ET)

The amount of class time during which the environment (a book, film, piece of equipment, etc.) is the teaching agent.

36. Verbal Emphasis (VE)

All behaviours during the class that are expressed verbally -- For numerical calculations all tallies in Categories 2, 3, 4, 5, 6, 7, 8, 8\, and 9 are added together.

37. Non-verbal Emphasis (NVE)

All observable behaviours during the class that are not expressed verbally -- For numerical calculations all tallies in Categories 12, 13, 14, 15, 16, 17, 18, 18\, and 19 are added together.

38. Class Structure as One Unit (W)

The amount of class time during which the class is structured to function as a whole unit.

39. Class Structure As Groups of Individuals (P)

The amount of class time during which the class is structured in such a way that the students work in groups or as individuals.

40. Class Structure with No Teacher Influence (I)

The amount of class time during which the teacher has no influence over the class (i.e., talking with another teacher, answering the phone, correcting work at the table, hanging posters, etc.)

41. Teacher Empathy to Student Emotions (TE)

### APPENDIX 3.18 CAFIAS TRAINING OF OBSERVERS

A description of the training programme.

#### **Session one: Monday 19 January 1998 [1 hour 15 minutes]**

##### ***Aim of the session:***

- To practice applying CAFIAS verbal and non-verbal categories to behaviours taken from episodes of physical education and other subjects. Use the following pages from the CAFIAS manual for quoting episodes of behaviours, as the correct categories are recorded: pg. 20- 25, pg. 27-33
- To use CAFIAS tally sheets.

##### ***Exercise 1: Coding verbal and non-verbal behaviours into CAFIAS categories.***

The three trainees took turns to note and read out 10 randomly selected behaviours from the situations on pages 22-24. The other two observers recorded the behaviours using CAFIAS categories. Only the person reading the behaviours was allowed to use the manual. The CAFIAS tally sheets were used to record the behaviours.

After every 10 behaviours, the two observers put to test checked their recorded category with the situation quoted from the manual. The recorded categories and interpretations were discussed. This exercise was repeated three times, each trainee taking a turn each at reading out the situations.

##### ***Exercise 2: Coding verbal and non-verbal behaviours into CAFIAS categories and episodes from physical education and other class situations.***

This exercise was organised like the previous one, however examples were taken from. pg. 20-25 and pg. 27-33. The discussions and clarifications of each coded behaviour when comparing answers were very engaging. The rationale of why the behaviour needed to be coded as such was provided through the model answers provided in the manual, as well as discussions and clarifications amongst the observers.

---

#### **Session two: Wednesday 21 January 1998 [ 1 hour 15 minutes]**

##### ***Aim of the session:***

- To consolidate observing and recording CAFIAS categories from episodes in the manual.
- To practice applying CAFIAS categories to teaching behaviours of a filmed physical education class at intervals of 10 seconds and 5 seconds

##### ***Exercise 1: Observe and record at intervals of 10 seconds from the manual***

The observers took turns to note down 5 behaviours from the manual pages. The five behaviours were read out at intervals of 10 seconds and 10 seconds were allowed for recording each behaviour. Each set of 5 behaviours was discussed and the clarifications that arose from the disagreements and discussions were noted for reference in future similar situations. At times the observers had too much time available but on some occasions more time was needed to decipher between categories.

##### ***Exercise 2: Observe and record at intervals of 10 seconds from a filmed lesson***

The filmed session was taken from a 10 minute “throwing” lesson found in George Graham “Teaching Physical Education - Becoming a Master Teacher Video” (1994) Human Kinetics. Mrs Smiths’ class comprises about 25 pupils aged 5-6 years. The class was divided in groups, and they rotated from one throwing activity to the next. The lesson on the video had a running time in seconds showing throughout.

The observers viewed the filmed lesson for a few minutes and then moved to recording. A behaviour was observed and recorded on the 10th second for 10 consecutive times. [The time appeared at the bottom of the screen.] The video was then held in pause allowing time for the observers to discuss and clarify their agreements and disagreements. The clarifications concluded for the different interpretations given to the same behaviour were noted down.

***Exercise 3: Observe and record at intervals of 5 seconds***

The rest of the filmed lesson was used for this exercise. The observers recorded 2 consecutive behaviours at intervals of 5 seconds. [The time appeared at the bottom of the screen.] The video was then held in pause allowing time for the observers to discuss, clarify and note down any clarifications of their agreements and disagreements. This was repeated with the observers attempting three consecutive behaviours at the same interval.

The author jotted down the different interpretations given to the same behaviour/category during this exercise. All the clarifications noted were circulated to all observers on the next session.

---

**Session three: Thursday 22 January 1998 [1 hour 15 minutes]**

***Aim of the session:***

- To practice applying CAFIAS category codes: verbal and non-verbal to teaching behaviours of a filmed physical education class at intervals of 5 seconds.

The filmed session was taken from a 12 minutes “matching” lesson found George Graham: “AMTP Pedagogy course Self-Study Video” (1993) Human Kinetics. The class comprises of 20-25 pupils aged 7-9 years. The class teacher was female and the class was co-educational. The students worked in pairs for most of the time. The children had very interesting pieces of apparatus to use. The lesson on the video had a running time in seconds showing throughout.

***Exercise 1: Observe and record at intervals of 5 seconds.***

The observers viewed the filmed lesson for a few minutes and then moved to recording. They recorded a behaviour every 5 seconds for 4 consecutive times. [The time appeared at the bottom of the screen.] The video was then held in pause allowing time for the observers to discuss and note the clarification of their agreements and disagreements.

***Exercise 2: Observe and record at intervals of 5 seconds***

The same as above however this time 6 consecutive behaviours were coded at intervals of 5 seconds

The author transcribed the different interpretations given to the same behaviour/category during this exercise. All the clarifications noted were circulated to all observers on the next session.

---

**Session four: Monday 26 January 1998 [1 hour 15 minutes]**

***Aim of the session:***

- To consolidate practice applying CAFIAS category at intervals of 5 seconds.
- To record and observe CAFIAS categories at intervals of 5 seconds for 8 consecutive minutes.

The filmed session was taken from a 15 minutes lesson selected from a series of lessons found in George Graham: “AMTP Pedagogy course Self-Study Video” (1993) Human Kinetics. The

class comprises of 20-25 pupils aged 12-14 years. The class teacher was male and the class was co-educational. The lesson was on using a variety of equipment, namely skipping ropes and controlling the ball with a hockey stick. The teacher demonstrated to the whole class and then set the students to work in groups. The teacher used a chart for the session as well. The lesson on the video had a running time in seconds showing throughout.

***Exercise 1: Observe and record at intervals of 5 seconds.***

The observers viewed the filmed lesson for a few minutes and then moved to recording. They recorded a behaviour every 5 seconds for 8 consecutive times. [The time appeared at the bottom of the screen.] The video was then held in pause allowing time for the observers to discuss and note the clarification of their agreements and disagreements.

***Exercise 2: Observe and record at intervals of 5 seconds***

The same as above however this time the number of consecutive behaviours to be recorded at intervals of 5 seconds was increased gradually to 1 minute; two minutes and up to eight minutes.

The author noted the different interpretations given to the same behaviour/category during this exercise down. All the clarifications noted were circulated to all observers on the next session.

---

**Session five: Tuesday 27 January 1998 [1 hour 15 minutes]**

***Aim of the session:***

- To consolidate practice applying CAFIAS category at intervals of 5 seconds.
- To record teaching agents with the right notation [(teacher ( . ); environment (e); student (s)]
- To record and observe CAFIAS categories at intervals of 3 seconds.

***Exercise 1: Observe and record at intervals of 5 seconds.***

The filmed session was taken from a 15 minutes lesson selected from a series of lessons found in George Graham: "AMTP Pedagogy course Self-Study Video" (1993) Human Kinetics. The class comprises of 20-25 pupils aged 10-12 years. The class teacher was female and the class was co-educational. The lesson was on football passing and trapping techniques all presented in a lead up game situation. The teacher demonstrated and explained to the whole class and then set the students to work in pairs and in groups. The lesson on the video had a running time in seconds showing throughout.

The observers viewed the filmed lesson for a few minutes and then moved to recording. They recorded a behaviour every 5 seconds for 8 consecutive times. [The time appeared at the bottom of the screen.] The video was then held in pause allowing time for the observers to discuss and note the clarification of their agreements and disagreements. This was repeated for six times, by which time the observers were becoming confidently efficient.

***Exercise 2: Observe and record at intervals of 5 seconds, including teaching agents***

For this exercise, the observers had to add the recording of the teaching agent next to the number identifying the CAFIAS categories every time it changed [(teacher ( . ); environment (e); student (s)]. The exercise involved viewing more of the video used in exercise one. Behaviours were recorded every 5 seconds for one minute. The teaching agent tended to stay stable for quite a while and it was easy for the observers to decipher between the three agents.

***Exercise 3: Observe and record at intervals of 5 seconds***

The filmed session was one of the ETUs of netball practical class, which was not going to be used for the main study. The exercise was the same as above however this time the intervals were reduced to 3 seconds. The observers started with recording three consecutive behaviours and this was gradually increased to observing and recording for one minute. This video did not have a running time showing at the bottom of the screen like the previous ones, and the recording of a signal (sharp bell) every three seconds was not ready from recording. Thus, observers had to silently count three between one observation and the other.

The author followed the discussions concerning the different interpretations given to the same behaviour/category during this exercise. The presented arguments were noted down. All the clarifications noted were circulated to all observers on the next session.

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**Session six: Wednesday 28 January 1998 [1 hour 15 minutes]**

***Aim of the session:***

- To consolidate practice applying CAFIAS category at intervals of 3 seconds, including teaching agents.
- To record the class organisation categories [part (P); whole (W) ; no teacher influence (I)].

***Exercise 1: Observe and record CAFIAS categories and teaching agents at intervals of 3 seconds.***

The filmed session was one of the ETUs of athletic practical class, which was not going to be used for the main study. The observers viewed the filmed lesson for a few minutes and then moved to recording. The observers started with recording at intervals of three seconds for one minute and this was increased to continuous recording until one observer felt completely lost and called stop. This video did not have a running time showing at the bottom of the screen like the previous ones, and the recording of a signal (sharp bell) every three seconds was still not ready from recording. Thus, observers had to silently count three between one observation and the other. This also proved slightly problematic because some were counting faster than others, so the observers took turns counting aloud for the whole group. Discussions and clarifications of disagreements were also noted.

***Exercise 2: Observe and record at intervals of 3 seconds, including the class organisation***

The filmed session of the previous exercise was used for this exercise. The exercise was the same as above however the observers also noted the notation for describing the class organisation, which was to be added to the CAFIAS number category every time it changed [part (P); whole (W) ; no teacher influence (I)].

This video did not have a running time showing at the bottom of the screen like the previous ones, and the recording of a signal (sharp bell) every three seconds was not ready from recording. Thus, the observers took turns counting aloud for the whole group.

The author kept a note of all the different interpretations given to the same behaviour/category during this exercise down. All the clarifications noted were circulated to all observers on the next session.

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**Session seven: Wednesday 28 January 1998 [1 hour 30 minutes]**

***Aim of the session:***

- To consolidate practice applying CAFIAS category at intervals of 3 seconds, including teaching agents and class organisation.



***Exercise 1: Observe and record CAFIAS categories at intervals of 3 seconds.***

The filmed session was one of the ETUs, a netball practical class, which was not going to be used for the main study. The observers viewed the filmed lesson for a few minutes and then moved to recording. The observers started with recording at intervals of three seconds for one minute and this was increased to continuous recording until one observer felt completely lost and called stop. The observers listened to a signal (sharp bell) recorded at intervals of three seconds for 20 consecutive minutes. However, it transpired that the sound of the bell had an echoing fade and was about four seconds on its own apart from the two seconds. The recording was re-done and a bell with a sharp staccato sound was to be used. This signal was taken from the “Effects” repertoire of the radio station of the university of Malta. Thus the observers again took turns counting aloud for the whole group. The observers discussed their recordings and noted the necessary clarifications.

***Exercise 2: Observe and record at intervals of 3 seconds, including the class organisation***

This exercise was similar to the previous one. The difference was the use of different videos from different experimental conditions. Firstly, a class based session (athletics), which was also going to be used in the main study was used for observing and recording behaviours. Secondly, a filmed situation of giving out and discussing the handout in an athletics class (experimental teaching condition two) was used for observation and recording. The class based sessions required some clarifications of coding behaviours

The author took note of the different interpretations given to the same behaviour/category during this exercise. These circulated to all observers the next day.

At the end of this session, the observers discussed any circumstances meriting clarification before the actual observation and recording of the main study started. The researcher observed and recorded the athletics ETUs independently with one observer and the netball ETUs with the other observer. The videos were observed and recorded at random, irrespective of the experimental teaching condition and the session.

PHYSICAL EDUCATION ASSESSMENT

ATHLETICS  
[SPRINTS, RELAYS, SHOT PUT]

TIME: 30 minutes

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INSTRUCTIONS

***DO NOT WRITE ANYTHING ON THIS ASSESSMENT SHEET.***

Answer all questions on the separate sheets provided.

Write your name in Block capitals on each sheet.

Write the question number and section e.g. 1, 4a, 4b etc. for each question.

Do not consult or talk to your colleagues until the end of this assessment.

**THIS ASSESSMENT SHEET WILL BE COLLECTED AFTER THE END OF THE EXERCISE.**

You may start.

## Section A: Sprints

1. Write down the starting instructions before the gun is fired for a 400m race. [3]
2. State **two** instances when a runner in a 200m race will be disqualified. [3]
3. A sprinter changes from 100 meters to 200 meters. Give **one** adjustment which should be made to the starting position. [3]
4. The runner approaching the finishing line looks back over the right shoulder to see how near the opponent is. Is this a good procedure? Give two reasons. [6]
5. What procedure should the runner follow
  - a. towards the end of a sprint
  - b. for the finishGive one tactic for each phase. [8]
6. Suggest a good race plan for a 200m race. [9]
7. Figure 1 is a diagram of a sprinter's action. List **one** characteristic of good sprinting technique with reference to **each** of the following phases: [12]
  - a. head carriage
  - b. posture
  - c. arm action
  - d. leg action

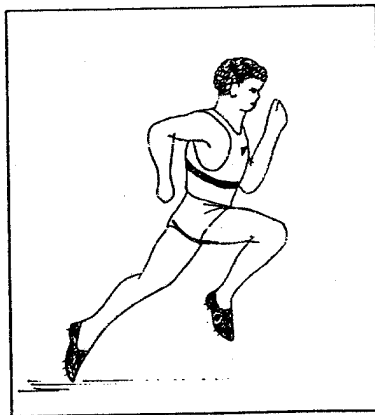


Figure 1

## Section B: Relays

8. Figure 2 and 3 show **two** methods of baton exchange. Name the methods used in figure 2 and figure 3 [6]

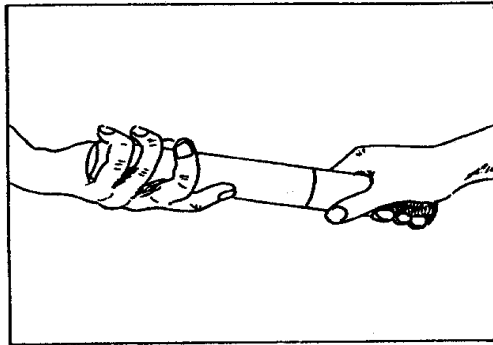


Fig. 17

Figure 2

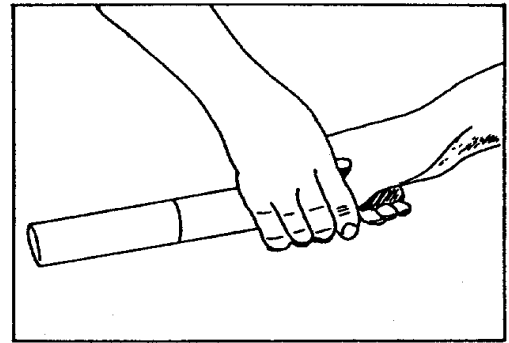


Fig. 18

Figure 3

9. Give **two** points of good technique for **each** of these methods. [10]
10. In a relay race, what use should be made of the 10 meters before the change-over box? [4]
11. List **three** reasons why a team should be disqualified during a baton exchange in a 4x100 meter relay race. [9]

### Section C: Shot Put

12. Give **three** rules you apply to throwing events to ensure the safety of both competitors and spectators. [6]
13. List **three** infringements of the rules which would result in a foul throw for the shot put. [9]
14. Listed below are the four phases used for analysis of the shot put. Identify a common fault for **each** of the four phases [12]
  - a) Initial stance, grip and preparation
  - b) Travel and trunk position
  - c) Throwing action
  - d) Release

# PHYSICAL EDUCATION ASSESSMENT

## ATHLETICS [SPRINTS, RELAYS, SHOT PUT]

TIME: 45 minutes

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### INSTRUCTIONS

#### ***DO NOT WRITE ANYTHING ON THIS ASSESSMENT SHEET.***

- A series of video clips will be shown to you at the beginning of the session. Each clip includes a question/s and a very short motion picture. The questions shown on screen are also given overleaf. You are required to answer the questions after having seen the video clips.
- The whole series of clips will be shown two times with a pause between each viewing.
- During the presentations of the video clips you may make notes if you wish. Use the SEPARATE SHEETS FOR ROUGH NOTES.
- After the video clips have been shown at the beginning of the session you will be allowed time to answer the questions.
- The series of video clips will be shown once more towards the end of the session. You will be allowed further time to complete the exercise.
- Answer all questions on the separate sheet provided.
- Write your name in Block capitals on each sheet.
- Write the question number and section e.g. 1, 4a, 4b etc. for each question.
- Do not consult or talk to your colleagues until the end of the exercise.

THIS ASSESSMENT SHEET WILL BE COLLECTED AFTER THE END OF THE EXERCISE.

Get ready to view the video clips.

## Section A: SPRINTS

### VIDEO CLIP 1

1. Write down the starting instructions before the gun is fired for a 100m race. [3]

### VIDEO CLIP 2

2. State **two** instances when a runner in a 200m race will be disqualified. [3]

3. A sprinter changes from 100 meters to 200 meters. Give **one** adjustment which should be made to the starting position. [3]

### VIDEO CLIP 3

4. The runner approaching the finishing line looks back over the right shoulder to see how near the opponent is. Is this a good procedure? Give two reasons. [6]

5. What procedure should the runner follow
- a. towards the end of a sprint
  - b. for the finish
- Give one tactic for each phase. [8]

### VIDEO CLIP 4

6. Suggest a good race plan for a 200m race. [9]

7. List **one** characteristic of good sprinting technique with reference to **each** of the following phases: [12]
- a. head carriage
  - b. posture
  - c. arm action
  - d. leg action

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## Section B: RELAY

### VIDEO CLIP 5

8. Name two methods of baton exchange. [6]

9. Give **two** points of good technique for each of these methods. [10]

### VIDEO CLIP 6

10. In a relay race, what use should be made of the 10 meters before the change-over box? [4]

11. List **three** reasons why a team should be disqualified during a baton exchange in a 4x100 meter relay race. [9]
- 

### **Section C: SHOT PUT**

#### **VIDEO CLIP 7**

12. Give **three** rules you would apply to throwing events to ensure the safety of both competitors and spectators. [6]

13. List **three** infringements of the rules which would result in a foul throw for the shot put. [9]

#### **VIDEO CLIP 8**

14. Listed below are the four phases used for analysis of the shot put. Identify a common fault for **each** of the four phases [12]
- a. Initial stance, grip and preparation
  - b. Travel and trunk position
  - c. Throwing action
  - d. Release

# PHYSICAL EDUCATION ASSESSMENT

## NETBALL

TIME: 30 minutes

---

### INSTRUCTIONS

***DO NOT WRITE ANYTHING ON THIS ASSESSMENT SHEET.***

Answer all questions on the separate sheets provided.

Write your name in Block capitals on each sheet.

Write the question number and section e.g. 1, 4a, 4b etc. for each question.

Do not consult or talk to your colleagues until the end of this assessment.

**THIS ASSESSMENT SHEET WILL BE COLLECTED AFTER THE END OF THE EXERCISE.**

You may start.



1. The diagram in Figure 1 shows the five playing areas on a netball court and the direction of play for the two teams;

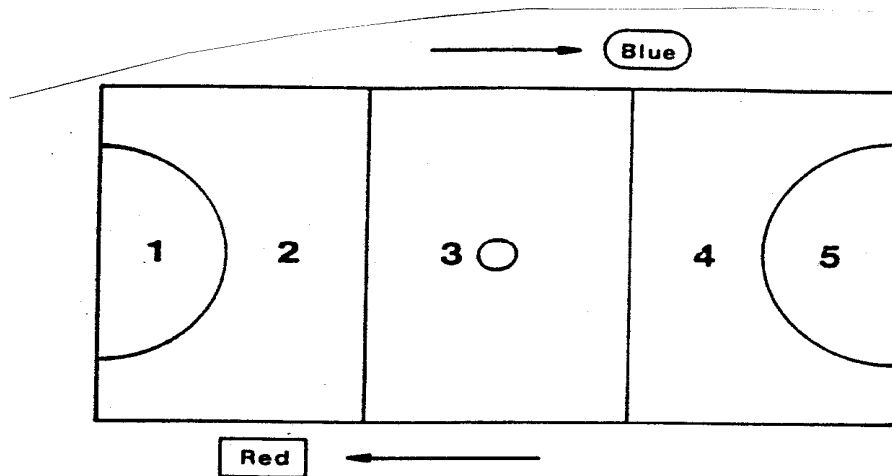


Figure 1

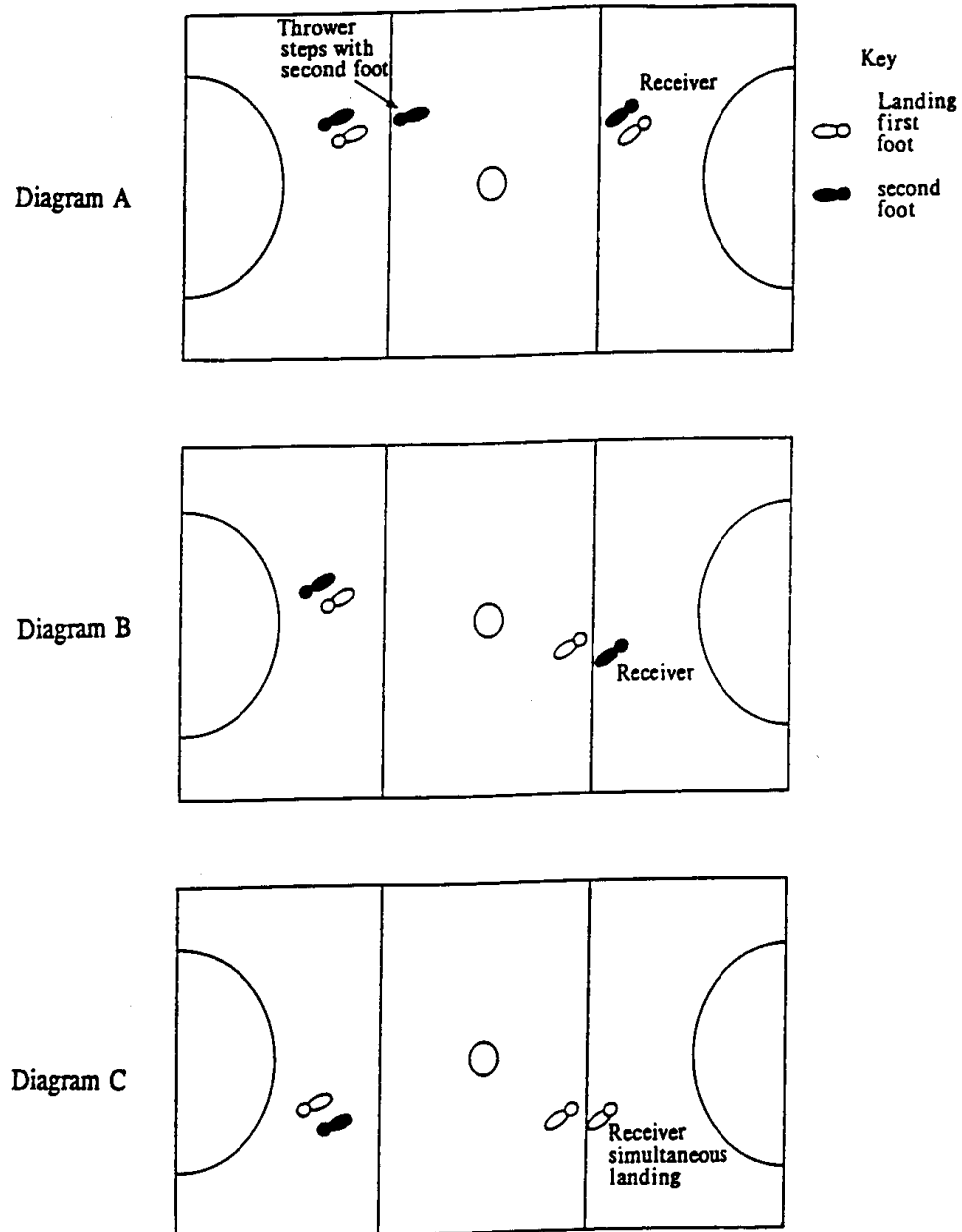
Give the numbers of the areas in which the following players are allowed:

- |    |   |      |
|----|---|------|
| a) | Centre (Blue)   | [3]  |
| b) | Wing Attack (Red)   | [3]  |
| c) | Goal Attack (Blue)  | [3]  |
|    |   |      |
| 2. | State the correct umpiring decision when  |      |
| a) | a player catches the ball, drops it and then replays it.  | [4]  |
| b) | a player throws the ball while sitting on the ground.   | [4]  |
| c) | the ball hits the goal post and rebounds into play.   | [4]  |
|    |   |      |
| 3. | How should a defending player try to intercept a shot? Give <b>two</b> points.                          | [8]  |
|    |   |      |
| 4. | a) List <b>four</b> points of good technique for the two-handed chest pass.                             | [12] |
|    | b) State <b>three</b> instances when it would be appropriate to use the chest pass in a game situation. | [12] |
|    |   |      |
| 5. | a) Describe <b>one</b> system which might be used by the team in possession at the centre pass.         | [6]  |
|    | b) State a back-up system which might be used if the player expecting the pass fails to get free.       | [6]  |
|    | c) Why would a team use double marking for the centre pass?   | [3]  |

6. Figure 2 shows the foot positions for pass a -Diagram A; pass b -Diagram B; and pass c- Diagram C.

State for each pass whether the umpire should allow PLAY ON or WHISTLE for 'thrown over a third'

[9]



7. Explain what is generally understood by the tactical term **width** in attack and how this could assist a team to create more scoring chances.

[6]

8. A defending player will attempt to prevent an opponent from receiving a pass. Give **FOUR** points of good defending techniques to prevent the opponent from receiving a pass. [8]
9. State the positional responsibilities and the qualities required by the Wing Attack (WA) when [9]
- a) the player in possession of the ball
  - b) the team is in possession of the ball
  - c) the team is not in possession of the ball

# PHYSICAL EDUCATION ASSESSMENT

## NETBALL

TIME: 45 minutes

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### INSTRUCTIONS

***DO NOT WRITE ANYTHING ON THIS ASSESSMENT SHEET.***

- A series of video clips will be shown to you at the beginning of the session. Each clip includes a question/s and a very short motion picture. The questions shown on screen are also given overleaf. You are required to answer the questions after having seen the video clips.
- The whole series of clips will be shown two times with a pause between each viewing.
- During the presentations of the video clips you may make notes if you wish. Use the SEPARATE SHEETS FOR ROUGH NOTES.
- After the video clips have been shown at the beginning of the session you will be allowed time to answer the questions.
- The series of video clips will be shown once more towards the end of the session. You will be allowed further time to complete the exercise.
- Answer all questions on the separate sheet provided.
- Write your name in Block capitals on each sheet.
- Write the question number and section e.g. 1, 4a, 4b etc. for each question.
- Do not consult or talk to your colleagues until the end of the exercise.

THIS ASSESSMENT SHEET WILL BE COLLECTED AFTER THE END OF THE EXERCISE.

Get ready to view the video clips.

## Physical Education assessment: Netball

### VIDEO CLIP 1

1. Illustrate the areas in which the following players are allowed. For each player sketch a court and shade the areas
  - a) Centre [3]
  - b) Wing Attack [3]
  - c) Goal Attack [3]

### VIDEO CLIP 2

2. Describe **one** system of play which the team in possession of the ball is using for the centre pass? [6]
3. State a back-up system which might be used if the player expecting the pass fails to get free [6]

### VIDEO CLIP 3

4. Why would a team use double marking when their team is not in possession of the ball? [3]

### VIDEO CLIP 4

5. What is the umpire's decision when
  - a) a player catches the ball, drops it and then replays it [4]
  - b) a player throws the ball while sitting on the ground [4]
  - c) the ball hits the goal post and rebounds into play [4]

### VIDEO CLIP 5

6. Give **four** points of good technique for the two handed chest pass [12]
7. State **three** instance when it would be appropriate to use the chest pass in a game situation. [12]

### VIDEO CLIP 6

8. Give **three** examples of a ball going over a third. Give specific details about the landing feet of the players. You can sketch a court and mark the landing feet of the players. [9]

**VIDEO CLIP 7**

9. Explain what is generally understood by the tactical term **width** in attack and how this could assist a team to create more scoring chances [6]

**VIDEO CLIP 8**

10. A defending player will attempt to prevent an opponent from receiving a pass. Give **four** points of good technique for the defender to prevent the opponents from receiving a pass [8]

**VIDEO CLIP 9**

11. How should a defending player try to intercept a shot? Give **two** points. [8]

**VIDEO CLIP 10**

12. What is the role of the Wing Attack when [9]
- a) the player is in possession of the ball
  - b) the team is in possession of the ball
  - c) the team is not in possession of the ball

End of Assessment clips

**APPENDIX 3.20  
VALIDATION SHEETS OF VIDEO CLIPS OF VIDEO BASED WRITTEN  
PAPER: ATHLETICS**

**VIDEO TEST ITEM VALIDATION – ATHLETICS**

The test items will be evaluated using the following criteria:

1. **Appropriateness:** is the motion picture appropriate to use with the question/s?
2. **Technical Soundness:** is each video clip [question/s and motion picture] free from technical errors and irrelevant clues?

Refer to the enclosed evaluation sheets. You are required to evaluate each video clip using the above stated criteria after having seen each video clip. (*the questions are being put forward as guidelines*).

The video clips will be shown twice. In the first instance **all** the clips will be shown. Then, the video clips will be shown one by one and there will be a pause of one minute after each clip. This will give you time to evaluate each clip and note down any comments.

**You are kindly requested to show your level of agreement with the above stated criteria by circling the numbers in the corresponding box. If you would like to give any comments you consider relevant please write a reference number in the “Comment” columns and write your comment on the separate “Comment Sheet” provided.**

# PHYSICAL EDUCATION ASSESSMENT

## ATHLETICS [SPRINTS, RELAYS, SHOT PUT]

TIME: 45 minutes

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### INSTRUCTIONS

#### ***DO NOT WRITE ANYTHING ON THIS ASSESSMENT SHEET.***

- A series of video clips will be shown to you at the beginning of the session. Each clip includes a question/s and a very short motion picture. The questions shown on screen are also given overleaf. You are required to answer the questions after having seen the video clips.
- The whole series of clips will be shown two times with a pause between each viewing.
- During the presentations of the video clips you may make notes if you wish. Use the SEPARATE SHEETS FOR ROUGH NOTES.
- After the video clips have been shown at the beginning of the session you will be allowed time to answer the questions.
- The series of video clips will be shown once more towards the end of the session. You will be allowed further time to complete the exercise.
- Answer all questions on the separate sheet provided.
- Write your name in Block capitals on each sheet.
- Write the question number and section e.g. 1, 4a, 4b etc. for each question.
- Do not consult or talk to your colleagues until the end of the exercise.

THIS ASSESSMENT SHEET WILL BE COLLECTED AFTER THE END OF THE EXERCISE.

Get ready to view the video clips.



## Section A: SPRINTS

### VIDEO CLIP 1

1. Write down the starting instructions before the gun is fired for a 100m race. [3]

### VIDEO CLIP 2

2. State **two** instances when a runner in a 200m race will be disqualified. [3]
3. A sprinter changes from 100 meters to 200 meters. Give **one** adjustment which should be made to the starting position. [3]

### VIDEO CLIP 3

4. The runner approaching the finishing line looks back over the right shoulder to see how near the opponent is. Is this a good procedure? Give two reasons. [6]
5. What procedure should the runner follow
  - a. towards the end of a sprint
  - b. for the finishGive one tactic for each phase. [8]

### VIDEO CLIP 4

6. Suggest a good race plan for a 200m race. [9]
  7. List **one** characteristic of good sprinting technique with reference to **each** of the following phases: [12]
    - a. head carriage
    - b. posture
    - c. arm action
    - d. leg action
- 

## Section B: RELAY

### VIDEO CLIP 5

8. Name two methods of baton exchange. [6]
9. Give **two** points of good technique for each of these methods. [10]

### VIDEO CLIP 6

10. In a relay race, what use should be made of the 10 meters before the change-over box? [4]

11. List **three** reasons why a team should be disqualified during a baton exchange in a 4x100 meter relay race. [9]
- 

### Section C: SHOT PUT

#### VIDEO CLIP 7

12. Give **three** rules you would apply to throwing events to ensure the safety of both competitors and spectators. [6]

13. List **three** infringements of the rules which would result in a foul throw for the shot put. [9]

#### VIDEO CLIP 8

14. Listed below are the four phases used for analysis of the shot put. Identify a common fault for **each** of the four phases [12]
- a. Initial stance, grip and preparation
  - b. Travel and trunk position
  - c. Throwing action
  - d. Release

**Video Test Item Validation**

**1. Appropriate:**

- VA Very Appropriate
- A Appropriate
- U Undecided
- NA Not Appropriate
- VI Very Inappropriate

**2. Technical Soundness:**

- VTS Very Technically Sound
- TS Technically Sound
- U Undecided
- NTS Not Technically Sound
- NTSL Not Technically Sound At All

1. APPROPRIATE							
Clip	Question	VA	A	U	NA	VI	Comment Ref. No.
1	1	5	4	3	2	1	
2	2	5	4	3	2	1	
	3	5	4	3	2	1	
3	4	5	4	3	2	1	
	5	5	4	3	2	1	
4	6	5	4	3	2	1	
	7	5	4	3	2	1	
5	8	5	4	3	2	1	
	9	5	4	3	2	1	
6	10	5	4	3	2	1	
	11	5	4	3	2	1	
7	12	5	4	3	2	1	
	13	5	4	3	2	1	
8	14	5	4	3	2	1	

2. TECHNICAL SOUNDNESS							
Clip	Question	VTS	TS	U	NTS	NTSL	Comment Ref. No.
1	1	5	4	3	2	1	
2	2	5	4	3	2	1	
	3	5	4	3	2	1	
3	4	5	4	3	2	1	
	5	5	4	3	2	1	
4	6	5	4	3	2	1	
	7	5	4	3	2	1	
5	8	5	4	3	2	1	
	9	5	4	3	2	1	
6	10	5	4	3	2	1	
	11	5	4	3	2	1	
7	12	5	4	3	2	1	
	13	5	4	3	2	1	
8	14	5	4	3	2	1	

**Video Test Item Validation: Athletics COMMENTS SHEET**

Comment Ref. No	Comment

**APPENDIX 3.21  
VALIDATION SHEETS OF VIDEO CLIPS OF VIDEO BASED WRITTEN  
PAPER: NETBALL**

**VIDEO TEST ITEM VALIDATION - NETBALL**

The test items will be evaluated using the following criteria:

1. **Appropriateness:** is the motion picture appropriate to use with the question/s?
2. **Technical Soundness:** is each video clip [question/s and motion picture] free from technical errors and irrelevant clues?

Refer to the enclosed evaluation sheets. You are required to evaluate each video clip using the above stated criteria after having seen each video clip. (*the questions are being put forward as guidelines*).

The video clips will be shown twice. In the first instance **all** the clips will be shown. Then, the video clips will be shown one by one and there will be a pause of one minute after each clip. This will give you time to evaluate each clip and note down any comments.

**You are kindly requested to show your level of agreement with the above stated criteria by circling the numbers in the corresponding box. If you would like to give any comments you consider relevant please write a reference number in the “Comment” columns and write your comment on the separate “Comment Sheet” provided.**

# PHYSICAL EDUCATION ASSESSMENT

## NETBALL

TIME: 45 minutes

---

### INSTRUCTIONS

***DO NOT WRITE ANYTHING ON THIS ASSESSMENT SHEET.***

- A series of video clips will be shown to you at the beginning of the session. Each clip includes a question/s and a very short motion picture. The questions shown on screen are also given overleaf. You are required to answer the questions after having seen the video clips.
- The whole series of clips will be shown two times with a pause between each viewing.
- During the presentations of the video clips you may make notes if you wish. Use the SEPARATE SHEETS FOR ROUGH NOTES.
- After the video clips have been shown at the beginning of the session you will be allowed time to answer the questions.
- The series of video clips will be shown once more towards the end of the session. You will be allowed further time to complete the exercise.
- Answer all questions on the separate sheet provided.
- Write your name in Block capitals on each sheet.
- Write the question number and section e.g. 1, 4a, 4b etc. for each question.
- Do not consult or talk to your colleagues until the end of the exercise.

THIS ASSESSMENT SHEET WILL BE COLLECTED AFTER THE END OF THE EXERCISE.

Get ready to view the video clips.

### VIDEO CLIP 1

1. Illustrate the areas in which the following players are allowed. For each player sketch a court and shade the areas:
  - a) Centre [3]
  - b) Wing Attack [3]
  - c) Goal Attack [3]

### VIDEO CLIP 2

2. Describe **one** system of play which the team in possession of the ball is using for the centre pass. [6]
3. State a back-up system which might be used if the player expecting the pass fails to get free. [6]

### VIDEO CLIP 3

4. Why would a team use double marking when their team is not in possession of the ball? [3]

### VIDEO CLIP 4

5. What is the umpire's decision when
  - a) a player catches the ball, drops it and then replays it. [4]
  - b) a player throws the ball while sitting on the ground. [4]
  - c) the ball hits the goal post and rebounds into play. [4]

### VIDEO CLIP 5

6. Give **four** points of good technique for the two handed chest pass. [12]
7. State **three** instance when it would be appropriate to use the chest pass in a game situation. [12]

### VIDEO CLIP 6

8. Give **three** examples of a ball going over a third. Give specific details about the landing feet of the players. [*You can sketch a court and mark the landing feet of the players.*] [9]

### VIDEO CLIP 7

9. Explain what is generally understood by the tactical term **width** in attack and how this could be used to create more scoring chances. [6]

**VIDEO CLIP 8**

10. A defending player will attempt to prevent an opponent from receiving a pass. Give **four** points of good defending techniques to prevent opponents from receiving a pass. [8]

**VIDEO CLIP 9**

11. How should a defending player try to intercept a shot? Give **two** points. [8]

**VIDEO CLIP 10**

12. What is the role of the Wing Attack when [9]
- a) the player is in possession of the ball
  - b) the team is in possession of the ball
  - c) the team is not in possession of the ball



## Video Test Item Validation

### 1. Appropriate:

VA Very Appropriate  
 A Appropriate  
 U Undecided  
 NA Not Appropriate  
 VI Very Inappropriate

### 2. Technical Soundness:

VTS Very Technically Sound  
 TS Technically Sound  
 U Undecided  
 NTS Not Technically Sound  
 NTSL Not Technically Sound At All

1. APPROPRIATE							
Clip	Question	VA	A	U	NA	VI	Comment Ref. No.
1	1	5	4	3	2	1	
2	2	5	4	3	2	1	
	3	5	4	3	2	1	
3	4	5	4	3	2	1	
4	5a	5	4	3	2	1	
	5b	5	4	3	2	1	
	5c	5	4	3	2	1	
5	6	5	4	3	2	1	
	7	5	4	3	2	1	
6	8	5	4	3	2	1	
7	9	5	4	3	2	1	
8	10	5	4	3	2	1	
9	11	5	4	3	2	1	
10	12	5	4	3	2	1	

2. TECHNICAL SOUNDNESS							
Clip	Question	VTS	TS	U	NTS	NTSL	Comment Ref. No.
1	1	5	4	3	2	1	
2	2	5	4	3	2	1	
	3	5	4	3	2	1	
3	4	5	4	3	2	1	
4	5a	5	4	3	2	1	
	5b	5	4	3	2	1	
	5c	5	4	3	2	1	
5	6	5	4	3	2	1	
	7	5	4	3	2	1	
6	8	5	4	3	2	1	
7	9	5	4	3	2	1	
8	10	5	4	3	2	1	
9	11	5	4	3	2	1	
10	12	5	4	3	2	1	

**Part 3: Video Test Item Validation: Netball COMMENTS SHEET**

Comment Ref. No	Comment

**APPENDIX 3.22**  
**VALIDATION OF CLASSIFICATIONS OF CONTENT AND COGNITIVE**  
**COMPONENTS: ATHLETICS AND NETBALL**

**Validation of classification of questions and answers**

Each of the test items (questions and answers) of the enclosed marking schemes (athletics and netball) <sup>1</sup> need to be classified for their content and cognitive domains.

The classifications of the content domains are:

- 1. Rules**
- 2. Tactics**
- 3. Techniques**

The cognitive domain classifications are based on Benjamin Bloom's taxonomy [1956] (see enclosed tables from Linn and Grondlund (1995) pg. 534-535)<sup>2</sup>. The classifications have been collapsed as follows:

1. Levels 1 & 2: **Knowledge and comprehension**
2. Levels 3 & 4: **Application and analysis**
3. Levels 5 & 6: **Synthesis and Evaluation**

You are kindly requested to classify each test items (questions and answers) as per the content and cognitive classifications by putting a tick (✓) in the boxes corresponding with the domain classification representing your opinion.

If you feel like giving any comments you consider relevant please write a reference number in the "comment" columns and write your comment on the enclosed comment sheet provided.

**Thank You**

---

<sup>1</sup> See appendices 3.23 – 3.24 revised marking schemes Athletics and Netball

<sup>2</sup> See table 3.5

**NETBALL: QUESTIONS AND ANSWERS**

Question + Answer Refer to the marking scheme	SUBJECT CONTENT				COGNITIVE LEVEL			
	Rule	Tactic	Technique	Comment	Knowledge	Evaluation	Application	Comment
1								
2								
3								
4a								
4b								
5a								
5b								
5c								
6								
7								
8								
9								

**ATHELTICS: QUESTIONS AND ANSWERS**

Question + Answer	SUBJECT CONTENT				COGNITIVE LEVEL				
	Refer to the marking scheme	Rule	Tactic	Technique	Comment	Knowledge	Evaluation	Application	Comment
1									
2									
3									
4									
5									
6									
7									
8									
9									
10									
11									
12									
13									
14									

**CLASSIFICATION OF QUESTIONS AND ANSWERS: COMMENTS SHEET**

Comment Ref. No	Comment

**APPENDIX 3.23**  
**REVISED MARKING SCHEMES: ATHLETICS**

MARKING SCHEME  
**ATHLETICS UNSEEN WRITTEN PAPER**

<b>No</b>	<b>QUESTION</b>	<b>ANSWER</b> <i>Instructions are given in italics</i>	<b>MARK</b>
1	Write down the starting instructions before the gun is fired for a 400m race	<i>Accept the full answer only: [3 marks]</i>  on your marks, set	3
2	State two instances when a runner in a 200m race will be disqualified.	<i>Any two from : [1.5 marks x 2]</i>  1. making two false starts 2. running into the wrong lane 3. running on the lines of the lane 4. wilfully jostling a competitor in an adjacent lane 5. failed drug test	3 [2x1.5]
3	A sprinter changes from 100 meters to 200 meters. Give one adjustment which should be made to the starting position	<i>Any one from:[3 marks]</i>  1. Starting block placed <ul style="list-style-type: none"> <li>• on the outside of the lane <b>or</b></li> <li>• at the far right of the lane</li> </ul> 2. Straighten out the curve by placing the blocks <ul style="list-style-type: none"> <li>• on the outside of the lane <b>or</b></li> <li>• at the far right of the lane <b>or</b></li> <li>• on an angle to the inside of the curve</li> </ul> 3. Place left hand about 5cm back from the line	3
4	The runner approaching the finishing line looks back over the right shoulder to see how near the opponent is. Is this a good procedure? Give two reasons.	<i>Any two from : [3 marks each]</i>  1. this tactic/ procedure is not to be used 2. it is bad because the runner loses time 3. it is inefficient because the runner cuts down on speed	6 [3x2]
5	What procedure should the runner follow a. towards the end of a sprint and b. for the finish Give one tactic for each phase	a. towards the end of sprint: <i>any one from: [4 marks each]</i>  1. maintain speed 2. increase speed 3. look well ahead of finishing line  b. for the finish: <i>any one from :[4 marks each]</i>  1. dip by pushing the chest/torso across the line 2. run at full speed to a point 5-10 meters beyond the finishing line  <i>reject: run in lane, look behind</i>	8 [4x2]

No	QUESTION	ANSWER <i>Instructions are given in italics</i>	MARK
6	Suggest a good race plan for a 200m race.	<p><i>Award 3 marks for each point</i></p> <ol style="list-style-type: none"> <li>1. Reach full speed for the first 50 meters</li> <li>2. maintain a fast pace for the next 100m and</li> <li>3. run the next 50 meters efficiently minimising deceleration</li> </ol> <p><b>or</b></p> <ol style="list-style-type: none"> <li>1. reach full speed for first 40 meters</li> <li>2. maintain a fast pace next 120m and</li> <li>3. run fastest the last 40 meters</li> </ol> <p><i>reject: stay in first position and sprint last 20-30m</i></p>	9 [3x3]
7	<p>Figure 1 is a diagram of a sprinter's action. List one characteristic of good sprinting technique with reference to each of the following phases:</p> <ol style="list-style-type: none"> <li>a. head carriage</li> <li>b. posture</li> <li>c. arm action</li> <li>d. leg action</li> </ol>	<ol style="list-style-type: none"> <li>a. head carriage : <i>any one from [3 marks each]</i> <ul style="list-style-type: none"> <li>• head in alignment with the trunk</li> <li>• eyes looking forward</li> <li>• avoid shifting the head from side to side</li> </ul> </li> <li>b. posture : <i>any one from [3 marks each]</i> <ul style="list-style-type: none"> <li>• in acceleration phase a pronounced lean forward</li> <li>• trunk fairly upright with a slight lean forward</li> <li>• run perpendicular to the ground</li> <li>• driving leg is behind the body</li> <li>• shoulders square to direction</li> </ul> </li> <li>c. arm action : <i>any one from [3 marks each]</i> <ul style="list-style-type: none"> <li>• elbows held at 90 °</li> <li>• harmony with legs</li> <li>• arms open out at elbows during backward sweep</li> <li>• relaxed wrists and hands</li> <li>• flexed elbows lifts high at rear</li> <li>• elbows brush vest in moving forward and backwards</li> <li>• sweep hands up to eye level and down to the hips</li> </ul> </li> <li>d. leg action : <i>any one from [3 marks each]</i> <ul style="list-style-type: none"> <li>• active rear leg to strike and push the ground from under to behind the athlete</li> <li>• the pushing drive comes with the vigorous extension of the hip, knee and ankle joint of one leg</li> </ul> </li> </ol>	12 [4x3]



No	QUESTION	ANSWER <i>Instructions are given in italics</i>	MARK
		<ul style="list-style-type: none"> <li>• speedy and forceful pull through and high pick up of the recovery leg</li> <li>• feet pointing straight forward</li> <li>• up on toes in driving phase</li> </ul>	
8	<p>Figures 2 and 3 show two methods of baton exchange. Name the methods used in figure 2 and 3.</p>	<p>Figure 2: downsweep <i>[3 marks]</i>            Figure 3: up sweep <i>[3 marks]</i></p>	6 [3x2]
9	<p>Give two points of good technique for</p> <ol style="list-style-type: none"> <li>1. the method used in figure 2</li> <li>2. the method used in figure 3.</li> </ol>	<p>Figure 2: Downsweep: <i>any two from : [2.5 marks each x 2]</i></p> <ol style="list-style-type: none"> <li>1. outgoing runner stretches arm back with hand steady</li> <li>2. outgoing runner keeps palm of hand facing upwards</li> <li>3. incoming runner sweeps the baton downwards to place it in the opposite hand of the outgoing runner</li> <li>4. incoming runner grips the base [lower third] of the baton and passes it with a push down motion in the palm of the outgoing runner, who grips the upper extremity [upper third] of the baton</li> <li>5. after the exchange the baton is rotated down and forward and the upper extremity becomes the base</li> <li>6. outgoing runner looks at the incoming runner over the shoulder</li> </ol> <p>Figure 3: Upsweep: <i>any two from : [2.5 marks each x 2]</i></p> <ol style="list-style-type: none"> <li>1. outgoing runner stretches arm back with hand steady</li> <li>2. outgoing runner keeps palm of hand facing down</li> <li>3. thumb and rest of fingers form an inverted V</li> <li>4. incoming runner sweeps the baton upwards to place it in the opposite hand of the outgoing runner</li> <li>5. incoming runner places the baton firmly into the inverted V</li> <li>6. use as little of the baton as possible (i.e. hands close together)</li> </ol>	10 [5x2]
10	<p>In a relay race, what use should be made of the 10 meters before the changeover box?</p>	<p><i>Any one from [ 4 marks]</i></p> <ol style="list-style-type: none"> <li>1. outgoing runner can gain speed before the box</li> <li>2. outgoing runner runs at top speed</li> <li>3. incoming runner runs at top speed / maintains top speed</li> </ol>	4

No	QUESTION	ANSWER <i>Instructions are given in italics</i>	MARK
11	List three reasons why a team should be disqualified during a baton exchange in a 4x100 meter relay race.	<i>Any three from : [3 marks each]</i> <ol style="list-style-type: none"> <li>1. exchange outside the changeover box</li> <li>2. run outside the allotted lane</li> <li>3. impeding other runners</li> <li>4. baton, if dropped not collected by the runner who dropped it</li> <li>5. baton thrown from runner to runner</li> </ol>	9 [3x3]
12	Give three rules you would apply to throwing events to ensure the safety of both competitors and spectators	<i>Any three from : [2 marks each]</i> <ol style="list-style-type: none"> <li>1. equipment/throwing area is in a good state of repair</li> <li>2. correct size/ weights are used</li> <li>3. throw/collect/carry when told to do so</li> <li>4. spectators and competitors keep well away from the field of throw</li> <li>5. safety cages are used where possible</li> <li>6. using warning signal</li> <li>7. weather conditions</li> <li>8. safe storage</li> <li>9. safe retrieval of equipment</li> </ol>	6 [3x2]
13	List three infringements of the rules which would result in a foul throw for the shot put	<i>Any three from : [3 marks each]</i> <ol style="list-style-type: none"> <li>1. the thrower having stepped into the circle and started the throw touches with any part of the body the outside of the circle or the top of the stopboard</li> <li>2. thrower leaves the circle before the implement lands</li> <li>3. the thrower fails to leave the circle from a standing position</li> <li>4. the thrower fails to leave the circle from the rear of the circle</li> <li>5. the implement lands on or outside the lines marking the throwing sector</li> <li>6. thrower uses both hands</li> <li>7. shot is taken behind the line of the shoulders during the put (away from the jaw/ neck)</li> </ol>	9 [3x3]
14	Listed below are the four phases used for analysis of the shot put. Identify a common fault for each of the four phases <ol style="list-style-type: none"> <li>1. Initial stance, grip and preparation</li> <li>2. Travel and trunk position</li> <li>3. Throwing action</li> <li>4. Release</li> </ol>	a. <i>Initial stance, grip and preparation: any one from [3 marks each]</i> <ol style="list-style-type: none"> <li>1. adoption of bent over too soon</li> <li>2. standing sideways feet facing sideways</li> <li>3. left arm held by side instead of overhead</li> <li>4. shot held on fingers instead of palm</li> <li>5. only 2/3 fingers behind the shot instead of 4</li> <li>6. wrist/hand at side of shot instead of behind</li> <li>7. elbow dropped by side of body instead of away</li> </ol>	12 [4x3]

No	QUESTION	ANSWER <i>Instructions are given in italics</i>	MARK
		<p>b. Travel and trunk position : <i>any one from [3 marks each]</i></p> <ol style="list-style-type: none"> <li>1. trunk upright instead of parallel to the ground</li> <li>2. loss of balance while bending forward by bending to r/l of right leg</li> <li>3. poorly co-ordinated backward hop (chin and left hand to be kept low during backward hop)</li> <li>4. trunk becomes upright during the hop</li> <li>5. left arm moves in the direction of the throw too soon in anticipation of the throw</li> </ol> <p>c. Throwing action: <i>any one from [3 marks each]</i></p> <ol style="list-style-type: none"> <li>1. legs - hips not driven forward enough to face front</li> <li>2. trunk rotated too early so that shoulders go with hip instead of lagging behind</li> <li>3. arm- strike too early before hips and shoulders have been driven to face the front</li> </ol> <p>d. Release: <i>any one from [3 marks each]</i></p> <ol style="list-style-type: none"> <li>1. shoulders /hips not driven far enough to front</li> <li>2. shoulders driven to far-left shoulder collapse</li> <li>3. legs bent during delivery instead of straightening at release</li> <li>4. arm/hand snatches at implement without follow through</li> <li>5. athlete spins to left on front to the left</li> </ol>	

MARKING SCHEME  
ATHLETICS VIDEO BASED UNSEEN WRITTEN PAPER

NO	QUESTION	ANSWER <i>Instructions are given in italics</i>	MARK
VC 1 1	Write down the starting instructions before the gun is fired for a 100m race.	<i>Accept the full answer only [3 marks]</i>  on your marks, set	3
VC 2 2	State two instances when a runner in a 200m race will be disqualified.	<i>Any two from : [1.5 marks each]</i>  1. making two false starts 2. running into the wrong lane 3. running on the lines of the lane 4. wilfully jostling a competitor in an adjacent lane 5. failed drug test	3 [2x1.5]
3	A sprinter changes from 100 meters to 200 meters race. Give one adjustment which should be made to the starting position	<i>Any one from:[3 marks]</i>  1. Starting block placed <ul style="list-style-type: none"> <li>• on the outside of the lane <b>or</b></li> <li>• at the far right of the lane</li> </ul> 2. Straighten out the curve by placing the blocks <ul style="list-style-type: none"> <li>• on the outside of the lane <b>or</b></li> <li>• at the far right of the lane <b>or</b></li> <li>• on an angle to the inside of the curve</li> </ul> 3. Place left hand about 5cm back from the line	3
VC 3 4	The runner approaching the finishing line looks back over the right shoulder to see how near the opponent is. Is this a good procedure? Give two reasons.	<i>Any two from : [3 marks each]</i>  1. this tactic/ procedure is not to be used 2. it is bad because the runner loses time 3. it is inefficient because the runner cuts down on speed	6 [3x2]
5	What procedure should the runner follow a. towards the end of a sprint and b. for the finish Give one tactics for each phase	a. towards the end of sprint : <i>any one from : [4 marks]</i>  1. maintain speed 2. increase speed 3. look well ahead of finishing line  b. for the finish : <i>any one from : [4 marks]</i>  1. dip by pushing the chest/torso across the line 2. run at full speed to a point 5-10 meters beyond the finishing line  <i>reject: run in lane, look behind</i>	8 [4x2]
VC 4 6	Suggest a good race plan for a 200m race.	<i>Award 3 marks for each point</i>  1. Reach full speed for the first 50 meters 2. Maintain a fast pace for the next 100m and	9 [3x3]

NO	QUESTION	ANSWER <i>Instructions are given in italics</i>	MARK
		3. run the next 50 meters efficiently minimising deceleration <b>or</b> 1. reach full speed for first 40 meters 2. maintain a fast pace next 120m and 3. run fastest the last 40 meters  <i>reject:</i> stay in first position and sprint last 20-30m	
7	List one characteristic of good sprinting technique with reference to each of the following phases: a. head carriage b. posture c. arm action d. leg action	a. head carriage: <i>any one from [3 marks]</i> <ul style="list-style-type: none"> <li>• head in alignment with the trunk</li> <li>• eyes looking forward</li> <li>• avoid shifting the head from side to side</li> </ul> b. posture : <i>any one from [3 marks]</i> <ul style="list-style-type: none"> <li>• in acceleration phase a pronounced lean forward</li> <li>• trunk fairly upright with a slight lean forward</li> <li>• run perpendicular to the ground</li> <li>• driving leg is behind the body</li> <li>• shoulders square to direction</li> </ul> c. arm action : <i>any one from [3 marks]</i> <ul style="list-style-type: none"> <li>• elbows held at 90 °</li> <li>• harmony with legs</li> <li>• arms open out at elbows during backward sweep</li> <li>• relaxed wrists and hands</li> <li>• flexed elbows lifts high at rear</li> <li>• elbows brush vest in moving forward and backwards</li> <li>• sweep hands up to eye level and down to the hips</li> </ul> d. leg action : <i>any one from [3 marks]</i> <ul style="list-style-type: none"> <li>• active rear leg to strike and push the ground from under to behind the athlete</li> <li>• the pushing drive comes with the vigorous extension of the hip, knee and ankle joint of one leg</li> <li>• speedy and forceful pull through and high pick up of the recovery leg</li> <li>• feet pointing straight forward</li> <li>• up on toes in driving phase</li> </ul>	12 [4x3]
VC 5 8	Name two methods of baton exchange.	<i>Any two from : [3 marks each]</i> 1. downsweep 2. up sweep  <i>accept the term:</i> visual or non-visual with <i>any of the above</i>	6 [2x3]

NO	QUESTION	ANSWER <i>Instructions are given in italics</i>	MARK
9	Give two points of good technique for each of these methods.	<p><b>Downsweep:</b> <i>any two from: [2.5 marks each x 2]</i></p> <ol style="list-style-type: none"> <li>1. outgoing runner stretches arm back with hand steady</li> <li>2. outgoing runner keeps palm of hand facing upwards</li> <li>3. incoming runner sweeps the baton downwards to place it in the opposite hand of the outgoing runner</li> <li>4. incoming runner grips the base [lower third] of the baton and passes it with a push down motion in the palm of the outgoing runner, who grips the upper extremity [upper third] of the baton</li> <li>5. after the exchange the baton is rotated down and forward and the upper extremity becomes the base</li> <li>6. outgoing runner looks at the incoming runner over the shoulder</li> </ol> <p><b>Upsweep:</b> <i>Any two points from:[2.5 marks each x2]</i></p> <ol style="list-style-type: none"> <li>1. outgoing runner stretches arm back with hand steady</li> <li>2. outgoing runner keeps palm of hand facing down</li> <li>3. thumb and rest of fingers form an inverted V</li> <li>4. incoming runner sweeps the baton upwards to place it in the opposite hand of the outgoing runner</li> <li>5. incoming runner places the baton firmly into the inverted V</li> <li>6. use as little of the baton as possible (i.e. hands close together)</li> </ol>	10 [2x5]
VC 6 10	In a relay race, what use should be made of the 10 meters before the changeover box?	<p><i>Any one from [4 marks]</i></p> <ol style="list-style-type: none"> <li>1. outgoing runner can gain speed before the box</li> <li>2. outgoing runner runs at top speed</li> <li>3. incoming runner runs at top speed / maintains top speed</li> </ol>	4
11	List three reasons why a team should be disqualified during a baton exchange in a 4x100 meter relay race.	<p><i>Any three from: [3 marks each]</i></p> <ol style="list-style-type: none"> <li>1. exchange outside the changeover box / zone</li> <li>2. run outside the allotted lane</li> <li>3. impeding other runners</li> <li>4. baton, if dropped not collected by the runner who dropped it</li> </ol>	9 [3x3]

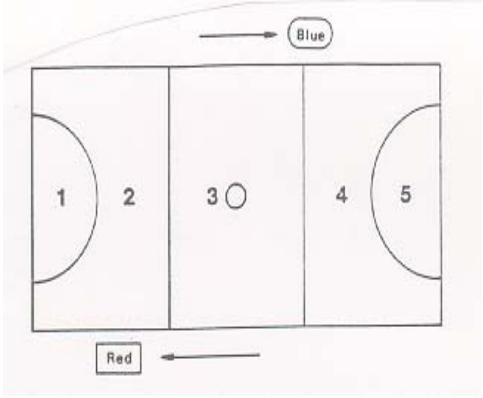
NO	QUESTION	ANSWER <i>Instructions are given in italics</i>	MARK
		5. baton thrown from runner to runner	
VC 7 12	Give three rules you would apply to throwing events to ensure the safety of both competitors and spectators	<i>Any three from : [2 marks each]</i> <ol style="list-style-type: none"> <li>1. equipment/throwing area is in a good state of repair</li> <li>2. correct size/ weights are used</li> <li>3. throw/collect/carry when told to do so</li> <li>4. spectators and competitors keep well away from the field of throw</li> <li>5. safety cages are used where possible</li> <li>6. using warning signal</li> <li>7. weather conditions</li> <li>8. safe storage</li> <li>9. safe retrieval of equipment</li> </ol>	6 [3x2]
13	List three infringements of the rules which would result in a foul throw for the shot put	<i>Any three from : [3 marks each]</i> <ol style="list-style-type: none"> <li>1. the thrower having stepped into the circle and started the throw touches with any part of the body the outside of the circle or the top of the stopboard</li> <li>2. thrower leaves the circle before the implement lands</li> <li>3. the thrower fails to leave the circle from a standing position</li> <li>4. the thrower fails to leave the circle from the rear of the circle</li> <li>5. the implement lands on or outside the lines marking the throwing sector</li> <li>6. thrower uses both hands</li> <li>7. shot is taken behind the line of the shoulders during the put (away from the jaw/ neck)</li> </ol>	9 [3x3]
VC 8 14	Listed below are the four phases used for analysis of the shot put. Identify a common fault for each of the four phases a. Initial stance, grip and preparation b. Travel and trunk position c. Throwing action d. Release	a. Initial stance, grip and preparation : <i>any one from [3 marks]</i> <ol style="list-style-type: none"> <li>1. adoption of bent over too soon</li> <li>2. standing sideways feet facing sideways</li> <li>3. left arm held by side instead of overhead</li> <li>4. shot held on fingers instead of palm</li> <li>5. only 2/3 fingers behind the shot instead of 4</li> <li>6. wrist/hand at side of shot instead of behind</li> <li>7. elbow dropped by side of body instead of away</li> </ol> b. Travel and trunk position : <i>any one from [3 marks]</i> <ol style="list-style-type: none"> <li>1. trunk upright instead of parallel to the ground</li> <li>2. loss of balance while bending forward by</li> </ol>	12 [4x3]

NO	QUESTION	ANSWER <i>Instructions are given in italics</i>	MARK
		<p>bending to r/l of right leg</p> <ol style="list-style-type: none"> <li>3. poorly co-ordinated backward hop (chin and left hand to be kept low during backward hop)</li> <li>4. trunk becomes upright during the hop</li> <li>5. left arm moves in the direction of the throw too soon in anticipation of the throw</li> </ol> <p>c. Throwing action : <i>any one from [3 marks]</i></p> <ol style="list-style-type: none"> <li>1. legs - hips not driven forward enough to face front</li> <li>2. trunk rotated too early so that shoulders go with hip instead of lagging behind</li> <li>3. arm- strike too early before hips and shoulders have been driven to face the front</li> </ol> <p>d. Release : <i>any one from [3 marks]</i></p> <ol style="list-style-type: none"> <li>1. shoulders /hips not driven far enough to front</li> <li>2. shoulders driven to far-left shoulder collapse</li> <li>3. legs bent during delivery instead of straightening at release</li> <li>4. arm/hand snatches at implement without follow through</li> <li>5. athlete spins to left on front to the left</li> </ol>	



**APPENDIX 3.24  
REVISED MARKING SCHEMES: NETBALL**

**MARKING SCHEME  
NETBALL UNSEEN WRITTEN PAPER**

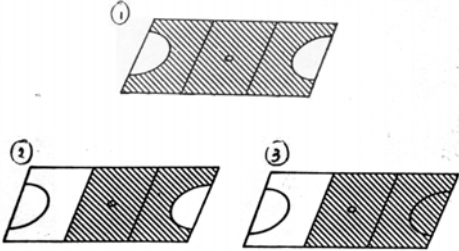
No.	QUESTION	ANSWER <i>Instructions are given in italics</i>	MK
1	<p>The diagram in Figure 1 shows the five playing areas on a netball court and the direction of play for the two teams.</p> <p>Give the numbers of the areas in which the following players are allowed:</p> <p>a. Centre (Blue) b. Wing Attack (Red) c. Goal Attack (Blue)</p> 	<p><i>Accept a complete answer for each player</i></p> <p>a. 2,3,4 b. 2,3 c. 3,4,5</p>	9 [3x3]
2	<p>State the correct umpiring decision when</p> <p>a) a player catches the ball, drops it and then replays it b) a player throws the ball while sitting on the ground c) the ball hits the goal post, rebounds into play</p>	<p><i>Award marks as follows :[4 marks each ]</i></p> <p>a. free pass [2]; to opposing team [1] where infringement occurs [1] b. free pass [2]; to opposing team [1] where infringement occurs [1] c. play goes on</p> <p><i>Accept and mark alternative answers as follows:</i></p> <p>Whistle to stop the game.. or stop the game [1] Foul [1]</p>	12 [3x4]
3	<p>How should a defending player try to intercept a shot? Give two points</p>	<p><i>Any two from : [4 marks each]</i></p> <p>a) between the attacker and the goal post</p>	8 [2x4]

No.	QUESTION	ANSWER <i>Instructions are given in italics</i>	MK
		b) a sideways stance/at right angle to the shooter c) lean towards the shooter with arm outstretched towards the ball /in the path of the ball d) on balls of feet e) take a position three feet away from the landing foot of the shooter	
4a	List four points of good technique for the two-handed chest pass	<i>Any four from : [3 marks each]</i> a) ball held in two hands at chest height b) thumbs point towards each other with fingers spread out c) elbows bent to bring the ball towards the chest d) cock the wrist and extend the elbows e) ball released and arms fully extended f) step into the throw transferring weight from back to front	12 [4x3]
4b	State three instances when it would be appropriate to use the chest pass in a game	<i>Any three from : [4 marks each]</i> a) to execute a short fast pass, e.g. in and around the circle b) centre pass c) throw-in d) no opponent between passer and receiver	12 [3x4]
5a	Describe one system which might be used by the team in possession at the centre pass	<i>Any one from : [6 marks]</i> a) one player system: where same player e.g. WA is constantly used to receive the centre pass. GD and WD guard space while GA gets ready for a pass close to the circle b) alternating player system: same as above except for WA and GA alternate to receive the pass. In this case the second pass is received by the GS while the GA runs to a good position in the goal circle c) a two pass system Centre pass is received in the centre third	6

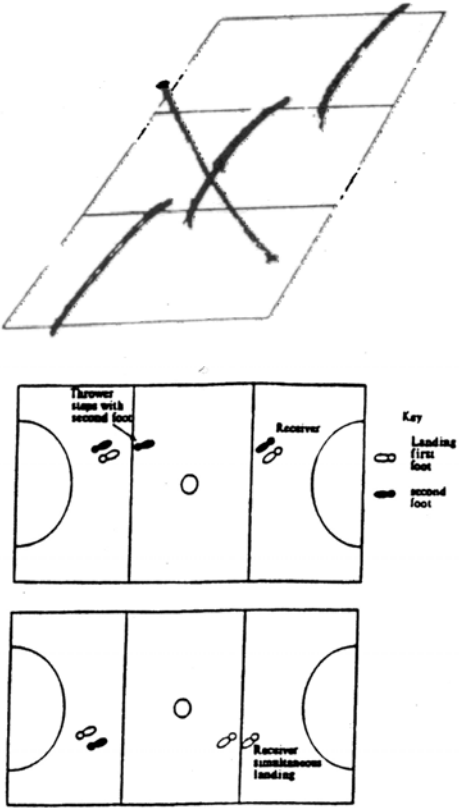
No.	QUESTION	ANSWER <i>Instructions are given in italics</i>	MK
		<p>and passed to the GS in the Goal Circle: C-GA/WA-GS; C-GD/WD-GS</p> <p>d) a set order of passes e.g. GA;WA;GD;WD</p> <p><i>These are considered as very partial answers</i></p> <ol style="list-style-type: none"> <li>1. simple signals [1]</li> <li>2. verbal communication indicating which player is to receive the ball ... without shouting on court [2]</li> </ol>	
5b	State a back-up system which might be used if the player expecting the pass fails to get free	<p><i>Any one from :[6 marks]</i></p> <ol style="list-style-type: none"> <li>a) when GA is expecting the pass the WA and WD should be ready to move in a free space to get the pass instead</li> <li>b) when the WA is expecting the pass the GA and GD should be ready to move to get the pass instead</li> </ol>	6
5c	Why would a team use double marking for the centre pass?	<p><i>Any one from :[3 marks]</i></p> <ol style="list-style-type: none"> <li>a) to prevent strong players from receiving a ball e.g. C and GD double mark GA</li> <li>b) when one player is proving dangerous and highly successful at centre pass</li> <li>c) to increase the chances of intercepting a ball</li> </ol>	3
6	State for each pass whether the umpire should allow PLAY ON or WHISTLE for 'thrown over a third' ( <i>markers supplied with the assessment paper (W.P.) for the clarity of the diagram</i> )	<p><i>Award full marks for Whistle /Play on . Ignore the descriptions</i></p> <ol style="list-style-type: none"> <li>a) A= Whistle: <i>Foul: thrown over a third</i></li> <li>b) B= Play on: <i>throw acceptable not over a third</i></li> <li>c) C= Whistle: <i>Foul: thrown over a third</i></li> </ol>	3 [9] 3 3
7	Explain what is generally understood by the tactical term width in attack and how this could assist a team to create more scoring chances	<p><i>Any two from : [3 marks each]</i></p> <ol style="list-style-type: none"> <li>a) attacking down the side boundaries (side lines) across the width of the court</li> <li>b) by staying closer to the side lines the attackers take the defenders with them</li> <li>c) attackers create gaps in</li> </ol>	6 [2x3]

No.	QUESTION	ANSWER <i>Instructions are given in italics</i>	MK
		defence for attackers to explore	
8	A defending player will attempt to prevent an opponent from receiving a pass. Give four points of good defending technique to prevent the opponents from receiving a pass	<i>Any four from : [2 marks each]</i> a) keep between opponent and ball b) face marking c) close but not touching/ arms by the side d) weight on balls of the feet (knees bent) e) ready to change direction f) put opponent in an awkward position to receive the ball and make the opponent unusable	8 [4x2]
9	State the positional responsibilities and the qualities required by the Wing Attack You can use the following criteria when; a) player in possession of the ball b) team is in possession of the ball c) team is not in possession of the ball	a. player in possession of the ball : <i>any one from [3 marks]</i> <ul style="list-style-type: none"> <li>• pass ball to attacking players namely C, GA and GS</li> <li>• get the ball to the goal third</li> </ul> b. team is in possession of the ball : <i>any one from [3 marks]</i> <ul style="list-style-type: none"> <li>• Assist in the Centre pass; get ready for pass or back up a player</li> <li>• Take throw ins: attacking third</li> <li>• Assist GS and GA with quick short passes in the goal third</li> <li>• Ready for rebounds from the goal circle and assist in another attack</li> </ul> c. team is not in possession of the ball : <i>any one from [3 marks]</i> <ul style="list-style-type: none"> <li>• defending play : try to re gain possession by intercepting the ball</li> <li>• close mark WD at centre pass and when the ball is in play</li> </ul>	9 [3x3]

MARKING SCHEME  
NETBALL VIDEO BASED UNSEEN WRITTEN PAPER

No	QUESTION	ANSWER <i>Instructions are given in italics</i>	MK
VC 1 1	<p>Illustrate the areas in which the following players are allowed. For each player sketch a court and shade the areas.</p> <ol style="list-style-type: none"> <li>1. Centre</li> <li>2. Wing Attack</li> <li>3. Goal Attack</li> </ol>	<p><i>Accept a complete answer for each player [3 marks each x3]</i></p> 	9 [3x3]
VC 2 2	<p>Describe <b>one</b> system of play which the team in possession of the ball is using for the centre pass.</p>	<p><i>Award marks as follows [6 marks]</i></p> <ol style="list-style-type: none"> <li>a) C passes to WD who passes to GA in the goal third. GA passes to the C who is close to the goal circle. [6]</li> <li>b) C passes to WD who passes to the GA who has moved to the goal third. [5] <b>OR</b></li> <li>c) C attempts to pass to GA who is very closely marked and then passes to the WD [5]</li> </ol> <p><i>Delete a mark for omission of player; Accept centre pass for C Award additional marks for further details.... the next passes.....</i></p> <ol style="list-style-type: none"> <li>a. GA passes to C who is close to the circle [1]</li> <li>b. the GA receives the next pass while positioned very close to the goal circle and passes back to the C [1]</li> </ol>	6
3	<p>State a back-up system which might be used if the player expecting the pass fails to get free</p>	<p><i>Any one from [ 6 marks]</i></p> <ol style="list-style-type: none"> <li>a) when GA is expecting the pass the WA and WD should be ready to move in a free space to get the pass instead</li> <li>b) when the WD is expecting the pass the GA and the GD should be ready to move to a free space to get the pass instead</li> <li>c) when the WA is expecting the pass the GA and GD should be ready to move to get the pass instead</li> </ol>	6
VC 3 4	<p>Why would a team use double</p>	<p><i>Any one from [3 marks]</i></p>	3

No	QUESTION	ANSWER <i>Instructions are given in italics</i>	MK
	marking when their team is not in possession of the ball?	a) to prevent a strong player from receiving a ball e.g. C and GD double mark GA b) when one player is proving dangerous and highly successful at centre pass c) to increase the chances of intercepting a ball	
VC 4 5	What is the umpire's decision when a. a player catches the ball, drops it and then replays it. b. a player throws the ball while sitting on the ground. c. the ball hits the goal post and rebounds into play.	<i>Award marks as follows [4 marks each]</i>  a. free pass [2]; to opposing team [1] where infringement occurs [1] b. free pass [2]; to opposing team [1] where infringement occurs [1] c. play goes on <i>Accept and mark alternative answers as follows:</i>  Whistle to stop the game.. or stop the game [1] Foul [1]	12 [3x4]
VC 5 6	Give <b>four</b> points of good technique for the two handed chest pass.	<i>Any four from : [3 marks each]</i>  a) ball held in two hands at chest height b) thumbs point towards each other with fingers spread out c) elbows bent to bring the ball towards the chest d) cock the wrist and extend the elbows e) ball released and arms fully extended f) step into the throw transferring weight from back to front	12 [4x3]
7	State <b>three</b> instance when it would be appropriate to use the chest pass in a game situation	<i>Any three from : [4 marks each]</i>  a) to execute a short fast pass, e.g. in and around the circle b) centre pass c) throw-in d) no opponent between passer and receiver	12 [3x4]
VC 6 8	Give three examples of a ball going over a third. Give specific details about the landing feet of the players. <i>You can sketch a court and mark the landing feet of the players</i>	<i>Award marks as follows:</i> <i>Diagram of path of ball : [2 marks each];</i> <i>Details of footwork for each diagram: [1 marks each]</i>	3 3 3

No	QUESTION	ANSWER <i>Instructions are given in italics</i>	MK
	<p>Note <i>Details of footwork: The ball is considered going over a third if</i></p> <p>a. <i>a ball is passed over a third (two lines) and the player, at the time of catching or touching the ball lands wholly in that third</i></p> <p>b. <i>a ball is passed over a third (two lines) and the player lands simultaneously with one foot wholly within the correct Third and the other in the incorrect Third” R 13.5.2 iii (1991)</i></p>		
VC 7 9	<p>Explain what is generally understood by the tactical term <b>width</b> in attack and how this could assist a team to create more scoring chances</p>	<p><i>Any two from : [3 marks each]</i></p> <p>a) attacking down the side boundaries (side lines) across the width of the court</p> <p>b) by staying closer to the side lines the attackers take the defenders with them</p> <p>c) attackers create gaps in defence for attackers to explore</p>	6 [2x3]
VC 8 10	<p>A defending player will attempt to prevent an opponent from receiving a pass. Give <b>four</b> points of good defending technique to prevent the opponents from receiving a pass</p>	<p><i>Any four from : [2 marks each]</i></p> <p>a) keep between opponent and ball</p> <p>b) face marking</p> <p>c) close but not touching/ arms by the side</p> <p>d) weight on balls of the feet (knees bent)</p> <p>e) ready to change direction</p> <p>f) put opponent in an awkward position to receive the ball and make the opponent unusable</p>	8 [4x2]
VC 9 11	<p>How should a defending player try to intercept a shot? Give <b>two</b> points</p>	<p><i>Any four from : [2 marks each]</i></p> <p>a) between the attacker and the goal post</p>	8 [4x2]

No	QUESTION	ANSWER <i>Instructions are given in italics</i>	MK
		b) a sideways stance/at right angle to the shooter c) lean towards the shooter with arm outstretched towards the ball /in the path of the ball d) on balls of feet e) take a position three feet away from the landing foot of the shooter	
<b>VC</b> <b>10</b> <b>12</b>	State the positional responsibilities and the qualities required by the Wing Attack You can use the following criteria when;  a) player in possession of the ball b) team is in possession of the ball c) team is not in possession of the ball	a. player in possession of the ball : <i>any one from [3 marks]</i> <ul style="list-style-type: none"> <li>• pass ball to attacking players namely C, GA and GS</li> <li>• get the ball to the goal third</li> </ul> b. team is in possession of the ball : <i>any one from [3 marks]</i> <ul style="list-style-type: none"> <li>• Assist in the Centre pass; get ready for pass or back up a player</li> <li>• Take throw ins: attacking third</li> <li>• Assist GS and GA with quick short passes in the goal third</li> <li>• Ready for rebounds from the goal circle and assist in another attack</li> </ul> c. team is not in possession of the ball : <i>any one from [3 marks]</i> <ul style="list-style-type: none"> <li>• defending play : try to re gain possession by intercepting the ball</li> <li>• close mark WD at centre pass and when the ball is in play</li> </ul>	9 [3x3]



**APPENDIX 3.25**  
**MARKING SHEETS: ATHLETICS**

**Unseen Written Paper**

School Code \_\_\_\_\_

Marker \_\_\_\_\_

Date \_\_\_\_\_

Question			Candidate number																								
Q	Q	Mrk	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
1	1	3																									
2	2,1	1,5																									
	2,2	1,5																									
3	3	3																									
4	4a	3																									
	4b	3																									
5	5a	4																									
	5b	4																									
6	6,1	3																									
	6,2	3																									
	6,3	3																									
7	7a	3																									
	7b	3																									
	7c	3																									
	7d	3																									
8	8a	3																									
	8b	3																									
9	9a.1	2,5																									
	9a.2	2,5																									
	9b.1	2,5																									
	9b.2	2,5																									
10	10	4																									
11	11,1	3																									
	11,2	3																									
	11,3	3																									





**APPENDIX 3.26**  
**MARKING SHEETS: NETBALL**

**Unseen Written Paper**

School Code \_\_\_\_\_

Date \_\_\_\_\_

Marker \_\_\_\_\_

<b>Question</b>			<b>Candidate number</b>																								
Q	Q	Mrk	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
1	1,1	3																									
	1,2	3																									
	1,3	3																									
2	2a	4																									
	2b	4																									
	2c	4																									
3	3a	4																									
	3b	4																									
4a	4a.1	3																									
	4a.2	3																									
	4a.3	3																									
	4a.4	3																									
4b	4b.1	4																									
	4b.2	4																									
	4b.3	4																									
5a	5a	6																									
5b	5b	6																									
5c	5c	3																									
6	6a	3																									
	6b	3																									
	6c	3																									
7	7a	3																									





## APPENDIX 3.27 TRAINING OF MARKERS

### ***Session 1:***

The markers were briefed about the nature of the research and were told about the two activities, however, no mention was made of the experimental teaching conditions. This was done to reduce the possibility of threats to external validity of the study, sensitising markers to the experimental teaching conditions (Cohen & Manion, 1994).

Markers were requested to select one of the physical activities for the marking exercise. Four females opted for netball and six males opted for athletics. The markers were given a wallet file containing copies of the scripts and marking sheets required for the exercises of the first session and the actual marking. The session proceeded with the following exercises

#### ***Exercise 1: To train markers use a marking scheme to mark scripts***

1. The netball and athletics markers were given the marking scheme of the unseen written paper of the respective sport activity. The marking scheme contained the questions, all possible answers and the marks to be awarded. The markers were also given a copy of the actual unseen written paper given to the subjects.
2. The markers were requested to read through the questions and the answers and any clarifications necessary were made. The communications between the prospective markers and the author during this discussion were recorded on audio-tape.
3. The markers were then given six scripts [theory papers] to mark and a marking sheet. Every script was evaluated against the answers and marks given in the marking scheme. The marks were noted down on a separate marking sheet.
4. During this activity individual feedback and clarifications were given to the markers by the author. These communications between the prospective markers and the author were recorded on audio-tape.
5. After the six scripts were marked, a plenary session was held with the netball and athletics markers separately. The markers were asked to state the mark they gave to each question and any differences were discussed. The discussion was recorded on audio-tape.

#### ***Exercise 2: To consolidate the use of the marking scheme of the unseen written paper to mark scripts***

1. Each marker was given the marking scheme of the unseen written paper of the respective activity again, and had six new scripts to mark. The candidate number and the marks were entered on the marking sheet provided.
2. Steps 4-5 of exercise one were repeated.

This session lasted one and half-hours and was followed up a week later.

### ***Session 2***

The session started with an explanation of the rationale of the use of the second mode of assessment, the video based unseen written paper. Markers were also given a copy of the actual video based unseen written paper given to the subjects and were also shown the videos that went with the respective papers. The session progressed with the following exercises.

#### ***Exercise 1: To train markers use the video based paper marking scheme to mark scripts***

1. The netball and athletics markers were given the marking scheme of the video based unseen written paper of the respective sport activity. The marking scheme contained the questions, all possible answers and the marks to be awarded.
2. The markers were requested to read through the questions and the answers and any clarifications necessary were made. These communications between the prospective markers and the author were recorded on audio-tape.

3. The markers were given six scripts [video papers] to mark and a marking sheet. Every answer was evaluated against the answers and marks given in the marking scheme. The marks were noted down on a new separate marking sheet.
4. During this activity individual feedback and clarifications were given to the markers by the author. These discussions between the prospective markers and the author were recorded on audio-tape.
5. After the six scripts were marked, a plenary session was held with the group of netball and athletics markers individually. The markers were asked to state the mark they gave to each question and any differences were discussed. The discussion was recorded on audiotape.

***Exercise 2: To consolidate the use of the marking scheme of the video based unseen written paper to mark scripts***

1. Each marker was given the video based unseen written paper of the respective activity again, and six new scripts to mark. The candidate number and the marks were entered on the marking sheet provided.
2. Steps 4-5 of exercise one were repeated.

At the end of this session, a discussion was held and the markers were asked how they felt about their marking. From the verbal feedback and what the author had observed it was evident that the markers had acquired adequate confidence to score the scripts. The following session was assigned to the actual marking exercise.



**APPENDIX 3.28  
EVALUATION SHEETS OF ETUS**

Subjects in each of the three Athletics and Netball experimental teaching units were given the relevant sheets to provide feedback about the sessions and the assessments.

**EVALUATION SHEET: PHYSICAL EDUCATION**

Name \_\_\_\_\_  
 School / College \_\_\_\_\_  
 Sports Activity: \_\_\_\_\_ Day and time of the session \_\_\_\_\_

Fill in and mark as applicable. You can answer in English or Maltese.

**Part 1: The sessions**

1. What is your opinion about the teaching method used during the sessions? *[practical session]*  
 \_\_\_\_\_  
 \_\_\_\_\_
2. Was there any effect that the teaching method had on your attitude towards the sessions?  
 \_\_\_\_\_  
 \_\_\_\_\_
3. What did you enjoy about the sessions? *[You can comment on particular activities, relation with your class mates, relation with the teacher, use of equipment, other...]*  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
4. What did you dislike about the sessions? *[You can comment on particular activities, relation with your class mates, relation with the teacher, use of equipment, other..].*  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
5. How would you rate your knowledge of the content taught in the sessions?  
 Circle one number for each statement;
 

	not knowledgeable		moderately knowledgeable		very knowledgeable		
i. before the sessions started	1	2	3	4	5	6	7
ii. after the sessions finished	1	2	3	4	5	6	7
6. Other comments about the sessions  
 \_\_\_\_\_  
 \_\_\_\_\_

**Part 2: The assessment**

7. What do you think about the questions of the written paper? *(clarity, use or no use of diagrams, time to complete task, difficulty)*  
 \_\_\_\_\_  
 \_\_\_\_\_
8. What do you think about the written paper which had video clips? *(clarity, use of video clips, time to complete task, difficulty)*  
 \_\_\_\_\_  
 \_\_\_\_\_
9. What is your opinion about the frequency of the viewing of the video clips i.e. twice at the beginning and once at the end? *(adequacy, usefulness, other)*

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10. Which of the two assessments do you prefer? The unseen written paper or the written paper with video clips?  
Give reasons

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11. What is your opinion about an oral examination on a sport activity?

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12. Other comments about the assessment

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You might be contacted again to give further details. Kindly fill in your name, address and telephone number:

Name \_\_\_\_\_

Address \_\_\_\_\_ Tel: \_\_\_\_\_

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Thank You

EVALUATION SHEET: PHYSICAL EDUCATION COURSEWORK

Name \_\_\_\_\_  
 School / College \_\_\_\_\_  
 Sports Activity: \_\_\_\_\_ Day and time of the session \_\_\_\_\_

Fill in and mark as applicable. You can answer in English or Maltese.

**Part 1: The sessions**

1. What is your opinion about the teaching method used for the sessions? *[practical session with handouts]*  
 \_\_\_\_\_  
 \_\_\_\_\_
2. Was there any effect that the teaching method had on your attitude towards the sessions?  
 \_\_\_\_\_  
 \_\_\_\_\_
3. How relevant did you find the handouts given in the sessions?  
 \_\_\_\_\_  
 \_\_\_\_\_
4. What use did you make of these handouts after the sessions?  
 \_\_\_\_\_  
 \_\_\_\_\_
5. What did you enjoy about the sessions? *[You can comment on particular activities, relation with your class mates, relation with the teacher, use of equipment, other...]*  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
6. What did you dislike about the sessions? *[You can comment on particular activities, relation with your class mates, relation with the teacher, use of equipment, other...]*  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
7. How would you rate your knowledge of the content taught in the sessions?  
 Circle one number for each statement;
 

	not knowledgeable		moderately knowledgeable		very knowledgeable		
i. before the sessions started	1	2	3	4	5	6	7
ii. after the sessions finished	1	2	3	4	5	6	7
8. Other comments about the sessions  
 \_\_\_\_\_  
 \_\_\_\_\_

**Part 2: The assessment**

9. What do you think about the questions of the written paper? (*clarity, use or no use of diagrams, time to complete task, difficulty*)

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---

10. What do you think about the written paper which had video clips? (*clarity, use of video clips, time to complete task, difficulty*)

---

---

11. What is your opinion about the frequency of the viewing of the video clips i.e. twice at the beginning and once at the end? (*adequacy, usefulness, other*)

---

---

12. Which of the two assessments do you prefer? The unseen written paper or the written paper with video clips? Give reasons

---

---

13. What is your opinion about an oral examination of the sports activity?

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14. Other comments about the assessment

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You might be contacted again to give further details. Kindly fill in your name, address and telephone number:

Name \_\_\_\_\_

Address \_\_\_\_\_ Tel: \_\_\_\_\_

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Thank You

## EVALUATION SHEET: SPORT STUDIES

Name \_\_\_\_\_  
School / College \_\_\_\_\_  
Sports Activity: \_\_\_\_\_ Day and time of the session \_\_\_\_\_

---

Fill in and mark as applicable. You can answer in English or Maltese.

### Part 1: The sessions

1. What is your opinion about the teaching method used during the sessions? *[class session with discussions, video clips, handouts and work sheets]*  
\_\_\_\_\_  
\_\_\_\_\_
2. Was there any effect that the teaching method had on your attitude towards the sessions?  
\_\_\_\_\_  
\_\_\_\_\_
3. How relevant did you find the handouts given in the sessions?  
\_\_\_\_\_  
\_\_\_\_\_
4. What use did you make of these handouts after the sessions?  
\_\_\_\_\_  
\_\_\_\_\_
5. How appropriate did you find the video clips shown during the sessions?  
\_\_\_\_\_  
\_\_\_\_\_
6. How meaningful did you find the classwork written exercises during the sessions?  
\_\_\_\_\_  
\_\_\_\_\_
7. What did you enjoy about the sessions? *[You can comment on particular activities, relation with your class mates, relation with the teacher, use of equipment, other...]*  
\_\_\_\_\_  
\_\_\_\_\_
8. What did you dislike about the sessions? *[You can comment on particular activities, relation with your class mates, relation with the teacher, use of equipment, other...]*  
\_\_\_\_\_  
\_\_\_\_\_
9. How would you rate your knowledge of the content taught in the sessions?  
Circle one number for each statement;

	not knowledgeable		moderately knowledgeable			very knowledgeable	
i. before the sessions started	1	2	3	4	5	6	7
ii. after the sessions finished	1	2	3	4	5	6	7
10. Other comments about the sessions  
\_\_\_\_\_  
\_\_\_\_\_

### Part 2: The assessment

11. What do you think about the questions of the written paper? *(clarity, use or no use of diagrams, time to complete task, difficulty)*  
\_\_\_\_\_  
\_\_\_\_\_

12. What do you think about the written paper which had video clips? (*clarity, use of video clips, time to complete task, difficulty*)  
\_\_\_\_\_  
\_\_\_\_\_
13. What is your opinion about the frequency of the viewing of the video clips i.e. twice at the beginning and once at the end? (*adequacy, usefulness, other*)  
\_\_\_\_\_  
\_\_\_\_\_
14. Which of the two assessments do you prefer? The unseen written paper or the written paper with video clips? Give reasons  
\_\_\_\_\_  
\_\_\_\_\_
15. What is your opinion about an oral examination of the sports activity?  
\_\_\_\_\_  
\_\_\_\_\_
16. Other comments about the assessment  
\_\_\_\_\_  
\_\_\_\_\_

You might be contacted again to give further details. Kindly fill in your name, address and telephone number:

Name \_\_\_\_\_

Address \_\_\_\_\_ Tel: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Thank You

**APPENDIX 3.29**  
**NETBALL PILOT STUDY: TRANSCRIPTION OF ORAL AND WRITTEN**  
**ASSESSMENT**

Netball Pilot study: Transcription of oral and written answers

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**Candidate 1:**

***UNSEEN WRITTEN PAPER***

*Question 2:*

*State the correct umpiring decision when*

- a) *a player catches the ball, drops it and then replays it* [2]
- b) *a player throws the ball while sitting on the ground* [2]
- c) *at centre pass, the centre stands with one foot outside the centre* [2]
- d) *a ball is deflected into goal by the goal keeper* [2]
- e) *the centre pass goes untouched over the side-line of the  
centre third* [2]
- f) *the ball hits the goal post and rebounds into play and is in  
possession of the player who attempted the shot* [2]

Answer

- 2a: drop ball-Free Pass to other team
- 2b: ball thrown from sitting position – Free Pass
- 2c: Incorrect centre pass, free pass to other team
- 2d: No goal is scored, play continues
- 2e: Incorrect centre pass- Free pass awarded to other team to be taken from where the ball crossed the line in the goal third
- 2f: Player can shoot

*Question 9:*

*State the positional responsibilities and the qualities required by the Wing  
Attack (WA) when* [9]

- i) *player in possession of the ball*
- ii) *team is in possession of the ball*
- iii) *team is not in possession of the ball*

Answer:

The WA plays in the position at the left hand side of the GS. She is allowed to go into the Center Third and the Goal Third excluding the Goal circle and has a WD as a personal opponent. The main task is to feed the GS and the GA with as many opportunities for scoring as possible. This is done by helping to advance the ball to her goal Circle. She can expect a pass from any of her team-mates except the GK. She will try to get free to receive a center pass. Outside the Goal Circle she has to be ready for any rebound or back passing. When her team is not in possession of the ball she assumes a defending position and helps to prevent the ball from reaching the opponent's goal circle. She now marks her opponent closely and any other free space.

## **ORAL ASSESSMENT**

**Teacher: Question:** In the netball game there are some things a player is not allowed to do with the ball. Can you mention some of them?

**Candidate:** Answer:

Running with the ball

Bouncing the ball.

**Teacher:** What do you mean bouncing the ball?

**Candidate:** Dribbling, but once they can.....pause

**Teacher:** Empathising; Once, just once they can

**Candidate:** Rolling.....pause

**Teacher:** Rolling. In the air?

**Candidate:** On the ground.....pause what do you mean in the air?

**Teacher:** Good, OK.

**Candidate:** .....eh, certain players cannot shoot the ball, only those two, the goal shooter and the goal attack. What else cannot they do with the ball?... (coughing)... They cannot push other players with it.. I don't know.... They cannot snatch it from someone else's hand.

**Teacher :Question:** What are the responsibilities of the centre before and during the game?

**Candidate:** Answer: Well, before the game, toss for the ball, go to the centre with both feet in that thing, she cannot move, until the whistle goes. Then, her responsibility is to pass the ball to one those four who would have entered the center third. That is what she does when the game starts. What do you mean before the game?

**Teacher:** Oh you have just told me, until the whistle goes. Now during the game.

**Candidate:** She needs to be very flexible, she needs a lot of energy because she needs to run in the entire area, except for the goal circles. She needs to help both the attack and the defense to get the ball up, she has her own defender, the other centre. Those.

**Teacher :Question:** What is the role of the wing attack, when the player is in possession of the ball, when the team is in possession of the ball, and when the team is not in possession of the ball.

**Candidate:** Answer: The wing attack

**Teacher:** Let us start with the player in possession of the ball. What is her role?

**Candidate:** When passing, she will advance the ball in the court to the side of her goal shooter. Ok. When she has the ball....She is going to pass the ball to her players, either the ... even to the centre she can pass it. When she has the ball. Before she receives the pass, she needs to help the centre in the centre pass by getting free for the centre pass.

**Teacher:** This is when the team is in possession of the ball. Now, when the teams not in possession of the ball.

**Candidate:** When the team is not in possession of the ball, she will automatically become a defender, she is going to defend her opponents, she will try not to let the other team advance with the ball, and she will try to get the possession of the ball herself. So she will try to take free space, eyes on the ball, to check where the ball could go, so that she'll be there.[I also wrote..] Everybody can pass to her except for the goal keeper, so she can get in contact with everyone, all the areas she can go in to except for the goal circle of where she is and the other third she cannot go into.

## **EVALUATION OF PERFORMANCE**

**Teacher:** *Do you think that you answered the first question, about what a player cannot do with the ball, better in orally or in writing?*



**Candidate:** Which question?

**Teacher:** ? *The one about the umpire's decision regarding what a player cannot do with the ball.* It was question two. In the question the situations were specified. In this case I have asked you to give me instances.

**Candidate:** In fact I was wondering which question is this. I did not even relate it.

**Teacher:** You did not even relate it. Do you think that you answered the first question better in writing or orally?

**Candidate:** I think I have answered better in writing. I had more time to think, and it was divided, so it was easier to answer

**Teacher:** What about the question of the wing attack?

**Candidate:** I think I remembered the same things, so it does not make a real difference.

Timing: 33 – 43: 10 minutes

---

**Candidate 2:**

**UNSEEN WRITTEN PAPER**

*Question 2:*

*State the correct umpiring decision when*

- a) *a player catches the ball, drops it and then replays it* [2]
- b) *a player throws the ball while sitting on the ground* [2]
- c) *at centre pass, the centre stands with one foot outside the centre* [2]
- d) *a ball is deflected into goal by the goal keeper* [2]
- e) *the centre pass goes untouched over the side-line of the centre third* [2]
- f) *the ball hits the goal post and rebounds into play and is in possession of the player who attempted the shot* [2]

Answer:

2a: Replay the ball

2b: Free pass

2c: Free pass-footwork

2d: Centre Pass: Goal stands

2e: Throw in – outball

2f: Play on

*Question 9:*

*State the positional responsibilities and the qualities required by the Wing Attack (WA) when* [9]

- i) *player in possession of the ball*
- ii) *team is in possession of the ball*
- iii) *team is not in possession of the ball*

Answer

W.A.

9i. To advance ball towards goal circle; passing to the Gs and GA. Should be on the alert of possible rebounds or if GC/GA would need help.

9ii. Advance ball toward goal circle; defending possession of the ball. W.A. should work so that GA would position herself in the goal circle ready to receive ball & shoot as the GS.

9iii. In this case she would be attacking to regain possession of the ball

### **ORAL ASSESSMENT**

**Teacher:** [Thanks for coming. The scope of this exercise is to check whether students do better when they answer questions orally and in writing. ] Can you tell me what players are not allowed to do with the ball during the netball game?

**Candidate:** They cannot walk, keeping it in their hands for more than 3 seconds, playing it, bouncing it to themselves or pulling it from someone....em.. The ball has to touch with another player or something else before they can get it back in their hand. Em. Those basically.

**Teacher:** Can you tell me what are the roles of the centre before the game and during the game?

**Candidate:** Before the game... when the game starts, obviously , he will open the game.... The aim is to bring the ball to the shooting area of the team. During the game, he has to help, both as a defender and an attacker, and if the ball is in possession of his team, he tries to get the ball to the goal circle and be ready if there is a rebound or something of the sort....so that he will be the first. When he is in defense he will try to put the other team to a disadvantage (itellef).

**Teacher:** Now, can you tell me what are the positional responsibilities of the wing attack when the player is in possession of the ball.

**Candidate:** The same thing basically, the ball has to be taken to the goal circle, the aim is to shoot.

**Teacher:** You need to be more specific.

**Candidate:** In the case of the wing attack, when he has the ball he has to see to passing the ball, he has to make sure that the ball enters the goal circle, at the same time, if the goal attack is outside the circle, a chance should be given to the goal attack to enter the circle so that there will be two players in the goal circle not just the goal shooter. If they loose the ball, then he is in defense.

**Teacher:** When the team is in possession of the ball, what should the WA do?

**Candidate:** Basically the same..... defending space, see that the ball stays in possession, keep the...for example in certain cases they start with marking the goal attack, so that he will not be allowed to enter the circle, in that case he has to help him to get the ball together with the centre, so that the player can go in. So he has to help, not just the ball, but the players as well.

### **EVALUATION OF PERFORMANCE**

**Teacher:** Do you think you have done better answering the first of these three questions in writing or orally?

**Candidate:** For me is better verbally. OK you have to write, but when you are writing...I feel better when I'm talking.

Time: 44 – 47' 40": 3mins 40"

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### **Candidate 3:**

#### **UNSEEN WRITTEN PAPER**

*Question 2:*

*State the correct umpiring decision when*

- a) a player catches the ball, drops it and then replays it [2]
- b) a player throws the ball while sitting on the ground [2]
- c) at centre pass, the centre stands with one foot outside the centre [2]
- d) a ball is deflected into goal by the goal keeper [2]
- e) the centre pass goes untouched over the side-line of the centre third [2]
- f) the ball hits the goal post and rebounds into play and is in possession of the player who attempted the shot [2]

Answer:

- 2a: let the game continue
- 2b: gives free pass to opponents from where foul has occurred
- 2c: whistles a foul, because centre should start with both feet in the centre circle
- 2d: if the goal keeper is blue & erroneously shoots in the red's goal post is a goal in favour of the reds
- 2e;
- 2f: let the game continue.

*Question 9:*

*State the positional responsibilities and the qualities required by the Wing Attack (WA) when* [9]

- i) player in possession of the ball
- ii) team is in possession of the ball
- iii) team is not in possession of the ball

Answers

9: Wing Attack to help goal Attacker and Goal Shooter find the best situation to score, when in possession

### **ORAL ASSESSMENT**

**Teacher:** Can you tell me what players are not allowed to do with the ball during the netball game?

**Candidate:** Running with it in their hand, they cannot shoot it while sitting on the floor, oh passing it (I mean) ...., those are the ones I remember most. Smiles.

**Teacher:** Ok. Now, can you tell me what are the positional responsibilities of the wing attack when the player is in possession of the ball.

**Candidate:** The WA. Has to pass it to the GS or the helper.

**Teacher:** Yes, the GS and the GA..... When the team is in possession of the ball, what should the WA do?

**Candidate:** If the ball is away from the centre, he has to get in a position to grab the ball and pass it and advance it forward.

**Teacher:** And when the team is not in possession of the ball, what should the WA do?

**Candidate:** Pause.....

**Teacher:** ....I mean when the other team has the ball....

**Candidate:** The same, try to deceive the opponent to get the ball.

**Teacher:** Who is the opponent of the WA?

**Candidate:** The WD.

## ***EVALUATION OF PERFORMANCE***

**Teacher:** Brenda, do you think you have done better answering the first question, (the one about the ball) in writing or verbally?

**Candidate:** For me, to explain myself it is better to talk, but when you are writing you have more time to think it.

**Teacher:** What about the other two questions?

**Candidate:** I feel better verbally.

**Teacher:** OK. Thanks.

Time: 49' 30" – 52: 2min 30 sec

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### **Candidate 4:**

#### ***UNSEEN WRITTEN PAPER***

*Question 2:*

*State the correct umpiring decision when*

- a) a player catches the ball, drops it and then replays it* [2]
- b) a player throws the ball while sitting on the ground* [2]
- c) at centre pass, the centre stands with one foot outside the centre* [2]
- d) a ball is deflected into goal by the goal keeper* [2]
- e) the centre pass goes untouched over the side-line of the centre third* [2]
- f) the ball hits the goal post and rebounds into play and is in possession of the player who attempted the shot* [2]

Answer:

- 2a: A player cannot drop the ball and replay it before it is touched by another player (Free Pass)
- 2b: A player may not throw the ball while sitting on the ground (Free Pass)
- 2c: Play started with centre standing with both feet in centre circle (Free Pass)
- 2d: A goal is scored by either the GS or GA (Play continues)
- 2e: Penalty for ball not caught or touched in the centre third (throw in)
- 2f: Play continues

*Question 9:*

*State the positional responsibilities and the qualities required by the Wing Attack (WA) when* [9]

- i) player in possession of the ball*
- ii) team is in possession of the ball*
- iii) team is not in possession of the ball*

Answer:

i) WA (Player in possession of the ball):- he shouldn't step inside the Goal circle, obey the 3 second rule and also the foot rule. He must decide and check whom of his team is free or in the best position to receive, preferably passing forward rather than backwards. He should decide which type of pass to use and its speed.

ii) WA (team is in possession of the ball):- he should stay within his zone, and try to free himself from a defender either to receive the ball, or at least to provide an opportunity for his team to receive a ball.

iii) WA (Team is not in possession of the ball):- he can go to the centre area to help in defending. Also try to start a counter-attack if the ball is intercepted.

### ***ORAL ASSESSMENT***

***Teacher:*** Can you tell me what players are not allowed to do with the ball during the netball game?

***Candidate:*** First, they are not allowed to keep it for more than 3 seconds, they are not allowed to dribble with the ball, so if they land on the right, the other can be moved as many times as you like, obviously, within the second period, and the other cannot be moved. Now, when the ball is in your hand an opponent cannot come and snatch it from your hand and there should not be any contact with the players... Those.

***Teacher:*** What are the responsibilities of the GK, during the game?

***Candidate:*** She must not let the opponents score, in fact that is the role of the GK, but in Netball, unlike football where the GK is the only one who can catch the ball with both hands, all the players can catch the ball with their hand, but in netball, the GK is in the goal circle, so he is more advanced than the other players.

***Teacher:*** Ok. Now, can you tell me what are the positional responsibilities of the wing attack when the player is in possession of the ball.

***Candidate:*** The WA, look at this court (draws a diagram of a netball court and points finger at the position of WA correctly), and one, two, three (ticks the other three corners of the centre third where the other players are positioned), then you have the Centre. Now the WA can be on the side of the centre, centre third? what do you call it? ( points to the centre third and goal third)

***Teacher:*** Centre third and goal third.

***Candidate:*** So, in the goal third, centre third and he cannot move in the goal and on this side.(points to the adjacent goal third and the goal circle, correctly)

***Teacher:*** That is the position of the WA, now, what are the responsibilities of the WA during the game, when in possession of the ball.

***Candidate:*** He has to play on this side, right, on the other side there is the GA, ... he can choose any position, working with the centre, and then go towards the line on the side, to bring up an attack: e.g.: the centre passes to him, then the centre can advance further forward and he can pass back to the Centre, GS and the GA. So he has a position on his side where he is the most advances because the GS is more towards the end and the centre of play, the GA is likely to be on the other side, otherwise there will be no one, and the centre goes round to help the others. So his aim is to work on this side (points to position of WA at the start of play), to try to, even he does not get the ball himself, at least creates an opportunity for the GA and the GS to get the ball.

***Teacher:*** Now, when the team loses possession of the ball, what is the role of the WA?

***Candidate:*** The WA can move up to the centre, and can move up to over there (points to the transverse line, correctly), so that at least he can help with the defense. The defense, you know, certain players of the other team are not allowed in the goal circle, apart from those particular players, but those can move towards the goal third and the center, so when he moves to the centre, he is close by to the defense, apart from that, if the WD manages to get the ball, or the GK, they can pass to him, and then he can create a counter attack on the other side.

## ***EVALUATION OF PERFORMANCE***

***Teacher:*** From the questions do you think you have done better answering the first question, (the one about the ball) in orally or in writing?

***Candidate:*** The questions were the same, but while writing I had time to think, sitting down, so if something does not come up now, it can come up 5 minutes later.

***Teacher:*** Good

***Candidate:*** And you write it down, then maybe another idea comes up, now, if you had asked me a new question, I might have been able to answer you or maybe not answer you. Certain things you might know them, they are straightforward, but certain other questions you need to think. So it depends.

***Teacher:*** Now, think hard about the first question about what a player cannot do with the ball.

***Candidate:*** Better in writing, for the first one. I think, or at least I hope that what I had written is what I have said.

Time: 54'' 30' – 59' 30': 5 minutes.

Transcribing; 3 hours 45 mins.

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**APPENDIX 3.30**

**NETBALL PILOT STUDY: MARKING SCHEME AND MARKING SHEET FOR THE UNSEEN WRITTEN PAPER AND THE ORAL ASSESSMENT**

Netball Pilot study: Marking Scheme for the unseen written paper

Q No	Question	Answer	Mark
2	State the correct umpiring decision when	Each answer to include the following  For the answer Foul award (0.5)	
a)	a player catches the ball, drops it and then replays it	<ul style="list-style-type: none"> <li>free pass (1) to opposing team (0.5)</li> <li>where infringement occurs (0.5)</li> </ul>	2
b)	a player throws the ball while sitting on the ground	<ul style="list-style-type: none"> <li>free pass (1) to opposing team (0.5)</li> <li>where infringement occurs (0.5)</li> </ul>	2
c)	at centre pass, the centre stands with one foot outside the centre	<ul style="list-style-type: none"> <li>free pass (1) to opposing team (0.5)</li> <li>where infringement occurs (0.5)</li> </ul>	2
d)	a ball is deflected into goal by the goal keeper	<ul style="list-style-type: none"> <li>goal is scored, (1)</li> <li>point awarded to opposing team (1)</li> </ul>	2
e)	the centre pass goes untouched over the side-line of the centre third	<ul style="list-style-type: none"> <li>throw -in (1) to opposing team (0.5) where infringement occurs (0.5)</li> </ul>	2
f)	the ball hits the goal post, rebounds into play and is in possession of the player who attempted the shot	<ul style="list-style-type: none"> <li>play goes on</li> </ul>	2
9	State the positional responsibilities and the qualities required by the Wing Attack You can use the following criteria when; i. player in possession of the ball ii. team is in possession of the ball iii. team is not in possession of the ball	<p>a. player in possession of the ball : <i>any one from [3 marks]</i></p> <ul style="list-style-type: none"> <li>pass ball to attacking players namely C, GA and GS</li> <li>get the ball to the goal third</li> </ul> <p>b. team is in possession of the ball : <i>any one from [3 marks]</i></p> <ul style="list-style-type: none"> <li>Assist in the Centre pass; get ready for pass or back up a player</li> <li>Take throw ins: attacking third</li> <li>Assist GS and GA with quick short passes in the goal third</li> <li>Ready for rebounds from the goal circle and assist in another attack</li> </ul> <p>c. team is not in possession of the ball : <i>any one from [3 marks]</i></p> <ul style="list-style-type: none"> <li>defending play : try to re gain possession by intercepting the ball</li> <li>close mark WD at centre pass and when the ball is in play</li> </ul>	9 [3x3]

Netball Pilot study: Marking Scheme for the oral assessment

Question 1:

Can you tell me what players are not allowed to do with the ball during the netball game?

- run with the ball
- roll the ball to another player
- throw the ball in the air and catch it again
- bounce it or drop it and pick it up again
- deliberately kick it
- grab the ball from an opponent
- punch the ball with a fist
- play the ball while kneeling, lying or seated on the ground
- throw a ball over a complete third of the court unless it is touched by a third player
- replay the ball after an unsuccessful shot at goal unless it has touched some part of the goalpost including the net
- use the goalpost to regain balance or for any other purpose

Marking Scheme for the unseen written paper and the oral assessment

9	<p>State the positional responsibilities and the qualities required by the Wing Attack</p> <p>You can use the following criteria when;</p> <p>i. player in possession of the ball</p> <p>ii. team is in possession of the ball</p> <p>iii. team is not in possession of the ball</p>	<p>a. player in possession of the ball : <i>any one from [3 marks]</i></p> <ul style="list-style-type: none"> <li>• pass ball to attacking players namely C, GA and GS</li> <li>• get the ball to the goal third</li> </ul> <p>b. team is in possession of the ball : <i>any one from [3 marks]</i></p> <ul style="list-style-type: none"> <li>• Assist in the Centre pass; get ready for pass or back up a player</li> <li>• Take throw ins: attacking third</li> <li>• Assist GS and GA with quick short passes in the goal third</li> <li>• Ready for rebounds from the goal circle and assist in another attack</li> </ul> <p>c. team is not in possession of the ball : <i>any one from [3 marks]</i></p> <ul style="list-style-type: none"> <li>• defending play : try to re gain possession by intercepting the ball</li> <li>• close mark WD at centre pass and when the ball is in play</li> </ul>	9 [3x3]
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Netball Pilot study: Marking Sheet for the unseen written paper and the oral assessment

Test Items	Mark	Candidates			
<b>Written Questions</b>		1	2	3	4
2: Playing the ball					
2a	2	1.5	0	0	1
2b	2	1	1	2	1
2c	2	1.5	1	0,5	1
2d	2	0	1,5	1	0
2e	2	1	1	0	1
2f	2	2	2	2	2
<i>Sub-total</i>	<b>12</b>	<b>7*</b>	<b>6,5</b>	<b>5,5*</b>	<b>6</b>
9: Positional duties WA					
9I	3	3	3	3	2
9ii	3	3	3	0	0
9iii	3	3	3	0	3
<i>Sub-total</i>	<b>9</b>	<b>9*</b>	<b>9*</b>	<b>3</b>	<b>5</b>
<b>Total</b>	<b>21</b>	<b>16*</b>	<b>15,5</b>	<b>8,5</b>	<b>11</b>
<b>Oral Questions</b>					
1 <sup>1</sup> : Playing the ball	<b>12</b>	<b>6 (5)</b>	<b>8*(4)</b>	<b>4(2)</b>	<b>6(3)</b>
3: Positional duties WA	<b>9</b>	<b>6</b>	<b>8</b>	<b>5*</b>	<b>6*</b>
<b>Total</b>	<b>21</b>	<b>12</b>	<b>16*</b>	<b>9*</b>	<b>12*</b>
<i>Perceived more successful performance</i>					
First question		Writing	Oral	Oral	Writing
Second question		No Preference	Oral	Oral	Writing

<sup>1</sup> Number in brackets ( ) denotes number of correct responses, marked out of 2 each.

\*Higher score

**APPENDIX 4.1**  
**CAFIAS CATEGORIES AND ETUS: CONTINGENCY TABLE FOR CAFIAS**  
**CATEGORIES (VAR. 1) AND THE EXPERIMENTAL TEACHING**  
**CONDITIONS (VAR. 2)**

VAR00001 \* VAR00002 Crosstabulation

			VAR00002			Total
			1,00	2,00	3,00	
VAR00001	2,00	Count	133	49	28	210
		Expected Count	79,3	71,5	59,2	210,0
		Residual	53,7	-22,5	-31,2	
		Adjusted Residual	7,7	-3,3	-4,8	
	3,00	Count	452	394	706	1552
		Expected Count	585,9	528,2	437,9	1552,0
		Residual	-133,9	-134,2	268,1	
		Adjusted Residual	-7,1	-7,3	15,3	
	4,00	Count	166	90	423	679
		Expected Count	256,3	231,1	191,6	679,0
		Residual	-90,3	-141,1	231,4	
		Adjusted Residual	-7,2	-11,5	19,9	
	5,00	Count	4474	3737	4430	12641
		Expected Count	4772,3	4302,2	3566,4	12641,0
		Residual	-298,3	-565,2	863,6	
		Adjusted Residual	-6,2	-12,1	19,5	
	6,00	Count	712	741	164	1617
		Expected Count	610,5	550,3	456,2	1617,0
		Residual	101,5	190,7	-292,2	
		Adjusted Residual	5,3	10,2	-16,4	
	7,00	Count	44	24	40	108
		Expected Count	40,8	36,8	30,5	108,0
		Residual	3,2	-12,8	9,5	
		Adjusted Residual	,6	-2,6	2,0	
	8,00	Count	915	868	104	1887
		Expected Count	712,4	642,2	532,4	1887,0
		Residual	202,6	225,8	-428,4	
		Adjusted Residual	9,8	11,2	-22,3	
	9,00	Count	165	105	291	561
		Expected Count	211,8	190,9	158,3	561,0
		Residual	-46,8	-85,9	132,7	
		Adjusted Residual	-4,1	-7,7	12,5	
	10,00	Count	36	829	181	1046
		Expected Count	394,9	356,0	295,1	1046,0
		Residual	-358,9	473,0	-114,1	
		Adjusted Residual	-23,1	31,2	-7,9	
	15,00	Count	947	651	192	1790
		Expected Count	675,8	609,2	505,0	1790,0
		Residual	271,2	41,8	-313,0	
		Adjusted Residual	13,4	2,1	-16,7	
	88,00	Count	116	44	431	591
		Expected Count	223,1	201,1	166,7	591,0
		Residual	-107,1	-157,1	264,3	
		Adjusted Residual	-9,1	-13,7	24,3	
	111,00	Count	10254	9244	7663	27161
		Expected Count	10254,0	9244,0	7663,0	27161,0
		Residual	,0	,0	,0	
		Adjusted Residual	,0	,0	,0	
	888,00	Count	2094	1712	673	4479
		Expected Count	1690,9	1524,4	1263,7	4479,0
		Residual	403,1	187,6	-590,7	
		Adjusted Residual	13,0	6,2	-20,5	
Total		Count	20508	18488	15326	54322
		Expected Count	20508,0	18488,0	15326,0	54322,0

**Variable 1: Description**

<b>CAFIAS Category</b>	<b>Contingency table factors Var. 1:</b>	<b>CAFIAS behaviour Categories descriptions</b>
		<b><i>Teacher Behaviours</i></b>
2	2	Praises Or Encourages
3	3	Accepts Or Uses Ideas Of Students
4	4	Asks Questions
5	5	Gives Information – Verbal
15	15	Gives Information – Non-verbal
6	6	Gives Directions
7	7	Criticises Or Justifies Authority
		<b><i>Student Behaviours</i></b>
8	8	Student Predictable Response
8\	88	Student Interpretative Behaviour – Verbal
18\	888	Student Interpretative Behaviour – Non-verbal
9	9	Student Initiative Behaviour
10 & 20	10	Silence, Confusion, Disorder, Noise
	111	Total

**Variable 2: Description**

<b>Contingency table Factors: Var. 2</b>	<b>Description</b>
1	Practice based teaching
2	Practice based teaching and handout
3	Class based teaching

**APPENDIX 4.2**  
**CAFIAS CATEGORIES AND ETUS: CONTINGENCY TABLE FOR CAFIAS**  
**CATEGORIES (VAR. 1) AND PHYSICAL ACTIVITIES (VAR. 3)**

**VAR00001 \* VAR00003 Crosstabulation**

			VAR00003		Total
			1,00	2,00	
VAR00001	2,00	Count	159	51	210
		Expected Count	99,1	110,9	210,0
		Residual	59,9	-59,9	
		Adjusted Residual	8,3	-8,3	
	3,00	Count	699	853	1552
		Expected Count	732,7	819,3	1552,0
		Residual	-33,7	33,7	
		Adjusted Residual	-1,7	1,7	
	4,00	Count	326	353	679
		Expected Count	320,5	358,5	679,0
		Residual	5,5	-5,5	
		Adjusted Residual	,4	-,4	
	5,00	Count	5683	6958	12641
		Expected Count	5967,5	6673,5	12641,0
		Residual	-284,5	284,5	
		Adjusted Residual	-5,8	5,8	
	6,00	Count	745	872	1617
		Expected Count	763,3	853,7	1617,0
		Residual	-18,3	18,3	
		Adjusted Residual	-,9	,9	
	7,00	Count	41	67	108
		Expected Count	51,0	57,0	108,0
		Residual	-10,0	10,0	
		Adjusted Residual	-1,9	1,9	
	8,00	Count	681	1206	1887
		Expected Count	890,8	996,2	1887,0
		Residual	-209,8	209,8	
		Adjusted Residual	-9,8	9,8	
	9,00	Count	398	163	561
		Expected Count	264,8	296,2	561,0
		Residual	133,2	-133,2	
		Adjusted Residual	11,3	-11,3	
	10,00	Count	402	644	1046
		Expected Count	493,8	552,2	1046,0
		Residual	-91,8	91,8	
		Adjusted Residual	-5,7	5,7	
	15,00	Count	819	971	1790
		Expected Count	845,0	945,0	1790,0
		Residual	-26,0	26,0	
		Adjusted Residual	-1,3	1,3	
	88,00	Count	346	245	591
		Expected Count	279,0	312,0	591,0
		Residual	67,0	-67,0	
		Adjusted Residual	5,6	-5,6	
	111,00	Count	12822	14339	27161
		Expected Count	12822,0	14339,0	27161,0
		Residual	,0	,0	
		Adjusted Residual	,0	,0	
	888,00	Count	2523	1956	4479
		Expected Count	2114,4	2364,6	4479,0
		Residual	408,6	-408,6	
		Adjusted Residual	12,8	-12,8	
Total		Count	25644	28678	54322
		Expected Count	25644,0	28678,0	54322,0

**Variable 1: Description**

<b>CAFIAS Category</b>	<b>Contingency table factors Var. 1:</b>	<b>CAFIAS behaviour Categories descriptions</b>
		<b><i>Teacher Behaviours</i></b>
2	2	Praises Or Encourages
3	3	Accepts Or Uses Ideas Of Students
4	4	Asks Questions
5	5	Gives Information – Verbal
15	15	Gives Information – Non-verbal
6	6	Gives Directions
7	7	Criticises Or Justifies Authority
		<b><i>Student Behaviours</i></b>
8	8	Student Predictable Response
8\	88	Student Interpretative Behaviour – Verbal
18\	888	Student Interpretative Behaviour – Non-verbal
9	9	Student Initiative Behaviour
10 & 20	10	Silence, Confusion, Disorder, Noise
	111	Total

**Variable 3 : Description**

<b>Contingency table Factors: Var. 3</b>	<b>Description</b>
1	Athletics
2	Netball

**APPENDIX 5.1  
DESCRIPTION OF VARIABLES OF DATA FILES: ATHLETICS, NETBALL  
AND COMBINED**

**Athletics**

<b>Variable No</b>	<b>Athletics test items Description</b>	<b>PR/ PT</b>	<b>Mark Range</b>	<b>Description of Factors</b>
1	Teaching condition		1 - 3	1=Practice; 2=Practic & HO 3= Theory
2	Sports Activity		1 - 2	1=Netball; 2=Athletics
3	School		1 - 3	1= St.Aloy; 2=Gozo; 3=TI
4	Test scores: pre-test theory		0 - 3	
5	Test scores: pre-test theory		0 - 1,5	
6	Test scores: pre-test theory		0 - 1,5	
7	Test scores: pre-test theory		0 - 3	
8	Test scores: pre-test theory		0 - 3	
9	Test scores: pre-test theory		0 - 3	
10	Test scores: pre-test theory		0 - 4	
11	Test scores: pre-test theory		0 - 4	
12	Test scores: pre-test theory		0 - 3	
13	Test scores: pre-test theory		0 - 3	
14	Test scores: pre-test theory		0 - 3	
15	Test scores: pre-test theory		0 - 3	
16	Test scores: pre-test theory		0 - 3	
17	Test scores: pre-test theory		0 - 3	
18	Test scores: pre-test theory		0 - 3	
19	Test scores: pre-test theory		0 - 3	
20	Test scores: pre-test theory		0 - 3	
21	Test scores: pre-test theory		0 - 2,5	
22	Test scores: pre-test theory		0 - 2,5	
23	Test scores: pre-test theory		0 - 2,5	
24	Test scores: pre-test theory		0 - 2,5	
25	Test scores: pre-test theory		0 - 4	
26	Test scores: pre-test theory		0 - 3	
27	Test scores: pre-test theory		0 - 3	
28	Test scores: pre-test theory		0 - 3	
29	Test scores: pre-test theory		0 - 2	
30	Test scores: pre-test theory		0 - 2	
31	Test scores: pre-test theory		0 - 2	
32	Test scores: pre-test theory		0 - 3	
33	Test scores: pre-test theory		0 - 3	
34	Test scores: pre-test theory		0 - 3	
35	Test scores: pre-test theory		0 - 3	
36	Test scores: pre-test theory		0 - 3	
37	Test scores: pre-test theory		0 - 3	
38	Test scores: pre-test theory		0 - 3	
39	Test scores: pre-test video		0 - 3	

Variable No	Athletics test items Description	PR/ PT	Mark Range	Description of Factors
40	Test scores: pre-test video		0 - 1,5	
41	Test scores: pre-test video		0 - 1,5	
42	Test scores: pre-test video		0 - 3	
43	Test scores: pre-test video		0 - 3	
44	Test scores: pre-test video		0 - 3	
45	Test scores: pre-test video		0 - 4	
46	Test scores: pre-test video		0 - 4	
47	Test scores: pre-test video		0 - 3	
48	Test scores: pre-test video		0 - 3	
49	Test scores: pre-test video		0 - 3	
50	Test scores: pre-test video		0 - 3	
51	Test scores: pre-test video		0 - 3	
52	Test scores: pre-test video		0 - 3	
53	Test scores: pre-test video		0 - 3	
54	Test scores: pre-test video		0 - 3	
55	Test scores: pre-test video		0 - 3	
56	Test scores: pre-test video		0 - 2,5	
57	Test scores: pre-test video		0 - 2,5	
58	Test scores: pre-test video		0 - 2,5	
59	Test scores: pre-test video		0 - 2,5	
60	Test scores: pre-test video		0 - 4	
61	Test scores: pre-test video		0 - 3	
62	Test scores: pre-test video		0 - 3	
63	Test scores: pre-test video		0 - 3	
64	Test scores: pre-test video		0 - 2	
65	Test scores: pre-test video		0 - 2	
66	Test scores: pre-test video		0 - 2	
67	Test scores: pre-test video		0 - 3	
68	Test scores: pre-test video		0 - 3	
69	Test scores: pre-test video		0 - 3	
70	Test scores: pre-test video		0 - 3	
71	Test scores: pre-test video		0 - 3	
72	Test scores: pre-test video		0 - 3	
73	Test scores: pre-test video		0 - 3	
74	Test scores: post-test theory		0 - 3	
75	Test scores: post-test theory		0 - 1,5	
76	Test scores: post-test theory		0 - 1,5	
77	Test scores: post-test theory		0 - 3	
78	Test scores: post-test theory		0 - 3	
79	Test scores: post-test theory		0 - 3	
80	Test scores: post-test theory		0 - 4	
81	Test scores: post-test theory		0 - 4	
82	Test scores: post-test theory		0 - 3	

<b>Variable No</b>	<b>Athletics test items Description</b>	<b>PR/ PT</b>	<b>Mark Range</b>	<b>Description of Factors</b>
83	Test scores: post-test theory		0 - 3	
84	Test scores: post-test theory		0 - 3	
85	Test scores: post-test theory		0 - 3	
86	Test scores: post-test theory		0 - 3	
87	Test scores: post-test theory		0 - 3	
88	Test scores: post-test theory		0 - 3	
89	Test scores: post-test theory		0 - 3	
90	Test scores: post-test theory		0 - 3	
91	Test scores: post-test theory		0 - 2,5	
92	Test scores: post-test theory		0 - 2,5	
93	Test scores: post-test theory		0 - 2,5	
94	Test scores: post-test theory		0 - 2,5	
95	Test scores: post-test theory		0 - 4	
96	Test scores: post-test theory		0 - 3	
97	Test scores: post-test theory		0 - 3	
98	Test scores: post-test theory		0 - 3	
99	Test scores: post-test theory		0 - 2	
100	Test scores: post-test theory		0 - 2	
101	Test scores: post-test theory		0 - 2	
102	Test scores: post-test theory		0 - 3	
103	Test scores: post-test theory		0 - 3	
104	Test scores: post-test theory		0 - 3	
105	Test scores: post-test theory		0 - 3	
106	Test scores: post-test theory		0 - 3	
107	Test scores: post-test theory		0 - 3	
108	Test scores: post-test theory		0 - 3	
109	Test scores: post-test video		0 - 3	
110	Test scores: post-test video		0 - 1,5	
111	Test scores: post-test video		0 - 1,5	
112	Test scores: post-test video		0 - 3	
113	Test scores: post-test video		0 - 3	
114	Test scores: post-test video		0 - 3	
115	Test scores: post-test video		0 - 4	
116	Test scores: post-test video		0 - 4	
117	Test scores: post-test video		0 - 3	
118	Test scores: post-test video		0 - 3	
119	Test scores: post-test video		0 - 3	
120	Test scores: post-test video		0 - 3	
121	Test scores: post-test video		0 - 3	
122	Test scores: post-test video		0 - 3	
123	Test scores: post-test video		0 - 3	
124	Test scores: post-test video		0 - 3	
125	Test scores: post-test video		0 - 3	



Variable No	Athletics test items Description	PR/PT	Mark Range	Description of Factors
126	Test scores: post-test video		0 - 2,5	
127	Test scores: post-test video		0 - 2,5	
128	Test scores: post-test video		0 - 2,5	
129	Test scores: post-test video		0 - 2,5	
130	Test scores: post-test video		0 - 4	
131	Test scores: post-test video		0 - 3	
132	Test scores: post-test video		0 - 3	
133	Test scores: post-test video		0 - 3	
134	Test scores: post-test video		0 - 2	
135	Test scores: post-test video		0 - 2	
136	Test scores: post-test video		0 - 2	
137	Test scores: post-test video		0 - 3	
138	Test scores: post-test video		0 - 3	
139	Test scores: post-test video		0 - 3	
140	Test scores: post-test video		0 - 3	
141	Test scores: post-test video		0 - 3	
142	Test scores: post-test video		0 - 3	
143	Test scores: post-test video		0 - 3	
144	Gender		1 - 2	1=Female; 2=Male
145	Attendance		1 - 2	1= Always; 2=Missed
146	Participation Athletics		1 - 2	1=Yes; 2=No
147	Participation level		1 - 3	1=Rec/Fit; 2= Club/Comp; 3=None
148	Participation frequency		1 - 4	1=Wk; 2=Mth; 3=Yr; 4=None
149	Participation Other		1 - 2	1=Yes; 2=No
150	total score	PRT	0 - 100	Add V4- V38
151	total score	PRV	0 - 100	Add V39-V73
152	total score	PTT	0 - 100	Add V74-V108
153	total score	PTV	0 - 100	Add V109-V143
154	Content: Rules	PRT	0 - 30	Add V4-6, 26-34
155	Content: Tactics	PRT	0 - 30	Add V7-14, 25
156	Content: Techniques	PRT	0 - 40	Add V15-24, 35-38
157	Content: Rules	PRV	0 - 30	Add V39-41, 61-69
158	Content: Tactics	PRV	0 - 30	Add V42-49, 60
159	Content: Techniques	PRV	0 - 40	Add V50-59, 70-73
160	Content: Rules	PTT	0 - 30	Add V74-76, 96-104
161	Content: Tactics	PTT	0 - 30	Add V77-84, 95
162	Content: Techniques	PTT	0 - 40	Add V85-94, 105-108
163	Content: Rules	PTV	0 - 30	Add V109-111, 131-139
164	Content: Tactics	PTV	0 - 30	Add V112-119, 130
165	Content: Techniques	PTV	0 - 40	Add V120-128, 140-143
166	Cognitive: Knowledge	PRT	0 - 30	Add V4, 7-9, 15-18, 29-31
167	Cognitive: Evaluation	PRT	0 - 30	Add V12-14,26-28, 35-38
168	Cognitive: Application	PRT	0 - 40	Add V5-6, 10-11, 19-25, 33-34

<b>Variable No</b>	<b>Athletics test items Description</b>	<b>PR/PT</b>	<b>Mark Range</b>	<b>Description of Factors</b>
169	Cognitive: Knowledge	PRV	0 - 30	Add V39,42-44,50-53, 64-66
170	Cognitive: Evaluation	PRV	0 - 30	Add V47-49, 61-63, 70-73
171	Cognitive: Application	PRV	0 - 40	Add V40-41, 45-46, 55-60
172	Cognitive: Knowledge	PTT	0 - 30	Add V74, 77-79, 85-88, 99-101
173	Cognitive: Evaluation	PTT	0 - 30	Add V82-84, 96-98, 105-108
174	Cognitive: Application	PTT	0 - 40	Add V75-76, 80-81, 89-95, 102-104
175	Cognitive: Knowledge	PTV	0 - 30	Add V109, 112-114, 120-123, 134-136
176	Cognitive: Evaluation	PTV	0 - 30	Add V117-119, 131-133, 141-143
177	Cognitive: Application	PTV	0 - 40	Add V110-111, 115-116, 125,130, 137-143
178	Combination: RK	PRT	0 - 9	Add V4, 29-31
179	Combination: RE	PRT	0 - 9	Add V26-28
180	Combination: RA	PRT	0 - 12	Add V5-6, 32-34
181	Combination: TCK	PRT	0 - 9	Add V7-9
182	Combination: TCE	PRT	0 - 9	Add V12-14
183	Combination: TCA	PRT	0 - 12	Add V10-11,25
184	Combination: TQK	PRT	0 - 12	Add V15-18
185	Combination: TQE	PRT	0 - 12	Add V35-38
186	Combination: TQA	PRT	0 - 16	Add V19-24
187	Combination: RK	PRV	0 - 9	Add V39, 64-66
188	Combination: RE	PRV	0 - 9	Add V61-63
189	Combination: RA	PRV	0 - 12	Add V40-41,67-69
190	Combination: TCK	PRV	0 - 9	Add V 42-44
191	Combination: TCE	PRV	0 - 9	Add V47-49
192	Combination: TCA	PRV	0 - 12	Add V45-46,60
193	Combination: TQK	PRV	0 - 12	Add V50-53
194	Combination: TQE	PRV	0 - 12	Add V70-73
195	Combination: TQA	PRV	0 - 16	Add V54-59
196	Combination: RK	PTT	0 - 9	Add V74, 99-101
197	Combination: RE	PTT	0 - 9	Add V96-98
198	Combination: RA	PTT	0 - 12	Add V75-76,102-104
199	Combination: TCK	PTT	0 - 9	Add V77-79
200	Combination: TCE	PTT	0 - 9	Add V82-84
201	Combination: TCA	PTT	0 - 12	Add V80-81, 95
202	Combination: TQK	PTT	0 - 12	Add V85-88
203	Combination: TQE	PTT	0 - 12	Add V105-108
204	Combination: TQA	PTT	0 - 16	Add V89-94
205	Combination: RK	PTV	0 - 9	Add V109,134-136
206	Combination: RE	PTV	0 - 9	Add V131-133
207	Combination: RA	PTV	0 - 12	Add V110-111,137-139
208	Combination: TCK	PTV	0 - 9	Add V112-114
209	Combination: TCE	PTV	0 - 9	Add V117-119
210	Combination: TCA	PTV	0 - 12	Add V115-116,130
211	Combination: TQK	PTV	0 - 12	Add V120-123

Variable No	Athletics test items Description	PR/PT	Mark Range	Description of Factors
212	Combination: TQE	PTV	0 - 12	Add V140-143
213	Combination: TQA	PTV	0 - 16	Add V124-129

### Netball

Variable No	Netball test items Description	PR/PT	Mark Range	Description of Factors
1	Teaching condition		1 - 3	1=Practice; 2=Practic & HO 3= Theory
2	Sports Activity		1 - 2	1=Netball; 2=Athletics
3	School		1 - 3	1= St.Aloy; 2=Gozo; 3=TI
4	Test scores: pre-test theory		0 - 3	
5	Test scores: pre-test theory		0 - 3	
6	Test scores: pre-test theory		0 - 3	
7	Test scores: pre-test theory		0 - 4	
8	Test scores: pre-test theory		0 - 4	
9	Test scores: pre-test theory		0 - 4	
10	Test scores: pre-test theory		0 - 4	
11	Test scores: pre-test theory		0 - 4	
12	Test scores: pre-test theory		0 - 3	
13	Test scores: pre-test theory		0 - 3	
14	Test scores: pre-test theory		0 - 3	
15	Test scores: pre-test theory		0 - 3	
16	Test scores: pre-test theory		0 - 4	
17	Test scores: pre-test theory		0 - 4	
18	Test scores: pre-test theory		0 - 4	
19	Test scores: pre-test theory		0 - 6	
20	Test scores: pre-test theory		0 - 6	
21	Test scores: pre-test theory		0 - 3	
22	Test scores: pre-test theory		0 - 3	
23	Test scores: pre-test theory		0 - 3	
24	Test scores: pre-test theory		0 - 3	
25	Test scores: pre-test theory		0 - 3	
26	Test scores: pre-test theory		0 - 3	
27	Test scores: pre-test theory		0 - 2	
28	Test scores: pre-test theory		0 - 2	
29	Test scores: pre-test theory		0 - 2	
30	Test scores: pre-test theory		0 - 2	
31	Test scores: pre-test theory		0 - 3	
32	Test scores: pre-test theory		0 - 3	
33	Test scores: pre-test theory		0 - 3	
34	Test scores: pre-test video		0 - 3	
35	Test scores: pre-test video		0 - 3	
36	Test scores: pre-test video		0 - 3	
37	Test scores: pre-test video		0 - 6	
38	Test scores: pre-test video		0 - 6	

<b>Variable No</b>	<b>Netball test items Description</b>	<b>PR/ PT</b>	<b>Mark Range</b>	<b>Description of Factors</b>
39	Test scores: pre-test video		0 - 3	
40	Test scores: pre-test video		0 - 4	
41	Test scores: pre-test video		0 - 4	
42	Test scores: pre-test video		0 - 4	
43	Test scores: pre-test video		0 - 3	
44	Test scores: pre-test video		0 - 3	
45	Test scores: pre-test video		0 - 3	
46	Test scores: pre-test video		0 - 3	
47	Test scores: pre-test video		0 - 4	
48	Test scores: pre-test video		0 - 4	
49	Test scores: pre-test video		0 - 4	
50	Test scores: pre-test video		0 - 3	
51	Test scores: pre-test video		0 - 3	
52	Test scores: pre-test video		0 - 3	
53	Test scores: pre-test video		0 - 3	
54	Test scores: pre-test video		0 - 3	
55	Test scores: pre-test video		0 - 2	
56	Test scores: pre-test video		0 - 2	
57	Test scores: pre-test video		0 - 2	
58	Test scores: pre-test video		0 - 2	
59	Test scores: pre-test video		0 - 4	
60	Test scores: pre-test video		0 - 4	
61	Test scores: pre-test video		0 - 3	
62	Test scores: pre-test video		0 - 3	
63	Test scores: pre-test video		0 - 3	
64	Test scores: post-test theory		0 - 3	
65	Test scores: post-test theory		0 - 3	
66	Test scores: post-test theory		0 - 3	
67	Test scores: post-test theory		0 - 4	
68	Test scores: post-test theory		0 - 4	
69	Test scores: post-test theory		0 - 4	
70	Test scores: post-test theory		0 - 4	
71	Test scores: post-test theory		0 - 4	
72	Test scores: post-test theory		0 - 3	
73	Test scores: post-test theory		0 - 3	
74	Test scores: post-test theory		0 - 3	
75	Test scores: post-test theory		0 - 3	
76	Test scores: post-test theory		0 - 4	
77	Test scores: post-test theory		0 - 4	
78	Test scores: post-test theory		0 - 4	
79	Test scores: post-test theory		0 - 6	
80	Test scores: post-test theory		0 - 6	

<b>Variable No</b>	<b>Netball test items Description</b>	<b>PR/ PT</b>	<b>Mark Range</b>	<b>Description of Factors</b>
81	Test scores: post-test theory		0 - 3	
82	Test scores: post-test theory		0 - 3	
83	Test scores: post-test theory		0 - 3	
84	Test scores: post-test theory		0 - 3	
85	Test scores: post-test theory		0 - 3	
86	Test scores: post-test theory		0 - 3	
87	Test scores: post-test theory		0 - 2	
88	Test scores: post-test theory		0 - 2	
89	Test scores: post-test theory		0 - 2	
90	Test scores: post-test theory		0 - 2	
91	Test scores: post-test theory		0 - 3	
92	Test scores: post-test theory		0 - 3	
93	Test scores: post-test theory		0 - 3	
94	Test scores: post-test video		0 - 3	
95	Test scores: post-test video		0 - 3	
96	Test scores: post-test video		0 - 3	
97	Test scores: post-test video		0 - 6	
98	Test scores: post-test video		0 - 6	
99	Test scores: post-test video		0 - 3	
100	Test scores: post-test video		0 - 4	
101	Test scores: post-test video		0 - 4	
102	Test scores: post-test video		0 - 4	
103	Test scores: post-test video		0 - 3	
104	Test scores: post-test video		0 - 3	
105	Test scores: post-test video		0 - 3	
106	Test scores: post-test video		0 - 3	
107	Test scores: post-test video		0 - 4	
108	Test scores: post-test video		0 - 4	
109	Test scores: post-test video		0 - 4	
110	Test scores: post-test video		0 - 3	
111	Test scores: post-test video		0 - 3	
112	Test scores: post-test video		0 - 3	
113	Test scores: post-test video		0 - 3	
114	Test scores: post-test video		0 - 3	
115	Test scores: post-test video		0 - 2	
116	Test scores: post-test video		0 - 2	
117	Test scores: post-test video		0 - 2	
118	Test scores: post-test video		0 - 2	
119	Test scores: post-test video		0 - 4	
120	Test scores: post-test video		0 - 4	
121	Test scores: post-test video		0 - 3	
122	Test scores: post-test video		0 - 3	

<b>Variable No</b>	<b>Netball test items Description</b>	<b>PR/PT</b>	<b>Mark Range</b>	<b>Description of Factors</b>
123	Test scores: post-test video		0 - 3	
124	Gender		1 - 2	1=Female; 2=Male
125	Attendance		1 - 2	1= Always; 2=Missed
126	Participation Netball		1 - 2	1=Yes; 2=No
127	Participation level		1 - 3	1=Rec/Fit; 2= Club/Comp; 3=None
128	Participation frequency		1 - 4	1=Wk; 2=Mth; 3=Yr; 4=None
129	Participation Other		1 - 2	1=Yes; 2=No
130	total score	PRT	0 - 100	V4-33
131	total score	PRV	0 - 100	V34-63
132	total score	PTT	0 - 100	V64-93
133	total score	PTV	0 - 100	V94-123
134	Content: Rules	PRT	0 - 30	V4-9, 22-24
135	Content: Tactics	PRT	0 - 30	V19-21, 25-26, 31-33
136	Content: Techniques	PRT	0 - 40	V10-18, 27-30
137	Content: Rules	PRV	0 - 30	V34-36, 40-42, 50-52
138	Content: Tactics	PRV	0 - 30	V37-39,53-54, 61-63
139	Content: Techniques	PRV	0 - 40	V43-49,55-60
140	Content: Rules	PTT	0 - 30	V64-69, 82-84
141	Content: Tactics	PTT	0 - 30	V79-81, 85-86
142	Content: Techniques	PTT	0 - 40	V70-78, 87-90
143	Content: Rules	PTV	0 - 30	V94-96, 100-102, 110-112
144	Content: Tactics	PTV	0 - 30	V97-99, 113-114, 121-123
145	Content: Techniques	PTV	0 - 40	V103-109,115-120
146	Cognitive: Knowledge	PRT	0 - 30	V4-6, 12-15, 31-33
147	Cognitive: Evaluation	PRT	0 - 30	V16-18,20-24
148	Cognitive: Application	PRT	0 - 40	V7-11,19, 25-30
149	Cognitive: Knowledge	PRV	0 - 30	V34-36, 43-46, 61-63
150	Cognitive: Evaluation	PRV	0 - 30	V38-39, 47-52
151	Cognitive: Application	PRV	0 - 40	V3, 40-42, 53-60
152	Cognitive: Knowledge	PTT	0 - 30	V64-66, 72-75, 91-93
153	Cognitive: Evaluation	PTT	0 - 30	V76-78, 80-84
154	Cognitive: Application	PTT	0 - 40	V67-71,79,85-90
155	Cognitive: Knowledge	PTV	0 - 30	V94-96, 103-106,121-123
156	Cognitive: Evaluation	PTV	0 - 30	V98-99,107-112
157	Cognitive: Application	PTV	0 - 40	V97,100-102,113-120
158	Combination: RK	PRT	0 - 9	V4-6
159	Combination: RE	PRT	0 - 9	V22-24
160	Combination: RA	PRT	0 - 12	V7-9
161	Combination: TCK	PRT	0 - 9	V31-33
162	Combination: TCE	PRT	0 - 9	V20-21
163	Combination: TCA	PRT	0 - 12	V19,25-26
164	Combination: TQK	PRT	0 - 12	V12-15

<b>Variable No</b>	<b>Netball test items Description</b>	<b>PR/PT</b>	<b>Mark Range</b>	<b>Description of Factors</b>
165	Combination: TQE	PRT	0 - 12	V16-18
166	Combination: TQA	PRT	0 - 16	V10-11,27-30
167	Combination: RK	PRV	0 - 9	V34-36
168	Combination: RE	PRV	0 - 9	V50-52
169	Combination: RA	PRV	0 - 12	V40-42
170	Combination: TCK	PRV	0 - 9	V61-63
171	Combination: TCE	PRV	0 - 9	V38-39
172	Combination: TCA	PRV	0 - 12	V37, 55-54
173	Combination: TQK	PRV	0 - 12	V43-46
174	Combination: TQE	PRV	0 - 12	V47-49
175	Combination: TQA	PRV	0 - 16	V55-60
176	Combination: RK	PTT	0 - 9	V64-66
177	Combination: RE	PTT	0 - 9	V82-84
178	Combination: RA	PTT	0 - 12	V67-69
179	Combination: TCK	PTT	0 - 9	V91-93
180	Combination: TCE	PTT	0 - 9	V80-81
181	Combination: TCA	PTT	0 - 12	V79, 85-86
182	Combination: TQK	PTT	0 - 12	V72-75
183	Combination: TQE	PTT	0 - 12	V76-78
184	Combination: TQA	PTT	0 - 16	V70-71, 87-89, 90
185	Combination: RK	PTV	0 - 9	V94-96
186	Combination: RE	PTV	0 - 9	V110-112
187	Combination: RA	PTV	0 - 12	V100-102
188	Combination: TCK	PTV	0 - 9	V121-123
189	Combination: TCE	PTV	0 - 9	V98-99
190	Combination: TCA	PTV	0 - 12	V97, 113-114
191	Combination: TQK	PTV	0 - 12	V103-106
192	Combination: TQE	PTV	0 - 12	V107-109
193	Combination: TQA	PTV	0 - 16	V115-119+H184

Combined

NEW FILE: VARIABLES				NETBALL FILE VARIABLES				ATHLETICS FILE: VARIABLES			
Variable	Description	RANGE		Variable	Description		Variable	Description			
1	Teaching condition	1 - 3		1	Teaching condition		1	Teaching condition			
2	Sports Activity	1 - 2		2	Sports Activity		2	Sports Activity			
3	School	1 - 3		3	School		3	School			
4	Gender	1 - 2		124	Gender		144	Gender			
5	Attendance	1 - 2		125	Attendance		145	Attendance			
6	Participation Athletics	1 - 2		126	Participation Athletics		146	Participation Athletics			
7	Participation level	1 - 3		127	Participation level		147	Participation level			
8	Participation frequency	1 - 4		128	Participation frequency		148	Participation frequency			
9	Participation Other	1 - 2		129	Participation Other		149	Participation Other			
10	total score	PRT	0 - 100	130	total score	PRT	150	total score	PRT		
11	total score	PRV	0 - 100	131	total score	PRV	151	total score	PRV		
12	total score	PTT	0 - 100	132	total score	PTT	152	total score	PTT		
13	total score	PTV	0 - 100	133	total score	PTV	153	total score	PTV		
14	Content: Rules	PRT	0 - 30	134	Content: Rules	PRT	154	Content: Rules	PRT		
15	Content: Tactics	PRT	0 - 30	135	Content: Tactics	PRT	155	Content: Tactics	PRT		
16	Content: Techniques	PRT	0 - 40	136	Content: Techniques	PRT	156	Content: Techniques	PRT		
17	Content: Rules	PRV	0 - 30	137	Content: Rules	PRV	157	Content: Rules	PRV		
18	Content: Tactics	PRV	0 - 30	138	Content: Tactics	PRV	158	Content: Tactics	PRV		
19	Content: Techniques	PRV	0 - 40	139	Content: Techniques	PRV	159	Content: Techniques	PRV		
20	Content: Rules	PTT	0 - 30	140	Content: Rules	PTT	160	Content: Rules	PTT		
21	Content: Tactics	PTT	0 - 30	141	Content: Tactics	PTT	161	Content: Tactics	PTT		
22	Content: Techniques	PTT	0 - 40	142	Content: Techniques	PTT	162	Content: Techniques	PTT		
23	Content: Rules	PTV	0 - 30	143	Content: Rules	PTV	163	Content: Rules	PTV		



24	Content: Tactics	PTV	0 - 30	144	Content: Tactics	PTV	164	Content: Tactics	PTV
25	Content: Techniques	PTV	0 - 40	145	Content: Techniques	PTV	165	Content: Techniques	PTV
26	Cognitive: Knowledge	PRT	0 - 30	146	Cognitive: Knowledge	PRT	166	Cognitive: Knowledge	PRT
27	Cognitive: Evaluation	PRT	0 - 30	147	Cognitive: Evaluation	PRT	167	Cognitive: Evaluation	PRT
28	Cognitive: Application	PRT	0 - 40	148	Cognitive: Application	PRT	168	Cognitive: Application	PRT
29	Cognitive: Knowledge	PRV	0 - 30	149	Cognitive: Knowledge	PRV	169	Cognitive: Knowledge	PRV
30	Cognitive: Evaluation	PRV	0 - 30	150	Cognitive: Evaluation	PRV	170	Cognitive: Evaluation	PRV
31	Cognitive: Application	PRV	0 - 40	151	Cognitive: Application	PRV	171	Cognitive: Application	PRV
32	Cognitive: Knowledge	PTT	0 - 30	152	Cognitive: Knowledge	PTT	172	Cognitive: Knowledge	PTT
33	Cognitive: Evaluation	PTT	0 - 30	153	Cognitive: Evaluation	PTT	173	Cognitive: Evaluation	PTT
34	Cognitive: Application	PTT	0 - 40	154	Cognitive: Application	PTT	174	Cognitive: Application	PTT
35	Cognitive: Knowledge	PTV	0 - 30	155	Cognitive: Knowledge	PTV	175	Cognitive: Knowledge	PTV
36	Cognitive: Evaluation	PTV	0 - 30	156	Cognitive: Evaluation	PTV	176	Cognitive: Evaluation	PTV
37	Cognitive: Application	PTV	0 - 40	157	Cognitive: Application	PTV	177	Cognitive: Application	PTV
38	Combination: RK	PRT	0 - 9	158	Combination: RK	PRT	178	Combination: RK	PRT
39	Combination: RE	PRT	0 - 9	159	Combination: RE	PRT	179	Combination: RE	PRT
40	Combination: RA	PRT	0 - 12	160	Combination: RA	PRT	180	Combination: RA	PRT
41	Combination: TCK	PRT	0 - 9	161	Combination: TCK	PRT	181	Combination: TCK	PRT
42	Combination: TCE	PRT	0 - 9	162	Combination: TCE	PRT	182	Combination: TCE	PRT
43	Combination: TCA	PRT	0 - 12	163	Combination: TCA	PRT	183	Combination: TCA	PRT
44	Combination: TQK	PRT	0 - 12	164	Combination: TQK	PRT	184	Combination: TQK	PRT
45	Combination: TQE	PRT	0 - 12	165	Combination: TQE	PRT	185	Combination: TQE	PRT
46	Combination: TQA	PRT	0 - 16	166	Combination: TQA	PRT	186	Combination: TQA	PRT
47	Combination: RK	PRV	0 - 9	167	Combination: RK	PRV	187	Combination: RK	PRV
48	Combination: RE	PRV	0 - 9	168	Combination: RE	PRV	188	Combination: RE	PRV

49	Combination: RA	PRV	0 - 12	169	Combination: RA	PRV	189	Combination: RA	PRV
50	Combination: TCK	PRV	0 - 9	170	Combination: TCK	PRV	190	Combination: TCK	PRV
51	Combination: TCE	PRV	0 - 9	171	Combination: TCE	PRV	191	Combination: TCE	PRV
52	Combination: TCA	PRV	0 - 12	172	Combination: TCA	PRV	192	Combination: TCA	PRV
53	Combination: TQK	PRV	0 - 12	173	Combination: TQK	PRV	193	Combination: TQK	PRV
54	Combination: TQE	PRV	0 - 12	174	Combination: TQE	PRV	194	Combination: TQE	PRV
55	Combination: TQA	PRV	0 - 16	175	Combination: TQA	PRV	195	Combination: TQA	PRV
56	Combination: RK	PTT	0 - 9	176	Combination: RK	PTT	196	Combination: RK	PTT
57	Combination: RE	PTT	0 - 9	177	Combination: RE	PTT	197	Combination: RE	PTT
58	Combination: RA	PTT	0 - 12	178	Combination: RA	PTT	198	Combination: RA	PTT
59	Combination: TCK	PTT	0 - 9	179	Combination: TCK	PTT	199	Combination: TCK	PTT
60	Combination: TCE	PTT	0 - 9	180	Combination: TCE	PTT	200	Combination: TCE	PTT
61	Combination: TCA	PTT	0 - 12	181	Combination: TCA	PTT	201	Combination: TCA	PTT
62	Combination: TQK	PTT	0 - 12	182	Combination: TQK	PTT	202	Combination: TQK	PTT
63	Combination: TQE	PTT	0 - 12	183	Combination: TQE	PTT	203	Combination: TQE	PTT
64	Combination: TQA	PTT	0 - 16	184	Combination: TQA	PTT	204	Combination: TQA	PTT
65	Combination: RK	PTV	0 - 9	185	Combination: RK	PTV	205	Combination: RK	PTV
66	Combination: RE	PTV	0 - 9	186	Combination: RE	PTV	206	Combination: RE	PTV
67	Combination: RA	PTV	0 - 12	187	Combination: RA	PTV	207	Combination: RA	PTV
68	Combination: TCK	PTV	0 - 9	188	Combination: TCK	PTV	208	Combination: TCK	PTV
69	Combination: TCE	PTV	0 - 9	189	Combination: TCE	PTV	209	Combination: TCE	PTV
70	Combination: TCA	PTV	0 - 12	190	Combination: TCA	PTV	210	Combination: TCA	PTV
71	Combination: TQK	PTV	0 - 12	191	Combination: TQK	PTV	211	Combination: TQK	PTV
72	Combination: TQE	PTV	0 - 12	192	Combination: TQE	PTV	212	Combination: TQE	PTV
73	Combination: TQA	PTV	0 - 16	193	Combination: TQA	PTV	213	Combination: TQA	PTV

**APPENDIX 5.2**

**MEAN VALUES AND STANDARD DEVIATIONS OF PRE-TEST SCORES FOR EACH TEST ITEM (ATHLETICS AND NETBALL)**

(a) Athletics Unseen Written Paper (W.P.): Pre-test results

Question No	Range of marks 0 -	Content classification*	Cognitive classification*	Question Classification*	Mean	S.D
1	3	1	4	7	0.470	1.080
2.1	1,5	1	6	9	0.673	0.754
2.2	1,5	1	6	9	0.367	0.652
3	3	2	4	10	0.000	0.000
4a	3	2	4	10	2.330	1.260
4b	3	2	4	10	1.220	1.490
5a	4	2	6	12	1.140	1.790
5b	4	2	6	12	0.390	1.100
6.1	3	2	5	11	0.160	0.660
6.2	3	2	5	11	0.220	0.770
6.3	3	2	5	11	0.140	0.580
7a	3	3	4	13	0.940	1.380
7b	3	3	4	13	0.570	1.150
7c	3	3	4	13	0.760	1.250
7d	3	3	4	13	0.310	0.820
8a	3	3	6	15	0.000	0.000
8b	3	3	6	15	0.000	0.000
9a.1	2,5	3	6	15	0.000	0.000
9a.2	2,5	3	6	15	0.000	0.000
9b.1	2,5	3	6	15	0.000	0.000
9b.2	2,5	3	6	15	0.000	0.000
10	4	2	6	12	0.530	1.280
11.1	3	1	5	8	0.650	1.220
11.2	3	1	5	8	0.490	1.120
11.3	3	1	5	8	0.082	0.400
12.1	2	1	4	7	0.160	0.550
12.2	2	1	4	7	0.160	0.550
12.3	2	1	4	7	0.041	0.286
13.1	3	1	6	9	0.310	0.920
13.2	3	1	6	9	0.310	0.920
13.3	3	1	6	9	0.120	0.600
14a	3	3	5	14	0.000	0.000
14b	3	3	5	14	0.000	0.000
14c	3	3	5	14	0.000	0.000
14d	3	3	5	14	0.000	0.000
Total	100					

<b>* Question Classification</b>			
<b>Reference Code</b>	<b>Content and cognitive domains Description</b>	<b>Reference Code</b>	<b>Combined Content And Cognitive Domain Description</b>
<b>1</b>	rule	<b>7</b>	rule & knowledge
<b>2</b>	tactic	<b>8</b>	rule & evaluation
<b>3</b>	technique	<b>9</b>	rule & application
<b>4</b>	knowledge	<b>10</b>	tactic & knowledge
<b>5</b>	evaluation	<b>11</b>	tactic & evaluation
<b>6</b>	application	<b>12</b>	tactic & application
		<b>13</b>	technique & knowledge
		<b>14</b>	technique & evaluation
		<b>15</b>	technique & application

(b) Athletics Video-Based Unseen Written Paper (V.P.): Pre-test results

Video Clip	Qust. No	Range of marks 0 -	Content classification*	Cognitive classification*	Question Classification*	Mean	S.D
VC	Q						
1	1	3	1	4	7	0.550	1.170
2	2.1	1.5	1	6	9	0.673	0.754
	2.2	1.5	1	6	9	0.367	0.652
	3	3	2	4	10	0.240	0.830
3	4.1	3	2	4	10	2.020	1.420
	4.2	3	2	4	10	1.370	1.540
	5.1	4	2	6	12	1.270	1.860
	5.2	4	2	6	12	0.530	1.340
4	6.1	3	2	5	11	0.160	0.660
	6.2	3	2	5	11	0.180	0.670
	6.3	3	2	5	11	0.120	0.530
	7.1	3	3	4	13	0.860	1.340
	7.2	3	3	4	13	1.040	1.400
	7.3	3	3	4	13	0.630	1.200
	7.4	3	3	4	13	0.180	0.670
5	8.1	3	3	6	15	0.160	0.660
	8.2	3	3	6	15	0.061	0.429
	9a.1	2.5	3	6	15	0.000	0.000
	9a.2	2.5	3	6	15	0.000	0.000
	9b.1	2.5	3	6	15	0.000	0.000
	9b.2	2.5	3	6	15	0.000	0.000
6	10	4	2	6	12	1.410	1.730
	11.1	3	1	5	8	0.920	1.370
	11.2	3	1	5	8	0.760	1.300
	11.3	3	1	5	8	0.370	0.990
7	12.1	2	1	4	7	0.350	0.720
	12.2	2	1	4	7	0.061	0.320
	12.3	2	1	4	7	0.120	0.480
	13.1	3	1	6	9	0.650	1.230
	13.2	3	1	6	9	0.370	0.990
	13.3	3	1	6	9	0.120	0.600
8	14.1	3	3	5	14	0.000	0.000
	14.2	3	3	5	14	0.000	0.000
	14.3	3	3	5	14	0.000	0.000
	14.4	3	3	5	14	0.000	0.000
Total		100					

* Question Classification			
Reference Code	Content and cognitive domains Description	Reference Code	Combined Content And Cognitive Domain Description
1	rule	7	rule & knowledge
2	tactic	8	rule & evaluation
3	technique	9	rule & application
4	knowledge	10	tactic & knowledge
5	evaluation	11	tactic & evaluation
6	application	12	tactic & application
		13	technique & knowledge
		14	technique & evaluation
		15	technique & application

## (c) Netball Unseen Written Paper (W.P.): Pre-test results

Quest. No	Range of marks 0-	Content classification*	Cognitive classification*	Question Classification*	Mean	S.D
1,1	3	1	4	7	0.810	1.350
1,2	3	1	4	7	0.690	1.270
1,3	3	1	4	7	0.440	1.070
2a	6	1	6	9	0.130	0.330
2b	6	1	6	9	0.290	0.580
2c	3	1	6	9	1.170	1.840
3a	4	3	6	15	0.710	1.520
3b	4	3	6	15	0.170	0.810
4a.1	4	3	4	13	0.270	0.840
4a.2	3	3	4	13	0.100	0.520
4a.3	3	3	4	13	0.100	0.520
4a.4	3	3	4	13	0.190	0.730
4b.1	3	3	5	14	0.830	1.640
4b.2	4	3	5	14	0.580	1.370
4b.3	4	3	5	14	0.083	0.580
5a	4	2	6	12	0.150	0.870
5b	3	2	5	11	0.130	0.870
5c	3	2	5	11	0.063	0.433
6a	3	1	5	8	0.310	0.930
6b	3	1	5	8	0.440	1.070
6c	3	1	5	8	0.250	0.840
7a	2	2	6	12	0.063	0.433
7b	2	2	6	12	0.000	0.000
8a	2	3	6	15	0.370	0.790
8b	2	3	6	15	0.042	0.289
8c	4	3	6	15	0.000	0.000
8d	4	3	6	15	0.000	0.000
9a	3	2	4	10	0.370	1.000
9b	3	2	4	10	0.480	1.090
9c	3	2	4	10	0.560	1.180
Total	100					

<b>* Question Classification</b>			
<i>Reference Code</i>	<i>Content and cognitive domains Description</i>	<i>Reference Code</i>	<i>Combined Content And Cognitive Domain Description</i>
<i>1</i>	rule	<i>7</i>	rule & knowledge
<i>2</i>	tactic	<i>8</i>	rule & evaluation
<i>3</i>	technique	<i>9</i>	rule & application
<i>4</i>	knowledge	<i>10</i>	tactic & knowledge
<i>5</i>	evaluation	<i>11</i>	tactic & evaluation
<i>6</i>	application	<i>12</i>	tactic & application
		<i>13</i>	technique & knowledge
		<i>14</i>	technique & evaluation
		<i>15</i>	technique & application

(d) Netball Video-Based Unseen Written Paper (V.P.): Pre-test results

Video Clip	Quest. No		Range of marks 0-	Content classification*	Cognitive classification*	Question Classification*	Mean	S.D
VC	Q	Q						
1	1	1.1	3	1	4	7	1.250	1.490
		1.2	3	1	4	7	1.060	1.450
		1.3	3	1	4	7	0.690	1.270
2	2	2	4	2	6	12	0.190	0.960
	3	3	4	2	5	11	0.190	0.960
3	4	4	4	2	5	11	1.540	1.470
4	5	5a	4	1	6	9	0.670	0.750
		5b	4	1	6	9	0.440	0.650
		5c	3	1	6	9	2.560	1.900
5	6	6.1	3	3	4	13	0.830	1.390
		6.2	3	3	4	13	0.460	1.070
		6.3	3	3	4	13	0.250	0.790
		6.4	4	3	4	13	0.210	0.470
	7	7.1	4	3	5	14	1.750	1.960
		7.2	4	3	5	14	1.100	1.770
		7.3	6	3	5	14	0.250	0.980
6	8	8.1	6	1	5	8	0.130	0.610
		8.2	3	1	5	8	0.130	0.610
		8.3	3	1	5	8	0.190	0.730
7	9	9.1	3	2	6	12	0.750	1.250
		9.2	3	2	6	12	0.250	0.790
8	10	10.1	3	3	6	15	0.750	0.980
		10.2	3	3	6	15	0.420	0.820
		10.3	2	3	6	15	0.130	0.490
		10.4	2	3	6	15	0.130	0.490
9	11	11.1	2	3	6	15	0.880	1.480
		11.2	2	3	6	15	0.330	1.040
10	12	12a	3	2	4	10	0.940	1.370
		12b	3	2	4	10	0.670	1.230
		12c	3	2	4	10	1.150	1.400
Total			100					

<b>* Question Classification</b>			
<b>Reference Code</b>	<b>Content and cognitive domains Description</b>	<b>Reference Code</b>	<b>Combined Content And Cognitive Domain Description</b>
<b>1</b>	rule	<b>7</b>	rule & knowledge
<b>2</b>	tactic	<b>8</b>	rule & evaluation
<b>3</b>	technique	<b>9</b>	rule & application
<b>4</b>	knowledge	<b>10</b>	tactic & knowledge
<b>5</b>	evaluation	<b>11</b>	tactic & evaluation
<b>6</b>	application	<b>12</b>	tactic & application
		<b>13</b>	technique & knowledge
		<b>14</b>	technique & evaluation
		<b>15</b>	technique & application

**APPENDIX 5.3**

**MEAN VALUES AND STANDARD DEVIATIONS OF POST-TEST SCORES FOR EACH TEST ITEM (ATHLETICS AND NETBALL)**

**(a) Athletics Unseen Written Paper (W.P.): Post-test results**

Quest. No	Range of marks 0 -	Content classification*	Cognitive classification*	Question Classification*	Mean	S.D
1	3	1	4	7	1.53	1.52
2.1	1.5	1	6	9	0.880	0.716
2.2	1.5	1	6	9	0.806	0.967
3	3	2	4	10	0.49	0.94
4a	3	2	4	10	2.39	1.22
4b	3	2	4	10	1.67	1.48
5a	4	2	6	12	2.37	1.94
5b	4	2	6	12	1.92	1.96
6.1	3	2	5	11	0.57	1.12
6.2	3	2	5	11	0.35	0.90
6.3	3	2	5	11	0.51	1.00
7a	3	3	4	13	1.53	1.46
7b	3	3	4	13	1.27	1.41
7c	3	3	4	13	1.57	1.41
7d	3	3	4	13	0.88	1.33
8a	3	3	6	15	0.31	0.92
8b	3	3	6	15	0.18	0.73
9a.1	2.5	3	6	15	0.357	0.884
9a.2	2.5	3	6	15	0.102	0.500
9b.1	2.5	3	6	15	0.292	0.905
9b.2	2.5	3	6	15	0.06	0.429
10	4	2	6	12	1.98	1.76
11.1	3	1	5	8	2.33	1.18
11.2	3	1	5	8	1.80	1.43
11.3	3	1	5	8	1.37	1.50
12.1	2	1	4	7	1.00	1.00
12.2	2	1	4	7	0.71	0.96
12.3	2	1	4	7	0.49	0.87
13.1	3	1	6	9	1.78	1.45
13.2	3	1	6	9	1.00	1.40
13.3	3	1	6	9	0.67	1.26
14a	3	3	5	14	0.63	1.20
14b	3	3	5	14	0.55	1.14
14c	3	3	5	14	0.41	1.02
14d	3	3	5	14	0.12	0.60
Total	100					

<b>* Question Classification</b>			
<b>Reference Code</b>	<b>Content and cognitive domains Description</b>	<b>Reference Code</b>	<b>Combined Content And Cognitive Domain Description</b>
1	rule	7	rule & knowledge
2	tactic	8	rule & evaluation
3	technique	9	rule & application
4	knowledge	10	tactic & knowledge
5	evaluation	11	tactic & evaluation
6	application	12	tactic & application
		13	technique & knowledge
		14	technique & evaluation
		15	technique & application

(b) Athletics Video-Based Unseen Written Paper (V.P.): Post-test results

Video Clip	Quest. No	Range of marks	Content classification *	Cognitive classification *	Question Classification *	Mean	S.D	
1	1	1	3	1	4	7	1.94	1.38
2	2	2.1	1.5	1	6	9	0.765	0.758
		2.2	1.5	1	6	9	0.459	0.698
	3	3	3	2	4	10	0.47	0.89
3	4	4.1	3	2	4	10	2.12	1.36
		4.2	3	2	4	10	1.43	1.50
	5	5.1	4	2	6	12	2.41	1.91
		5.2	4	2	6	12	1.67	1.93
4	6	6.1	3	2	5	11	0.80	1.26
		6.2	3	2	5	11	0.53	1.10
		6.3	3	2	5	11	0.80	1.22
	7	7.1	3	3	4	13	1.59	1.47
		7.2	3	3	4	13	1.51	1.50
		7.3	3	3	4	13	1.43	1.49
		7.4	3	3	4	13	0.78	1.21
5	8	8.1	3	3	6	15	1.12	1.44
		8.2	3	3	6	15	1.04	1.41
	9	9a.1	2.5	3	6	15	0.102	0.500
		9a.2	2.5	3	6	15	0.163	0.581
		9b.1	2.5	3	6	15	0.133	0.538
		9b.2	2.5	3	6	15	0.051	0.357
6	10	10	4	2	6	12	1.94	1.92
	11	11.1	3	1	5	8	2.12	1.36
		11.2	3	1	5	8	1.67	1.49
		11.3	3	1	5	8	0.86	1.37
7	12	12.1	2	1	4	7	1.06	1.01
		12.2	2	1	4	7	0.78	0.98
		12.3	2	1	4	7	0.51	0.92
	13	13.1	3	1	6	9	1.31	1.47
		13.2	3	1	6	9	1.00	1.41
		13.3	3	1	6	9	0.71	1.27
8	14	14.1	3	3	5	14	0.53	1.14
		14.2	3	3	5	14	0.53	1.14
		14.3	3	3	5	14	0.29	0.87
		14.4	3	3	5	14	0.37	0.99
Total			100					

* Question Classification			
Reference Code	Content and cognitive domains Description	Reference Code	Combined Content And Cognitive Domain Description
1	Rule	7	rule & knowledge
2	Tactic	8	rule & evaluation
3	Technique	9	rule & application
4	Knowledge	10	tactic & knowledge
5	Evaluation	11	tactic & evaluation
6	Application	12	tactic & application
		13	technique & knowledge
		14	technique & evaluation
		15	technique & application



(c) Netball Unseen Written Paper (W.P.): Post-test results

Quest. No		Range of marks 0-	Content classification*	Cognitive classification*	Question Classification*	Mean	S.D
1	1.1	3	1	4	7	1.69	1.50
	1.2	3	1	4	7	1.67	1.49
	1.3	3	1	4	7	1.25	1.49
2	2a	4	1	6	9	1.19	1.20
	2b	4	1	6	9	1.42	1.25
	2c	4	1	6	9	3.06	1.67
3	3a	4	3	6	15	2.35	1.83
	3b	4	3	6	15	1.50	1.85
4a	4a.1	3	3	4	13	1.90	1.93
	4a.2	3	3	4	13	1.75	1.34
	4a.3	3	3	4	13	1.52	1.44
	4a.4	3	3	4	13	1.31	1.36
4b	4b.1	4	3	5	14	3.23	1.49
	4b.2	4	3	5	14	2.06	1.98
	4b.3	4	3	5	14	0.85	1.60
5a	5a	6	2	6	12	3.15	2.79
5b	5b	6	2	5	11	1.65	2.41
5c	5c	3	2	5	11	1.52	1.46
6	6a	3	1	5	8	1.56	1.51
	6b	3	1	5	8	1.63	1.51
	6c	3	1	5	8	0.94	1.41
7	7a	3	2	6	12	1.79	1.47
	7b	3	2	6	12	1.23	1.43
8	8a	2	3	6	15	1.15	1.01
	8b	2	3	6	15	0.79	0.97
	8c	2	3	6	15	0.65	0.89
	8d	2	3	6	15	0.46	0.77
9	9a	3	2	4	10	1.79	1.44
	9b	3	2	4	10	1.12	1.27
	9c	3	2	4	10	2.04	1.37
Total		100					

<b>* Question Classification</b>			
<b>Reference Code</b>	<b>Content and cognitive domains Description</b>	<b>Reference Code</b>	<b>Combined Content And Cognitive Domain Description</b>
<b>1</b>	Rule	<b>7</b>	rule & knowledge
<b>2</b>	Tactic	<b>8</b>	rule & evaluation
<b>3</b>	Technique	<b>9</b>	rule & application
<b>4</b>	Knowledge	<b>10</b>	tactic & knowledge
<b>5</b>	Evaluation	<b>11</b>	tactic & evaluation
<b>6</b>	Application	<b>12</b>	tactic & application
		<b>13</b>	technique & knowledge
		<b>14</b>	technique & evaluation
		<b>15</b>	technique & application

(d) Netball Video-Based Unseen Written Paper (V.P.): Post-test results

Video clip	Quest. No		Range of marks 0-	Content classification*	Cognitive classification*	Question Classification*	Mean	S.D
1	1	1.1	3	1	4	7	2.23	1.31
		1.2	3	1	4	7	2.48	1.13
		1.3	3	1	4	7	2.04	1.40
2	2	2	6	2	6	12	1.19	2.22
		3	6	2	5	11	1.06	1.90
3	4	4	3	2	5	11	1.71	1.41
4	5	5a	4	1	6	9	0.81	0.94
		5b	4	1	6	9	1.08	1.09
		5c	4	1	6	9	3.65	1.12
5	6	6.1	3	3	4	13	1.69	1.26
		6.2	3	3	4	13	2.04	1.35
		6.3	3	3	4	13	1.33	1.42
		6.4	3	3	4	13	1.33	1.43
	7	7.1	4	3	5	14	3.48	1.30
		7.2	4	3	5	14	2.00	1.97
		7.3	4	3	5	14	1.00	1.75
6	8	8.1	3	1	5	8	1.35	1.47
		8.2	3	1	5	8	0.92	1.38
		8.3	3	1	5	8	1.06	1.45
7	9	9.1	3	2	6	12	1.33	1.43
		9.2	3	2	6	12	1.00	1.27
8	10	10.1	2	3	6	15	0.96	0.97
		10.2	2	3	6	15	0.67	0.88
		10.3	2	3	6	15	0.48	0.80
		10.4	2	3	6	15	0.23	0.59
9	11	11.1	4	3	6	15	1.83	1.73
		11.2	4	3	6	15	1.04	1.54
10	12	12a	3	2	4	10	1.60	1.47
		12b	3	2	4	10	1.08	1.37
		12c	3	2	4	10	1.71	1.47
Total			100					

* Question Classification			
Reference Code	Content and cognitive domains Description	Reference Code	Combined Content And Cognitive Domain Description
1	rule	7	rule & knowledge
2	tactic	8	rule & evaluation
3	technique	9	rule & application
4	knowledge	10	tactic & knowledge
5	evaluation	11	tactic & evaluation
6	application	12	tactic & application
		13	technique & knowledge
		14	technique & evaluation
		15	technique & application

**APPENDIX 5.4**

**MEAN VALUES AND STANDARD DEVIATIONS OF PRE-TEST TOTAL SCORES AND SUB-SCORES (CONTENT & COGNITIVE): ATHLETICS AND NETBALL**

(a) Athletics Total Scores and Sub-scores: Unseen Written Paper (W.P.): Pre-test results

<i>Question Classification</i>	<i>Grouped variables</i>	<i>Range</i>	<i>Mean</i>	<i>S.D</i>
Total score	Add V4- V38	0 - 100	12.551	10.752
Content: Rules	Add V4-6, 26-34	0 - 30	3.836	4.958
Content: Tactics	Add V7-14, 25	0 - 30	6.142	5.008
Content: Techniques	Add V15-24, 35-38	0 - 40	2.571	3.730
Cognitive: Knowledge	Add V4, 7-9, 15-18, 29-31	0 - 30	6.959	5.442
Cognitive: Evaluation	Add V12-14,26-28, 35-38	0 - 30	1.755	2.947
Cognitive: Application	Add V5-6, 10-11, 19-25, 33-34	0 - 40	3.530	4.300
Combination: RK	Add V4, 29-31	0 - 9	0.836	1.359
Combination: RE	Add V26-28	0 - 9	1.224	2.275
Combination: RA	Add V5-6, 32-34	0 - 12	1.775	2.500
Combination: TCK	Add V7-9	0 - 9	3.551	2.264
Combination: TCE	Add V12-14	0 - 9	0.530	1.569
Combination: TCA	Add V10-11,25	0 - 12	2.061	2.953
Combination: TQK	Add V15-18	0 - 12	2.571	3.730
Combination: TQE	Add V35-38	0 - 12	0.000	0.000
Combination: TQA	Add V19-24	0 - 16	0.000	0.000

(b) Athletics Total Scores and Sub-scores: Video-Based Unseen Written Paper (V.P.): Pre-test results

<i>Question Classification</i>	<i>Grouped variables</i>	<i>Range</i>	<i>Mean</i>	<i>S.D</i>
Total score	Add V39-V73	0 - 100	15.551	10.688
Content: Rules	Add V39-41, 61-69	0 - 30	5.306	5.129
Content: Tactics	Add V42-49, 60	0 - 30	7.306	5.120
Content: Techniques	Add V50-59, 70-73	0 - 40	2.938	3.659
Cognitive: Knowledge	Add V39,42-44,50-53, 64-66	0 - 30	7.428	5.322
Cognitive: Evaluation	Add V47-49, 61-63, 70-73	0 - 30	2.510	3.311
Cognitive: Application	Add V40-41, 45-46, 55-60	0 - 40	4.306	3.926
Combination: RK	Add V39, 64-66	0 - 9	1.081	1.579
Combination: RE	Add V61-63	0 - 9	2.040	2.524
Combination: RA	Add V40-41,67-69	0 - 12	2.183	2.597
Combination: TCK	Add V 42-44	0 - 9	3.632	2.619
Combination: TCE	Add V47-49	0 - 9	0.469	1.595
Combination: TCA	Add V45-46,60	0 - 12	3.204	3.493
Combination: TQK	Add V50-53	0 - 12	2.713	3.304
Combination: TQE	Add V70-73	0 - 12	0.000	0.000
Combination: TQA	Add V54-59	0 - 16	0.224	0.984

(c) Netball Total Scores and Sub-scores: Unseen Written Paper (W.P.): Pre-test results

<i>Question Classification</i>	<i>Grouped variables</i>	<i>Range</i>	<i>Mean</i>	<i>S.D</i>
Total score	V4-33	0 - 100	9.791	13.595
Content: Rules	V4-9, 22-24	0 - 30	4.520	5.953
Content: Tactics	V19-21, 25-26, 31-33	0 - 30	1.812	4.129
Content: Techniques	V10-18, 27-30	0 - 40	3.458	5.588
Cognitive: Knowledge	V4-6, 12-15, 31-33	0 - 30	4.020	6.026
Cognitive: Evaluation	V16-18,20-24	0 - 30	2.687	5.227
Cognitive: Application	V7-11,19, 25-30	0 - 40	3.083	4.653
Combination: RK	V4-6	0 - 9	1.937	2.732
Combination: RE	V22-24	0 - 9	1.000	2.501
Combination: RA	V7-9	0 - 12	1.583	2.359
Combination: TCK	V31-33	0 - 9	1.416	3.065
Combination: TCE	V20-21	0 - 9	0.187	0.960
Combination: TCA	V19,25-26	0 - 12	1.229	1.981
Combination: TQK	V12-15	0 - 12	0.667	1.602
Combination: TQE	V16-18	0 - 12	1.500	2.843
Combination: TQA	V10-11,27-30	0 - 16	1.291	2.422

(d) Netball Total Scores and Sub-scores: Video-Based Unseen Written Paper (V.P.): Pre-test results

<i>Question Classification</i>	<i>Grouped variables</i>	<i>Range</i>	<i>Mean</i>	<i>S.D</i>
Total score	V34-63	0 - 100	20.250	12.807
Content: Rules	V34-36, 40-42, 50-52	0 - 30	7.104	5.116
Content: Tactics	V37-39,53-54, 61-63	0 - 30	5.666	5.058
Content: Techniques	V43-49,55-60	0 - 40	7.479	6.480
Cognitive: Knowledge	V34-36, 43-46, 61-63	0 - 30	7.500	7.307
Cognitive: Evaluation	V38-39, 47-52	0 - 30	5.354	4.633
Cognitive: Application	V3, 40-42, 53-60	0 - 40	8.979	4.701
Combination: RK	V34-36	0 - 9	3.000	3.555
Combination: RE	V50-52	0 - 9	0.437	1.515
Combination: RA	V40-42	0 - 12	3.666	2.390
Combination: TCK	V61-63	0 - 9	2.750	3.152
Combination: TCE	V38-39	0 - 9	1.729	1.807
Combination: TCA	V37, 55-54	0 - 12	0.687	1.740
Combination: TQK	V43-46	0 - 12	1.750	3.014
Combination: TQE	V47-49	0 - 12	3.104	3.269
Combination: TQA	V55-60	0 - 16	2.625	3.146

**APPENDIX 5.5**

**MEAN VALUES AND STANDARD DEVIATIONS OF POST-TEST TOTAL SCORES AND SUB-SCORES (CONTENT & COGNITIVE): ATHLETICS AND NETBALL**

(a) Athletics Total Scores and Sub-scores: Unseen Written Paper (W.P.): Post-test results

<i>Question Classification</i>	<i>Grouped variables</i>	<i>Range</i>	<i>Mean</i>	<i>S.D</i>
Total score	Add V74-V108	0 - 100	34.865	16.326
Content: Rules	Add V74-76, 96-104	0 - 30	14.359	7.461
Content: Tactics	Add V77-84, 95	0 - 30	12.244	5.651
Content: Techniques	Add V85-94, 105-108	0 - 40	8.261	6.832
Cognitive: Knowledge	Add V74, 77-79, 85-88, 99-101	0 - 30	13.530	7.539
Cognitive: Evaluation	Add V82-84, 96-98, 105-108	0 - 30	8.632	5.840
Cognitive: Application	Add V75-76, 80-81, 89-95, 102-104	0 - 40	12.702	6.440
Combination: RK	Add V74, 99-101	0 - 9	3.734	3.094
Combination: RE	Add V96-98	0 - 9	5.489	2.965
Combination: RA	Add V75-76,102-104	0 - 12	5.134	3.469
Combination: TCK	Add V77-79	0 - 9	4.551	2.492
Combination: TCE	Add V82-84	0 - 9	1.428	2.614
Combination: TCA	Add V80-81, 95	0 - 12	6.265	3.844
Combination: TQK	Add V85-88	0 - 12	5.244	4.375
Combination: TQE	Add V105-108	0 - 12	1.714	2.684
Combination: TQA	Add V89-94	0 - 16	1.302	2.235

(b) Athletics Total Scores and Sub-scores: Video-based Unseen Written Paper (V.P.): Post-test results

<i>Question Classification</i>	<i>Grouped variables</i>	<i>Range</i>	<i>Mean</i>	<i>S.D</i>
Total score	Add V109-V143	0 - 100	34.979	21.706
Content: Rules	Add V109-111, 131-139	0 - 30	13.183	7.943
Content: Tactics	Add V112-119, 130	0 - 30	12.163	7.217
Content: Techniques	Add V120-128, 140-143	0 - 40	9.581	9.024
Cognitive: Knowledge	Add V109, 112-114, 120-123, 134-136	0 - 30	13.612	8.303
Cognitive: Evaluation	Add V117-119, 131-133, 141-143	0 - 30	7.959	6.837
Cognitive: Application	Add V110-111, 115-116, 125,130, 137-143	0 - 40	13.020	9.416
Combination: RK	Add V109,134-136	0 - 9	4.285	3.061
Combination: RE	Add V131-133	0 - 9	4.653	3.132
Combination: RA	Add V110-111,137-139	0 - 12	4.244	3.729
Combination: TCK	Add V112-114	0 - 9	4.020	2.809
Combination: TCE	Add V117-119	0 - 9	2.122	3.179
Combination: TCA	Add V115-116,130	0 - 12	6.020	3.766
Combination: TQK	Add V120-123	0 - 12	5.306	4.524
Combination: TQE	Add V140-143	0 - 12	1.714	3.446
Combination: TQA	Add V124-129	0 - 16	2.612	3.729

(c) Netball Total Scores and Sub-scores: Unseen Written Paper (W.P.): Post-test results

<i>Question Classification</i>	<i>Grouped variables</i>	<i>Range</i>	<i>Mean</i>	<i>S.D</i>
total score	V64-93	0 - 100	48.208	15.780
Content: Rules	V64-69, 82-84	0 - 30	14.395	6.661
Content: Tactics	V79-81, 85-86, 91-93	0 - 30	9.333	5.586
Content: Techniques	V70-78, 87-90	0 - 40	19.520	7.582
Cognitive: Knowledge	V64-66, 72-75, 91-93	0 - 30	16.041	6.693
Cognitive: Evaluation	V76-78, 80-84	0 - 30	13.437	7.377
Cognitive: Application	V67-71,79,85-90	0 - 40	18.729	6.670
Combination: RK	V64-66	0 - 9	4.604	3.474
Combination: RE	V82-84	0 - 9	4.125	3.424
Combination: RA	V67-69	0 - 12	5.666	2.520
Combination: TCK	V91-93	0 - 9	4.958	3.235
Combination: TCE	V80-81	0 - 9	3.166	3.184
Combination: TCA	V79, 85-86	0 - 12	6.167	4.033
Combination: TQK	V72-75	0 - 12	6.479	3.500
Combination: TQE	V76-78	0 - 12	6.146	3.672
Combination: TQA	V70-71, 87-89, 90	0 - 16	6.895	4.137

(d) Netball Total Scores and Sub-scores: Video-based Unseen Written Paper (V.P.): Post-test results

<i>Question Classification</i>	<i>Grouped variables</i>	<i>Range</i>	<i>Mean</i>	<i>S.D</i>
Total score	V94-123	0 - 100	44.395	14.063
Content: Rules	V94-96, 100-102, 110-112	0 - 30	15.625	6.849
Content: Tactics	V97-99, 113-114, 121-123	0 - 30	10.687	6.298
Content: Techniques	V103-109,115-120	0 - 40	18.083	5.855
Cognitive: Knowledge	V94-96, 103-106,121-123	0 - 30	17.541	6.006
Cognitive: Evaluation	V98-99,107-112	0 - 30	12.583	6.303
Cognitive: Application	V97,100-102,113-120	0 - 40	14.270	5.139
Combination: RK	V94-96	0 - 9	6.750	3.125
Combination: RE	V110-112	0 - 9	3.333	3.610
Combination: RA	V100-102	0 - 12	5.541	2.113
Combination: TCK	V121-123	0 - 9	4.396	3.126
Combination: TCE	V98-99	0 - 9	2.770	2.372
Combination: TCA	V97, 113-114	0 - 12	3.520	2.873
Combination: TQK	V103-106	0 - 12	6.395	2.958
Combination: TQE	V107-109	0 - 12	6.472	3.155
Combination: TQA	V115-119	0 - 16	4.167	2.676

**APPENDIX 5.6**  
**PHYSICAL ACTIVITIES PRACTISED BY THE RESPONDENTS**

**Athletics participants**

Recreational	N=	Competitive	N=
Basketball	6	Athletics	2
Billiard/Snooker	3	Badminton	1
Football	11	Ballet	1
Horse riding/racing	2	Basketball	1
Martial Arts	1	Football	5
Mountain biking /Cycling	2	Horse Racing	1
Netball	3	Netball	1
Outdoor activities /camping	1	Table Tennis	1
Roller balding	2	Volleyball	2
Running/Jogging	3	Waterpolo	1
Swimming	3		
Table Tennis	2		
Tennis	1		
Underwater Diving	1		
Volleyball	10		
Walking/fitness	3		
Weight Lifting	1		

**Netball participants**

Recreational	N=	Competitive	N=
Badminton	1	Basketball	1
Basketball	1	Football	5
Beach volley	1	Martial Arts	1
Billiard/Snooker	1	Netball	4
Football	7	Swimming	1
Hockey	2	Table Tennis	1
Martial Arts	1	Volleyball	1
Mountain biking /Cycling	6	Waterpolo	3
Netball	11		
Running/Jogging	2		
Skate boarding	2		
Squash	2		
Swimming	6		
Table Tennis	4		
Tennis	3		
Volleyball	2		
Walking/fitness	11		
Waterpolo	2		
Weight Lifting	2		