



PHYSICAL EDUCATION

PERFORMANCE ASSESSMENT SUPPORT MATERIAL

HOCKEY

IMPORTANT INFORMATION

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Assessment of practical student performance in Physical Education

Authentic assessment must include tasks that are worthwhile, significant and meaningful, as well as involve the ongoing process of recording, monitoring and reflection to assist learning, monitor learning, set learning goals and help identify further practice opportunities in order for these to be achieved. Final assessment at the end of a teaching unit on the selected activity may be completed through monitoring of progress together with formalised assessment tasks.

When assessing students' performance in a practical context, a teacher should refer to observation points for individual and game skills in the selected activity.

Assessment of **individual skills**

Observation points for a skill must be taken into account holistically rather than by focussing on a detailed anatomy of its parts before deciding on a mark. It is essential that when assessing individual skills, observations reflect the quality of a student's movement when performing. The teacher must take into account four elements in the demonstration of a skill: consistency; precision; fluency; and control.

Final assessment of the skill performance and level of attainment will be guided by the achievement standards for the appropriate year level as set out by the School Curriculum and Standards Authority.

Breaking of sport specific rules

When students are taught and given opportunities to practise and use various skills in a competitive scenario, the teacher should indicate to the student if a rule is consistently broken while performing the skill, e.g. ball contacts the feet. If, at the time of assessment, a student consistently breaks the rules of the sport, but who otherwise performs at a particular standard, should have one mark deducted for each rule that is consistently broken.

Assessment of **game/competition skills**

Tactical situations or problems appropriate to the year group should be identified before assessment of students' performance. This may include defence or offence skills depending on the activity being assessed. Game pressure, pace, skill and intensity of opponent and teammates, playing area, environmental conditions etc. may affect performance and should be taken into account when assessing game/competition skills.

The teacher must take into consideration that contact, or possession, which provide the opportunity for individual skill assessment accounts for only a small percentage of game time. Most game time is spent in movement and performance of tactical/strategic skills 'off the ball'.

Assessment should typically take into account the totality of game play, including the dynamic and changing situations associated with game play, by considering tactical products and processes which form part of the total composition of game/competition performance.

The range of marks or assessment scale will be determined by the teacher but must reflect expected achievement standards for that year group.

Individual skills – marks allocation	
A mark is allocated to the level of performance demonstrated consistently for each skill across a variety of practice drills and scenarios.	
6	Observation points across all phases of a skill are demonstrated over a number of attempts. Performance is fluent and control of the body, stick and/or the ball is maintained throughout the execution of the skill.
5	Performance consistently reflects the majority of the observation points of a skill and is performed with some fluency. Control of the body, stick and/or the ball is maintained.
4	Performance is mostly efficient with the ability to correct some errors during execution of a skill. The body, stick and/or the ball are controlled during the majority of the performance.
3	Performance is somewhat effective while demonstrating most observation points, occasionally performing each skill with some fluency and control. Overall reflects an adequate skill level.
2	Achieves some success when performing a skill but commits a number of errors with respect to execution and control. Sometimes reflects an adequate skill level.
1	Performs with significant errors and minimal control. Rarely demonstrates an adequate skill level.
0	Minimum skill level is not demonstrated

Individual skills

Hit
Push
Slap hit
Trap – flat stick
Trap – reverse stick
Dribble
Drag to eliminate
Flat stick tackle
Reverse stick tackle
Jab tackle

Hit

Preparation

- Hands together with wrists cocked
- Body side on to target
- Front foot aligned with ball at strike point
- Eyes looking at the ball

Execution

- Controlled backswing
- Weight transfer from back to flexed front leg during swing
- Balanced at strike with left foot placed at 45° to the direction of the pass and in line with the ball
- Left knee slightly bent for low body position and generate power
- Elbow leads the down swing
- Elbows extend (unfold) on downswing to allow stick to come into contact with the ball
- Strong wrist action causing the stick head to accelerate
- Nose over the impact point of the ball

Completion

- Stick controlled during follow through and in the direction of the pass
- Timing – stick contact square to the ball

Outcome

- Trajectory of the ball is flat and matches the intended speed and direction

Push

Preparation

- Body side on with left shoulder to the target
- Knees are flexed
- Weight balanced towards the back foot
- Hands shoulder width apart with left hand at the top of the stick

Execution

- Face of stick on or near the ball facing the target
- Ball positioned away from feet in line with the eyes
- The right arm pushes the ball towards the target keeping the stick along the ground
- Weight transfer to flexed front leg

Completion

- Stick remains low and towards the target on follow through – points to the target

Outcome

- Trajectory of the ball is flat and matches the intended speed and direction

Slap hit

Preparation

- Body is side on, left shoulder to the target
- Feet slightly wider than shoulder width apart
- Knees flexed, weight balanced on back foot
- Bottom hand positioned low, approximately at the end of the grip

Execution

- Stick on the ground away from the ball
- Ball is positioned well away from feet in line with front foot
- Transfer weight onto front foot
- Rotation of upper torso to slap through the ball
- The ball contacts the shaft of the stick approximately 10–15cm from the head

Completion

- Stick completes a low sweep close to the ground contacting the ball mid-shaft
- Stick and ball contact perpendicular to the target for accuracy

Outcome

- Trajectory of the ball is flat and matches the intended speed and direction

Trap – flat stick

Preparation

- Strong, low body position, upper body straight
- Knees and hips are flexed
- Receive on 45° angle, left shoulder forward
- Hands apart on the stick, right hand lower – halfway down
- Feet wider than shoulder width
- Knees flexed

Execution

- Receive the ball on right side of the body
- Eyes track the ball to the stick
- Weight on front foot transferred to back foot upon reception
- Balanced and stable body position

Completion

- Stick gives with the ball to absorb impact

Outcome

- Ball is trapped and controlled

Trap – reverse stick

Preparation

- Strong, low body position, upper body straight
- Knees and hips are flexed
- Receive on 45° angle, right shoulder forward
- Hands apart on the stick, right hand lower – halfway down
- Feet wider than shoulder width
- Knees flexed

Execution

- Receive the ball on left side
- Stick turned over by rotating right hand
- Eyes track the ball to the stick
- Weight on front foot transferred to back foot upon reception
- Balanced and stable body position

Completion

- Stick gives with the ball to absorb impact

Outcome

- Ball is trapped and controlled

Dribble

Preparation

- Strong, low body position, upper body straight
- Knees and hips are flexed
- Head down, eyes up
- Hands shoulder width apart on the stick

Execution

- Stick angled between 45° and 90°
- Ball remains in reach of the stick – able to control or regain control with ease
- Ball position ahead of feet and slightly to the right (at 1 o'clock)
- Maintains balance and posture whilst running

Completion

- Timing – appropriate dribble is best utilised at pace to maximise space and vision

Outcome

- Maintains control of the ball

Drag to eliminate (R to L – reverse for L to R)

Preparation

- Hands shoulder width apart on stick
- Ball outside of right foot and in front
- Movement starts with weight on the right foot
- Stick faces to the left and contact with the ball

Execution

- Ball moves with one move in front of the feet until beyond left foot
- Angle of drag – varies backwards to avoid flat-stick and swinging tackles
- Weight transfers to the left foot
- Strong push off with left foot to accelerate past defender, taking the ball with you
- Ball repositioned to 12 o'clock (start position for next skill – pass, shoot etc.)

Completion

- Direction of movement is adjusted to eliminate the defender from making a further tackle
- Positioning of drag to suit the situation (forwards or backwards)

Outcome

- Defensive player is eliminated

Flat stick tackle

Preparation

- Strong, low balanced position
- Left foot forward
- One foot behind the other, never square
- Hands apart on the stick, hovering slightly above ground
- Feet and stick make a strong triangle shaped base

Execution

- Stick head close to the ground
- Stick face angled towards the ball
- Lunge is towards opponent in low position as ball momentarily leaves the attacker's stick
- Position of the stick at the wrist to be at 3 o'clock

Completion

- Return to upright positioning in preparation for next move and protect feet

Outcome

- Opponent is dispossessed with opportunity to gain control of the ball

Reverse stick tackle

Preparation

- Strong, low balanced position
- Right foot forward
- One foot behind the other, never square
- Hands apart on the stick, hovering slightly above ground
- Feet and stick make a strong triangle shaped base

Execution

- Stick head close to the ground
- Stick face angled towards the ball
- Lunges towards opponent in low position as ball momentarily leaves the attacker's stick
- Position of the stick at the wrist to be at 9 o'clock

Completion

- Return to upright positioning in preparation for next move and protect feet

Outcome

- Opponent is dispossessed with opportunity to gain control of the ball

Jab tackle

Preparation

- Side on to ball carrier
- Appropriate foot forward to channel ball carrier
- Knees flexed and balanced
- Feet never square, always moving with weight on back foot able to move in all directions

Execution

- Stick head close to the ground
- Stick in front of the body and directed towards the ball
- At the jab, right hand releases the stick
- Left hand pokes the stick forward and towards the ball

Completion

- Stick retracts back to original stick position and ready for next action
- Good recovery position if missed

Outcome

- Successful – push through and secure possession

Game skills		
Tactical problems	OFFENCE	DEFENCE
Use of space	<ul style="list-style-type: none"> • Runs to create options • Leads to open space 	<ul style="list-style-type: none"> • Reads play and moves to defend space or opponent • Player denies opponent's opportunity to attack
Positioning	<ul style="list-style-type: none"> • Anticipates ball movement and moves to attacking position • Moves to a defensive position when possession is lost 	<ul style="list-style-type: none"> • Anticipates ball movement and moves to a defensive position • Blocks opponent's moves • Shows attacking flair in turnovers
Execution	<ul style="list-style-type: none"> • Uses ball skills effectively • Follows up to be involved in play 	<ul style="list-style-type: none"> • Uses ball and defensive skills effectively under pressure • Follows up to back-up team mates
Decision making	<ul style="list-style-type: none"> • Uses skill creatively • Shows evidence of strategic thinking in attacking moves 	<ul style="list-style-type: none"> • Uses skill creatively • Shows evidence of strategic thinking in nullifying attack
Subtotal	20	20
Total	40	

Game skills – marks allocation	
A mark is allocated to the level of performance demonstrated consistently for each element of offence and defence.	
5	Performance is consistent in offence and defence under pressure in a variety of competitive situations. Demonstrates the ability to control play and influence opponent's performance. Selection of movement patterns and skills are effective in achieving the intended outcome.
4	Performance is usually effective in a variety of competitive situations under some pressure. Movement patterns and skills are often effective and achieve the intended outcome.
3	Performance is somewhat effective while demonstrating most components with some success. Overall reflects an adequate level of performance.
2	Achieves some success when performing in a competitive situation but commits a number of errors with respect to execution of skills and appropriate decision making. Sometimes reflects an adequate level of performance.
1	Performs with significant errors with respect to execution of skills and appropriate decision making. Rarely demonstrates an adequate level of performance.
0	Minimum level of performance is not demonstrated