



PHYSICAL EDUCATION

FUNDAMENTAL MOVEMENT SKILLS

PERFORMANCE ASSESSMENT SUPPORT MATERIAL

TWO HANDED STRIKE

IMPORTANT INFORMATION

© School Curriculum and Standards Authority, 2017

This document—apart from any third party copyright material contained in it—may be freely copied, or communicated on an intranet, for non-commercial purposes in educational institutions, provided that the School Curriculum and Standards Authority is acknowledged as the copyright owner, and that the Authority's moral rights are not infringed.

Copying or communication for any other purpose can be done only within the terms of the *Copyright Act 1968* or with prior written permission of the School Curriculum and Standards Authority. Copying or communication of any third party copyright material can be done only within the terms of the *Copyright Act 1968* or with permission of the copyright owners.

Any content in this document that has been derived from the Australian Curriculum may be used under the terms of the Creative Commons [Attribution 4.0 International \(CC BY\)](#) licence.

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, range of marks (assessment scale) 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.

Two handed strike

Preparation

- Bat is gripped with dominant hand above non-dominant hand
- Stance is balanced and side-on to the target with weight on the back foot
- Eyes are focused on the ball
- Bat is held behind rear shoulder

Execution

- Front foot begins movement by stepping forward (towards the ball)
- Body rotates, beginning with hips then shoulders
- Arms swing bat horizontally through the ball
- Contact is made opposite the front foot

Completion

- Arms follow through, swinging bat around the body