



**PHYSICAL EDUCATION STUDIES**

**Practical (performance) examination 2021**

**HOCKEY**

**Marking Key**

Marking keys are an explicit statement about what the examiner expects of candidates when they respond to a question. They are essential to fair assessment because their proper construction underpins reliability and validity.

**Time allocated**

Warm up: 30 minutes

Skills and drills: 60 minutes

**Materials required****To be provided at the venue**

Hockey balls

**To be provided by the candidate**

Hockey stick, shin and mouth protection e.g. mouth guards and footwear suitable for synthetic playing surface.

**Structure of the examination**

The Physical Education Studies ATAR course examination consists of a written component and a practical (performance) component.

Structure of this practical (performance) examination

<b>Sections and criteria</b>	<b>Marks available</b>	<b>Percentage of total exam</b>
Individual skills		
Skill 1: Reverse stick trap	6	50
Skill 2: Flat stick dribble	6	
Skill 3: Drag to eliminate	6	
Skill 4: Slap hit	6	
Skill 5: Flat stick tackle	6	
Conditioned performance	20	50
	<b>Total</b>	<b>100</b>

**Instructions to candidates**

1. You are required to wear clothing and personal playing and safety equipment that is approved for competition by the sport's governing body.
2. Clothing must not identify you, your school, club or achievements, and it is requested that you wear black, navy or a white shirt for the examination.
3. You are required to report to a supervisor to register for the practical examination 40 minutes before your scheduled examination time.
4. Once your attendance has been recorded you will be given a coloured, numbered bib to wear for the examination and you will be directed to a supervised warm-up area.
5. Just prior to the scheduled examination time you will be escorted from the warm-up area to the examination area.

**Skill descriptors**

Markers will typically assess skill from a holistic view rather than by focussing on a detailed anatomy of its parts. The following points may be useful to guide Physical Education Studies practical (performance) examination markers in what to look for when marking each skill.

**What is motor skill?**

Motor skill may be defined as the execution of a goal directed action with efficiency, speed, power and accuracy. In Physical Education Studies we are looking mainly for efficiency and accuracy in a smooth coordinated movement. Skills should be performed at a rate that is close to 'game pressure'.

**Descriptors of skill**

In most sport skills, there are three distinct phases i.e. preparation, execution and completion, and a desired movement outcome. Markers will focus on these following four aspects when marking:

1. Preparation phase e.g.
  - Correct grip on implement
  - Positioning (e.g. foot behind fault line, centering in squash, making space in AFL)
  - Balanced posture during wind-up (e.g. backswing, counter-movements)
2. Execution phase e.g.
  - Smooth transition (acceleration) of force from larger muscles to peripheral muscles (coordination - the kinetic chain)
  - Core body control maintained (e.g. trunk, head position)
  - Action in line of movement (movement efficiency)
  - Force/power applied at appropriate time
  - Position of implement controlled throughout
  - Efficient use of energy
3. Completion phase e.g.
  - After execution of action candidate regains position for next action
  - Correct follow-through in kicking, striking skills
4. Movement outcome e.g.
  - Action results in accurate delivery of ball/shuttle to target position, in time as intended etc. On some occasions this will be incorporated in the completion phase.

**Marking**

How do we translate these principles to a marking key? As each sport is so different this generic set of descriptors needs to be interpreted in terms of the physical and skill demands of each sport, its rules and general conduct.

**Breaking of sport specific rules**

A candidate who breaks the rules of the sport, but who otherwise performs at any standard, will have one mark deducted for each rule that is consistently breached.

**SECTION ONE – Skills Performance**

**Skill 1: Reverse stick trap**

**A. SKILL** – demonstration of skills in competitive situations will be assessed taking into account the combination of four elements of an action i.e. consistency, precision, fluency and control.

**B. CONTEXT** – game pressure, pace, skill and intensity of opponent and team mates, playing area, environmental conditions etc. may affect performance and should be taken into account when marking.

**C. KEY SKILL COMPONENTS**

**Preparation**

- Strong, low body position, upper body straight
- Knees and hips are flexed
- Receive on 45° angle, left shoulder forward for flat stick trap (right shoulder forward for reverse stick trap)
- 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 (left side for reverse stick trap)
- Stick turned over by rotating right hand for reverse stick trap
- Eyes track the ball to the stick
- Weight on front foot transferred to back foot upon reception
- Balanced and stable body position

**Completion/Outcome**

- Stick gives with the ball to absorb impact
- Ball is trapped and controlled

**D. MARK ALLOCATION**

Marks	Observable key skill components described in C: Preparation, Execution, Completion and Outcome
6	Consistently displays all of the selected observation points, performing skills with fluency and precision achieving the desired outcome
5	Demonstrates fluency and control while consistently displaying most of the selected observation points, performance usually achieves intended outcome
4	With some fluency and control, displays most of the selected observation points but achievement of the intended outcome is inconsistent
3	Demonstrates some control and some of the selected observation points, occasionally achieves the intended outcome
2	With some control, displays some of the selected observation points but performance and achievement of intended outcomes are inconsistent
1	Demonstrates minimal control and performance reflects a few of the selected observation points with minimal achievement of the intended outcome
0	Does not demonstrate any of the selected observation points

## Skill 2: Flat stick dribble

**A. SKILL** – demonstration of skills in competitive situations will be assessed taking into account the combination of four elements of an action i.e. consistency, precision, fluency and control.

**B. CONTEXT** – game pressure, pace, skill and intensity of opponent and team mates, playing area, environmental conditions etc. may affect performance and should be taken into account when marking.

### C. KEY SKILL COMPONENTS

#### 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/Outcome

- Maintains control of the ball
- Timing – flat stick dribble is best utilised at pace to maximise space and vision

### D. MARK ALLOCATION

Marks	Observable key skill components described in C: Preparation, Execution, Completion and Outcome
6	Consistently displays all of the selected observation points, performing skills with fluency and precision achieving the desired outcome
5	Demonstrates fluency and control while consistently displaying most of the selected observation points, performance usually achieves intended outcome
4	With some fluency and control, displays most of the selected observation points but achievement of the intended outcome is inconsistent
3	Demonstrates some control and some of the selected observation points, occasionally achieves the intended outcome
2	With some control, displays some of the selected observation points but performance and achievement of intended outcomes are inconsistent
1	Demonstrates minimal control and performance reflects a few of the selected observation points with minimal achievement of the intended outcome
0	Does not demonstrate any of the selected observation points

### Skill 3: Drag to eliminate

**A. SKILL** – demonstration of skills in competitive situations will be assessed taking into account the combination of four elements of an action i.e. consistency, precision, fluency and control.

**B. CONTEXT** – game pressure, pace, skill and intensity of opponent and team mates, playing area, environmental conditions etc. may affect performance and should be taken into account when marking.

**C. KEY SKILL COMPONENTS** (indicated for R to L – need to 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/Outcome

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

#### D. MARK ALLOCATION

Marks	Observable key skill components described in C: Preparation, Execution, Completion and Outcome
6	Consistently displays all of the selected observation points, performing skills with fluency and precision achieving the desired outcome
5	Demonstrates fluency and control while consistently displaying most of the selected observation points, performance usually achieves intended outcome
4	With some fluency and control, displays most of the selected observation points but achievement of the intended outcome is inconsistent
3	Demonstrates some control and some of the selected observation points, occasionally achieves the intended outcome
2	With some control, displays some of the selected observation points but performance and achievement of intended outcomes are inconsistent
1	Demonstrates minimal control and performance reflects a few of the selected observation points with minimal achievement of the intended outcome
0	Does not demonstrate any of the selected observation points

### Skill 4: Slap hit

**A. SKILL** – demonstration of skills in competitive situations will be assessed taking into account the combination of four elements of an action i.e. consistency, precision, fluency and control.

**B. CONTEXT** – game pressure, pace, skill and intensity of opponent and team mates, playing area, environmental conditions etc. may affect performance and should be taken into account when marking.

#### C. KEY SKILL COMPONENTS

##### Preparation

- Body is side on, left shoulder to the target
- Feet slightly wider than shoulder width apart and hands together at the top of the stick

##### Execution

- Stick on the ground away from the ball
- Ball is positioned well away from feet in line with front foot

##### Completion/Outcome

- Stick completes a low sweep close to the ground contacting the ball

#### D. MARK ALLOCATION

Marks	Observable key skill components described in C: Preparation, Execution, Completion and Outcome
6	Consistently displays all of the selected observation points, performing skills with fluency and precision achieving the desired outcome
5	Demonstrates fluency and control while consistently displaying most of the selected observation points, performance usually achieves intended outcome
4	With some fluency and control, displays most of the selected observation points but achievement of the intended outcome is inconsistent
3	Demonstrates some control and some of the selected observation points, occasionally achieves the intended outcome
2	With some control, displays some of the selected observation points but performance and achievement of intended outcomes are inconsistent
1	Demonstrates minimal control and performance reflects a few of the selected observation points with minimal achievement of the intended outcome
0	Does not demonstrate any of the selected observation points

### Skill 5: Flat stick tackle

**A. SKILL** – demonstration of skills in competitive situations will be assessed taking into account the combination of four elements of an action i.e. consistency, precision, fluency and control.

**B. CONTEXT** – game pressure, pace, skill and intensity of opponent and team mates, playing area, environmental conditions etc. may affect performance and should be taken into account when marking.

#### C. KEY SKILL COMPONENTS

##### Preparation

- Strong, low balanced position
- Left foot forward for flat stick
- 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 towards opponent in low position as ball momentarily leaves the attacker's stick
- Position of the stick at the wrist: flat stick lunge to be at 3 o'clock and reverse stick lunge to be at 9 o'clock

##### Completion/Outcome

- Return to upright positioning in preparation for next move and protect feet
- Opponent is dispossessed with opportunity to gain control of the ball

#### D. MARK ALLOCATION

Marks	Observable key skill components described in C: Preparation, Execution, Completion and Outcome
6	Consistently displays all of the selected observation points, performing skills with fluency and precision achieving the desired outcome
5	Demonstrates fluency and control while consistently displaying most of the selected observation points, performance usually achieves intended outcome
4	With some fluency and control, displays most of the selected observation points but achievement of the intended outcome is inconsistent
3	Demonstrates some control and some of the selected observation points, occasionally achieves the intended outcome
2	With some control, displays some of the selected observation points but performance and achievement of intended outcomes are inconsistent
1	Demonstrates minimal control and performance reflects a few of the selected observation points with minimal achievement of the intended outcome
0	Does not demonstrate any of the selected observation points



**SECTION TWO - Conditioned performance**

**A. SKILL** – demonstration of skills in competitive situations will be assessed taking into account the combination of four elements of an action i.e. consistency, precision, fluency and control.

**B. CONTEXT** – game pressure, pace, skill and intensity of opponent and team mates, playing area, environmental conditions etc. may affect performance and should be taken into account when marking.

**C. KEY SKILL COMPONENTS**

<b>Tactical problems</b>	<b>Off-the-ball skills</b>	<b>On-the-ball skills</b>
<b>OFFENCE</b>		
Maintaining possession	<ul style="list-style-type: none"> <li>• Support play and off-ball positioning to be available</li> <li>• Communication and cueing skills – informing ball carrier</li> <li>• Maintaining awareness of the relative position of both team mates and opposition players to self</li> </ul>	<ul style="list-style-type: none"> <li>• Passing – short, long and aerial skills</li> <li>• Receiving and ball control to maintain possession</li> <li>• Receiving and ball control to eliminate opponent and gain numerical advantage</li> </ul>
Creating and using space	<ul style="list-style-type: none"> <li>• Maximise positioning (width and/or depth) to impact on opposition defence to create space for self and/or team mates</li> <li>• Timing of lead to match ball carrier's timing and defensive pattern</li> <li>• Maintaining awareness of the relative position of both team mates and opposition players to self</li> </ul>	<ul style="list-style-type: none"> <li>• Optimal moment to release others</li> <li>• Timing of pass/run to maximise space creation</li> </ul>
Penetrating the defence	<ul style="list-style-type: none"> <li>• Ability to create space for ball carriers</li> <li>• Maintaining awareness of the relative position of both team mates and opposition players to self</li> </ul>	<ul style="list-style-type: none"> <li>• Ability to eliminate own and/or team mates' defender with pass or skill</li> </ul>
Attacking the goal	<ul style="list-style-type: none"> <li>• Maintaining awareness of the relative position of both team mates and opposition players to self</li> <li>• Positioning skills</li> </ul>	<ul style="list-style-type: none"> <li>• Utilising well-positioned strikers</li> <li>• Receiving skills in congestion and under pressure</li> <li>• Goal scoring mindset</li> <li>• Shooting/finishing skills</li> </ul>
Finishing the attack	<ul style="list-style-type: none"> <li>• Communication – verbal</li> <li>• Support play</li> <li>• Rebounding after the goal shot</li> </ul>	<ul style="list-style-type: none"> <li>• Goal scoring mindset</li> <li>• Shooting/finishing skills</li> </ul>

TRANSITION PHASE		
Attack to defence	<ul style="list-style-type: none"><li>• Recovery effort to reposition and minimise counter-attack damage (delay, channel, break down play)</li></ul>	<ul style="list-style-type: none"><li>• Mindset change</li><li>• Decision making – conservative delay vs. being aggressive and possibly eliminated</li></ul>
Defence to attack	<ul style="list-style-type: none"><li>• Recovery effort to reposition and maximise counter attacking opportunity against an exposed defence</li><li>• Mindset change</li></ul>	<ul style="list-style-type: none"><li>• Mindset change</li><li>• Decision making – when to attack versus when to hold possession and build sustained attacking pressure</li></ul>
10 marks		

<b>DEFENCE</b>		
Defending space	<ul style="list-style-type: none"> <li>• Marking opposition in front and behind, pressuring, keeping head down, delaying, covering, making recovery positioning.</li> <li>• Body positioning low, mobile and stay alert</li> </ul>	<ul style="list-style-type: none"> <li>• Clearing the ball while maintaining possession</li> </ul>
Defending the goal circle	<ul style="list-style-type: none"> <li>• Defensive circle positioning and structure</li> <li>• Denying direct access to goal</li> <li>• Body positioning low, mobile and stay alert to cover attackers and protect feet</li> </ul>	<ul style="list-style-type: none"> <li>• Tackling to protect feet and rule infringements</li> </ul>
Defensive (winning the ball) skills	<ul style="list-style-type: none"> <li>• Preparatory positioning to maintain pro-activeness (intercepts)</li> <li>• Goal side positioning</li> <li>• Recovery positioning (reactive)</li> </ul>	<ul style="list-style-type: none"> <li>• Tackling on both sides of the body – Flat stick or Reverse stick – block, poke (jab)</li> <li>• Interception skills (trapping)</li> <li>• Decision making – when to commit and when to hold up attack</li> <li>• Channelling opposition team and individuals to plan</li> </ul>
10 marks		

**D. MARK ALLOCATION**

<b>Marks</b>	<b>Observable key skill components described in C: Use of space, Positioning, Execution and Decision making</b>
9–10	Always demonstrates skills at an exceptional level under pressure
7–8	Consistently demonstrates skills under pressure
5–6	Frequently demonstrates appropriate skills, but not as intense as (7–8)
3–4	Demonstrates adequate skill level
1–2	Demonstrates low level of skill
0	Does not demonstrate minimum skill level

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