



Year 8, PDHPE

Strike Out Assessment

Due Date: Practical lessons starting from 23/3/26

Task Distributed: Week 5 beginning 23/2/26

Unit: Strike Out

Task Type: Practical

Task Weighting: 15%

Outcomes: PD4-4, PD4-5,

Task Description – Strike Out Practical Assessment

PART 1

Students are required to participate in all lessons of the 'Strike Out' unit. Lessons will focus on the skills of an 'overarm throw' and a 'two handed strike'. Students will participate in a number of modified games to enhance these fundamental movement skills. Throughout the unit, students will be given a mark for their participation, sportsmanship and level of skill shown. **(15 marks)**

PART 2

In Week 8, students will complete the 'Peer Assessment' section of this task. They will use the skills learnt throughout the unit to complete this peer assessment on the scaffold provided. Students will submit their completed peer assessment sheet to their class teacher for marking at the end of the nominated practical lesson **(5 marks)**

NESA Glossary of Key Words

Understand the verb associated with the task. The verb will provide an understanding of the detail needed to successfully answer the question.

- **Analyse:** Identify components and the relationship between them; draw out and relate implications

Check the NESA Glossary of Key Words for further guidance <https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/hsc-student-guide/glossary-keywords>

Details of Submission

The successful completion of this task requires ongoing participation in practical lessons and your completed peer evaluation to be submitted to your teacher following nominated practical lesson.

Teacher Feedback and Student Self-Reflection

- The task will typically be returned to students within 14 days of the due date.
- At this time feedback including information on how to improve will be provided through an annotated marking criteria.
- Students can clarify or seek further feedback by speaking with their teacher or the assessment marker.
- You will also receive feedback on your literacy performance based on the criteria in the school's literacy marking rubric. The marks achieved for literacy will account for between 10% – 20% of the maximum task value.

Upon return of the task, students will also be expected to complete a self-reflection.

Students will be required to complete a self-reflection form at the time students receive their assessment mark and teacher feedback. Self-reflection is an important part of the learning process as it provides an opportunity to reflect on the strength of our performance, as well as areas that have been identified to strengthen in future tasks.

How does this link to my learning?

- Project lessons in the PDHPE course is intended to give students the opportunity to develop and improve understanding and ability to perform movement and sport specific skills.
 - This task is important regarding skill development and the importance of engaging in physical activity throughout the life cycle. It provides students with the skills to assess themselves and peers when identifying skills relating to striking.
 - Report Outcomes
2. Demonstrates movement skills, concepts and strategies in a variety of contexts.

Assessment Procedures

All students should be fully aware of the School Assessment Procedures for their year group. These were provided at the beginning of the school year and are available off the school website under the Learning Tab for each year group.

Marking Criteria – Striking Out

PART 1 -Outcome PD4-4		
Level	Criteria	Marks
Extensive	Extensive levels of skill shown throughout the Strike Out unit when throwing, catching and batting High levels of participation in all aspects of the striking out lessons and displays appropriate social interactions and sportsmanship.	13-15
Thorough	High levels of participation and skill shown throughout the Strike Out unit when throwing catching and / or batting. Student displays appropriate interactions and sportsmanship when participating. Participation in most aspects of the striking out lessons and displays appropriate social interactions and sportsmanship.	10-12
Sound	Sound levels of participation and skill shown throughout the Strike Out unit. Sound interactions shown throughout the unit. Participation in some aspects of the striking out lessons and displays some appropriate social interactions and / or sportsmanship.	7-9
Basic	Minimal participation and basic skill shown throughout the Strike Out unit. Limited appropriate social interactions shown. Minimal participation in the strike out unit and social interactions or sportsmanship.	4-6
Elementary	Little or no participation in the Strike Out unit. Little or no participation in the strike out unit with little sportsmanship	1-3

PART 2 - Outcome PD4-5

Peer Assessment - Overhand Throw

Level	Criteria	Marks
Extensive	<ul style="list-style-type: none">▪ Students show a very high level of ability to analyse their peers' performance for the overhand throw when completing the peer assessment scaffold.▪ Students provide a very high level of understanding through the provision of feedback of how to improve their peers performance with reference to the overhand throw components.	5
Thorough	<ul style="list-style-type: none">▪ Students show a high level of ability to analyse their peers' performance for the overhand throw when completing the peer assessment scaffold.▪ Students provide a high level of understanding through the provision of feedback of how to improve their peers performance with reference to the overhand throw components.	4
Sound	<ul style="list-style-type: none">▪ Students show a sound ability to analyse their peers' performance for the overhand throw when completing the peer assessment scaffold.▪ Students provide a sound level of understanding through the provision of feedback of how to improve their peers performance. Student may make reference to the overhand throw components.	3
Basic	<ul style="list-style-type: none">▪ Students show a basic ability to analyse their partners performance for the overhand throw when completing the peer assessment scaffold.▪ Students provide a basic level of understanding of how to improve their peers performance. Student makes limited reference to the overhand throw components.	2
Elementary	<ul style="list-style-type: none">▪ Students show an elementary ability to analyse their partners performance for the overhand throw when completing the peer assessment scaffold.▪ Student responses are incomplete.	1

A) Overarm Throw

Skill execution: Observe your partner performing the overarm throw. Reflect on your learning and understanding of skill acquisition and the components of an overarm throw by providing feedback on the observation sheet below.

Overarm throw components

1. Eyes focused on target area throughout the throw.
2. Stands side-on to target area.
3. Throwing arm moves in a downward and backward arc.
4. Steps towards target area with foot opposite throwing arm.
5. Hips then shoulders rotate forward.
6. Throwing arm follows through, down and across the body.



Overall Marks- Striking Out

Level	(PD4-4)	(PD4-5)	Total Mark	%	Weighted Mark /20
Extensive	13-15	5	17-20		
Thorough	10-12	4	13-16		
Sound	7-9	3	9-12		
Basic	4-6	2	5-8		
Elementary	1-3	1	1-4		
Mark Achieved					
Level Achieved					