

THOMAS REDDALL HIGH SCHOOL - YEAR 10 PDHPE PRACTICAL ASSESSMENT TASK
Golf – Skills Checklist
Weighting: 10% (Marked out of 15)

Student Information

What am I trying to achieve? (Syllabus Outcomes & Literacy Continuum Markers)

A student:

- 5.4** Adapts, transfers and improvises movement skills and concepts to improve performance
- 5.5** Composes, performs and appraises movement in a variety of challenging contexts
- 5.14** Confidently uses movement to satisfy personal needs and interests
- MC 6.1** Applies and refines movement skills in a range of increasingly complex dynamic physical activity contexts, e.g at different speeds or within reduced play space
- MC6.2** Adapts and improvises movement skills, and combinations of skills, to perform innovative movement across a range of physical activity contexts

What do I have to do? (Description of Task)

Students will be assessed for their ability in the following foundation golf skills:

- Swinging/Driving
- Chipping
- Putting

Students will have the opportunity to practice and refine these skills in a range of teaching and learning activities, including modified games.

This assessment will be conducted by the teacher throughout the unit and will conclude at the end of lesson 3.

What do I need to do the task? (Resources)

- Student information sheet
- Knowledge of the rules and skills of Golf
- Movement skill competence and confidence

How will I be assessed? (Criteria for assessing performance)

Students will be assessed on their ability to:

- Display knowledge and understanding of the basic skills required to play Golf.
- Perform movement skills in a variety of challenging contexts.

How will I know how well I've done? (Feedback)

Students will receive written feedback from the teacher on the marking criteria sheet.

How will this help me in future learning in PDHPE? (Future Directions)

- Students will be better able to perform skills in Golf and will hopefully transfer such skills positively to other Striking/Target games.

Mechanics

- **Full swing**—With feet shoulder-width apart, bring club up and back in a straight arc until the elbows bend, weight shift rotates hips and torso back, and front knee bends in. As the clubhead retraces its path downward, the body shifts, rotating so the front leg straightens, the rear shoulder and side follow, and the right knee comes in as the right hip pivots so that both hips face the target and the club has moved beyond the forward shoulder.
- **Chip**—This short running shot with the 7-iron gets the ball onto the green from a close distance. Lower the grip to get more feel and keep the wrists firm. Stand behind the ball so you are back of center with your weight over the front foot. Use the club to hood (come down over the top) the ball and hit it on the downstroke so it jumps and bumps along the grass.
- **Putt**—Take a stance so your eyes are over the ball and the ball is off the left toe. Keep your shoulders and body square to the flag, though your weight favors the left side. On the stroke, keep a low clubhead and short backswing. Follow through toward an intermediate target and accelerate through the ball.

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Marking Criteria

Name: _____

Class: _____

The teacher is to highlight/circle the criteria box which corresponds with the student's ability level. Each criteria box highlighted/circled represents 0/1/2/3/4/5 marks towards the assessment total out of 15. To accomplish the skill, it would be expected that students meet the skill process requirement regularly. In some cases the students might meet process requirements across two criteria levels, if this is the case, the teacher is to exercise their professional judgement to determine what criteria level has been adequately satisfied.

	Marking Criteria					
Skills	0	1	2	3	4	5
Swinging / Driving	No Effort	• Takes correct stance in relation to the ball • Has good body mechanics on practice swings	• Keeps eyes on the ball through contact • Can contact ball • Finishes with proper hip rotation • All aspects of Criteria 1	• Frequently meets the ball • Has smooth, full swing • Keeps head down with ball in place • All aspects of Criteria 1 & 2	• Has many straight shots • Able to project the ball 60+ m • All aspects of Criteria 1, 2 & 3	• Drives ball 80+ m • Rarely tops ball • Shots stay on fairway (straight) • All aspects of Criteria 1, 2, 3 & 4
Chipping	No Effort	• Uses proper stance and grip • Places ball in proper position to chip • Has smooth practice swing	• Uses correct club • Keeps wrists firm • Uses short back-swing with longer follow-through • All aspects of Criteria 1	• Keeps weight forward • Occasionally reaches target • Contacts ball • All aspects of Criteria 1 & 2	• Reaches variety of targets up to 25m • Has consistent ball contact • All aspects of Criteria 1, 2 & 3	• Has smooth swing • Controls depth of shot • Reaches intermediary target frequently • All aspects of Criteria 1, 2, 3 & 4
Putting	No Effort	• Uses proper stance and grip • Keeps head down • Reaches for putter	• Aligns self correctly • Follows through to the cup • All aspects of Criteria 1	• Has inconsistent success on flat surface • All aspects of Criteria 1 & 2	• Is developing touch • Compensates for uneven surface • All to complete all 5m shots in 2 putts • All aspects of Criteria 1, 2 & 3	• Is frequently able to sink a 5m putt • Has accurate approach on flat surfaces • All aspects of Criteria 1, 2, 3 & 4

Total Marks	
1. Swinging/Driving	_____/5
2. Chipping	_____/5
3. Putting	_____/5
Total:	_____/15

Skills Grade & Overall Physical Literacy Continuum Clustering														
E			D			C			B			A		
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
End of Year 6 – Cluster 4					End of Year 8 – Cluster 5					End of Year 10 – Cluster 6				
Refines stability, locomotor and object control skills in controlled physical activity contexts to improve the efficiency (process) and effectiveness of movement (outcome) Transitions smoothly from one skill to another in controlled physical activity contexts, e.g. transitions from receiving an object (e.g. catch) to propelling the object (e.g. throw) Applies movement skills to perform sequences in dynamic physical activity contexts					Refines stability, locomotor and object control skills in dynamic physical activity contexts to improve the efficiency (process) and effectiveness of movement (outcome) Selects from a range of movement skills and applies the most appropriate skill in dynamic physical activity contexts Transfers similar movement skills and sequences appropriately across physical activity contexts					Applies and refines movement skills in a range of increasingly complex dynamic physical activity contexts, e.g. at different speeds or within reduced play space Adapts and improvises movement skills, and combinations of skills, to perform innovative movement across a range of physical activity contexts				

Achievement of Outcomes in the Task:

5.4 Adapts, transfers and improvises movement skills and concepts to improve performance			
Not Evident	Working Towards	Achieved	Working Beyond
5.5 Composes, performs and appraises movement in a variety of challenging contexts			
Not Evident	Working Towards	Achieved	Working Beyond
5.14 Confidently uses movement to satisfy personal needs and interests			
Not Evident	Working Towards	Achieved	Working Beyond
MC6.1 Applies and refines movement skills in a range of increasingly complex dynamic physical activity contexts, e.g. at different speeds or within reduced play space			
Not Evident	Working Towards	Achieved	Working Beyond
MC6.2 Adapts and improvises movement skills, and combinations of skills, to perform innovative movement across a range of physical activity context			
Not Evident	Working Towards	Achieved	Working Beyond

Comments:

Mark: ____ / 15 Grade: ____ Signed: _____ Date: _____

Movement Competencies Physical Literacy Continuum Cluster: _____