



PHYSICAL EDUCATION STUDIES

Practical (performance) examination 2021

VOLLEYBALL

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

Non-personal equipment required for Volleyball

To be provided by the candidate

Non-marking athletic shoes

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

Sections and criteria	Marks available	Percentage of total exam
Individual skills		
Skill 1: Forearm pass: serve reception	6	50
Skill 2: Front set	6	
Skill 3: Spike	6	
Skill 4: Block	6	
Skill 5: Overhead float serve	6	
Conditioned performance	20	50
	Total	100

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: Forearm pass: serve reception

A. SKILL – combination of four elements of an action i.e. efficiency, smoothness (coordination), accuracy, and rate.

B. CONTEXT – game pressure, pace, skill and intensity of opponent etc, will all affect performance and should be taken into account when marking.

C. KEY SKILL COMPONENTS

Preparation

- Move to get the ball in line with the midline of the body and to face the server
- Balanced position with weight on the balls of the feet and outside foot forward
- Shoulders directed towards the server with arms forming a stable triangle
- As ball approaches, body position is lowered with greater knee bend

Execution

- Arms should be straight and in the midline with a flat platform
- Body weight is moving up and forward and direct towards the target
- Body goes from a low position to a high position in a forward flowing movement
- All contact is on the forearm (above 'watch strap') with elbows fully extended

Completion/Outcome

- Arms follow through no higher than parallel to the court
- Ball travels on a parabola between the contact point and the target
- Ball follows appropriate trajectory
- Ball hits intended target

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: Front set

A. SKILL – combination of four elements of an action i.e. efficiency, smoothness (coordination), accuracy, and rate.

B. CONTEXT – game pressure, pace, skill and intensity of opponent etc, will all affect performance and should be taken into account when marking.

C. KEY SKILL COMPONENTS**Preparation**

- Body is balanced with foot closest to the net slightly in front
- Knees and hips are flexed
- Hands are positioned slightly in front and above the head, forming a triangle
- Elbows are at 90° with forefingers and thumbs

Execution

- Hips and shoulders are facing the target
- Base is stable and knees flex on contact
- Ball is cushioned by the tips of the fingers and thumbs of both hands
- Elbows flex upon contact followed by extension to 180° leading to release

Completion/Outcome

- Hands point in direction of the target
- Thumbs and forefingers also point in the direction of the target
- Ball is released into a parabolic flight with no spin
- Next movement is into defensive position
- Player balanced and ready for block cover
- Player controls the ball on impact
- Ball follows appropriate trajectory
- Ball hits intended target

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: Spike

A. SKILL – combination of four elements of an action i.e. efficiency, smoothness (coordination), accuracy, and rate.

B. CONTEXT – game pressure, pace, skill and intensity of opponent etc, will all affect performance and should be taken into account when marking.

C. KEY SKILL COMPONENTS

Preparation

- Spike approach begins on or behind the attack line outside of the court
- Spike approach footwork is R - L - together (opposite for left-hander)
- Knee bend is deep with arms swinging back parallel to the court
- Two-foot take-off is vertical and controlled
- Arms swing forwards and upwards to get maximum height in the jump
- Arms assume 'bow and arrow' position with hitting arm pulled back behind the body in a 'bow' position and non-hitting arm pointing to the ball

Execution

- Lead is with elbow first, then high contact with open hand on the ball, arm fully extended snapping the wrist on contact
- Contact is made at maximum height approximately 50 cm in front of the body and in line with the hitting shoulder

Completion/Outcome

- Two-foot landing is controlled with flexion of knees to absorb impact
- Landing is slightly in front of the take-off point
- Ball crosses the net in a downward topspin path with speed
- Ball avoids the opposition block and spike-defensive players
- Player balanced and ready for take-off
- Player controls the ball on impact
- Ball follows appropriate trajectory
- Ball hits intended target

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: Block

A. SKILL – combination of four elements of an action i.e. efficiency, smoothness (coordination), accuracy, and rate.

B. CONTEXT – game pressure, pace, skill and intensity of opponent etc, will all affect performance and should be taken into account when marking.

C. KEY SKILL COMPONENTS**Preparation**

- Feet are shoulder-width apart and close to the net
- Hands are in front of the body, at slightly above head height and facing the opposition
- Fingers are spread
- Movement along the net is sideways and controlled
- Body is set along the net appropriate to their position

Execution

- Knees bend no more than 90°
- Knees are extended fully to jump vertically
- Small gap is left between arms and net (maximum penetration over the net)
- Arms are kept straight and strong reaching over the net
- Thumbs should be high, fingers spread and hands close together to avoid ball going through the middle of both hands
- Player controls the ball on impact

Completion/Outcome

- Two-foot landing is controlled with flexion of the knees to absorb impact and without any net touches
- Ready position is resumed
- Player balanced and ready for transition
- Ball follows appropriate trajectory
- Ball hits intended target

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: Overhead float serve

A. SKILL – combination of four elements of an action i.e. efficiency, smoothness (coordination), accuracy, and rate.

B. CONTEXT – game pressure, pace, skill and intensity of opponent etc, will all affect performance and should be taken into account when marking.

C. KEY SKILL COMPONENTS

Preparation

- Server stands behind the baseline
- Straight arms point towards target with hitting hand behind the ball
- Weight on the back foot ready to be transferred onto front foot upon contact
- Step is towards the target with the opposite foot
- Hitting arm is drawn straight back behind the head with elbow flexion

Execution

- The ball is tossed up with the opposite hand in line with the serving hand, no spin and approximately 1 m high
- Opposite foot forward when contact is made with the ball
- Contact with the ball is above the head in line with the serving arm
- Contact with the ball is with an open hand

Completion/Outcome

- Weight is transferred forward onto the court
- Arm follows in the direction of the target (e.g. hit, stop action)
- Ball has a flat trajectory and no spin (floating)
- Ball clears the net no higher than the top of the antennae
- Ball follows appropriate trajectory
- Ball hits intended target

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

Tactical problems	OFFENCE	DEFENCE
Use of space	<ul style="list-style-type: none"> • Player created opportunities by moving to reception, setting or attacking • Player drew opponents to create other attacking moves • Occupies the area of court appropriate for their position 	<ul style="list-style-type: none"> • Player showed ability to read the play and defend either space or man or blocking space • Player denies opponents opportunities to retrieve attacking hits • Player on defence attempts to prevent the attacker from directing the ball into their court • If the ball is hit around, above, or through the block, the defensive players arranged in the rest of the court attempt to control the ball
Positioning	<ul style="list-style-type: none"> • Player occupies the area of court appropriate for their position • Player anticipated ball movement and moved to attacking position • As attack is made, players move to defend attacking opportunity with block cover • Player transitions from attack to defence 	<ul style="list-style-type: none"> • Showed defensive positioning on ball returns • Blocks opponents moves • Player at the net jumps and reaches above the top (and if possible, across the plane) of the net in order to block the attacked ball • After a successful dig, the team transitions to offence
Execution	<ul style="list-style-type: none"> • Appropriate use of skills of serving, reception, passing, setting and spiking • Execute transition from attack to defence 	<ul style="list-style-type: none"> • Shows high level of volleyball skills under pressure • These contacts usually consist first of the bump or pass so that the ball's trajectory is aimed towards the player designated as the setter; second of the set by the setter so that the ball's trajectory is aimed towards a spot where one of the players designated as an attacker can hit it, and third by the attacker who spikes • Player transitions from defence to attack
Decision making	<ul style="list-style-type: none"> • Creative use of skill showing evidence of strategic thinking in attacking plays 	<ul style="list-style-type: none"> • Creative use of skill showing evidence of strategic thinking in nullifying attack
Marks	10	10
Total		20

D. MARK ALLOCATION

Marks	Observable key skill components described in C: Use of space, Positioning, Execution and Decision making
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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