



**PHYSICAL EDUCATION STUDIES**

**Practical (performance) examination 2017**

**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: 75 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 examination comprises a written examination worth 70% of the total examination score and a practical (performance) examination worth 30% of the total examination score.

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: Forearm pass: serve reception	6	15
• Skill 2: Front set	6	
• Skill 3: Spike	6	
• Skill 4: Block	6	
• Skill 5: Serve – Jump serve	6	
Conditioned performance	20	15
	<b>Total</b>	<b>30</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 white shirts for the examination.
3. You are required to report to a supervisor to register for the practical examination 30 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 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, centring 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 your sport's 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. SKILL – KEY SKILL COMPONENTS**

**Preparation**

- Move is to get the ball in line with the midline of the body and to face the target
- Balanced position with weight on the balls of the feet and outside foot forward
- Shoulders directed towards the target with arms forming a stable triangle
- As ball approaches, 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 as is all of body movement
- 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**

- Arms follow through no higher than parallel to the court
- Ball travels on a parabola between the contact point and the setter

**Outcome**

- Ball follows appropriate trajectory
- Ball hits intended target

**D. MARK ALLOCATION**

Mark	Observable key skill components described in C: Preparation, Execution, Completion, and Outcome
6	Always demonstrates the observation points
5	Almost always demonstrates the observation points
4	Demonstrates reasonable skill level more than 50% of the time
3	Demonstrates adequate skill level approximately 50% of the time
2	Demonstrates adequate skill level less than 50% of the time
1	Rarely demonstrates adequate skill level
0	Does not demonstrate minimum skill level

## 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. SKILL – 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 thumbs pointing to the floor

#### Execution

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

#### Completion

- Arms 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

#### Outcome

- Player balanced and ready for reception
- Player controls the ball on impact
- Ball follows appropriate trajectory
- Ball hits intended target

### D. MARK ALLOCATION

Mark	Observable key skill components described in C: Preparation, Execution, Completion, and Outcome
6	Always demonstrates the observation points
5	Almost always demonstrates the observation points
4	Demonstrates reasonable skill level more than 50% of the time
3	Demonstrates adequate skill level approximately 50% of the time
2	Demonstrates adequate skill level less than 50% of the time
1	Rarely demonstrates adequate skill level
0	Does not demonstrate minimum skill level

### 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. SKILL – KEY SKILL COMPONENTS

##### Preparation

- Spike approach begins on or behind the attack line
- 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, snapping the wrist on contact
- Contact is made at maximum height approximately 50cm in front of the body and in line with the hitting shoulder

##### Completion

- Two-foot landing is controlled with flexion of knees to absorb impact
- Landing is in the same place as take-off
- Ball crosses the net in a downward path with speed
- Ball avoids the opposition block and spike-defensive players

##### Outcome

- Player balanced and ready for take-off
- Player controls the ball on impact
- Ball follows appropriate trajectory
- Ball hits intended target

#### D. MARK ALLOCATION

Mark	Observable key skill components described in C: Preparation, Execution, Completion, and Outcome
6	Always demonstrates the observation points
5	Almost always demonstrates the observation points
4	Demonstrates reasonable skill level more than 50% of the time
3	Demonstrates adequate skill level approximately 50% of the time
2	Demonstrates adequate skill level less than 50% of the time
1	Rarely demonstrates adequate skill level
0	Does not demonstrate minimum skill level

### 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. SKILL – KEY SKILL COMPONENTS

##### Preparation

- Feet are shoulder-width apart and arm-length off the net
- Hands are in front of the body, at shoulder height and facing the opposition
- Fingers are spread
- Movement along the net is sideways and controlled

##### Execution

- Knees bend no more than 90°
- Knees are extended fully to jump vertically
- No gap is left between arms and net (maximum penetration)
- 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

##### Completion

- Two-foot landing is controlled with flexion of the knees to absorb impact and without any net touches
- Ready position is resumed

##### Outcome

- Player balanced and ready for reception
- Player controls the ball on impact
- Ball follows appropriate trajectory
- Ball hits intended target

#### D. MARK ALLOCATION

Mark	Observable key skill components described in C: Preparation, Execution, Completion, and Outcome
6	Always demonstrates the observation points
5	Almost always demonstrates the observation points
4	Demonstrates reasonable skill level more than 50% of the time
3	Demonstrates adequate skill level approximately 50% of the time
2	Demonstrates adequate skill level less than 50% of the time
1	Rarely demonstrates adequate skill level
0	Does not demonstrate minimum skill level

### Skill 5: Serve – Jump 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. SKILL – KEY SKILL COMPONENTS

##### Preparation

- Position behind the baseline at appropriate distance to allow approach routine
- Ball is tossed above the head with one or two hands in line with the serving hand
- Approach routine begins, including full jump with take-off from two feet (as per the spike approach)
- Hitting arm is drawn straight back behind the head with elbow flexion

##### Execution

- Ball is contacted above the head in line with the serving arm
- Ball is contacted with an open hand
- Wrist snaps to impart top spin

##### Completion

- Weight is transferred forward onto court and move is into a defensive position
- Arm follows through in the direction of the target with thumb brushing quadriceps on the same side as serving arm
- Ball has top spin and dips as it crosses the net
- Ball lands in last metre and a half of court

##### Outcome

- Ball follows appropriate trajectory
- Ball hits intended target

#### D. MARK ALLOCATION

Mark	Observable key skill components described in C: Preparation, Execution, Completion, and Outcome
6	Always demonstrates the observation points
5	Almost always demonstrates the observation points
4	Demonstrates reasonable skill level more than 50% of the time
3	Demonstrates adequate skill level approximately 50% of the time
2	Demonstrates adequate skill level less than 50% of the time
1	Rarely demonstrates adequate skill level
0	Does not demonstrate minimum skill level



### CONDITIONED PERFORMANCE

**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. SKILL – KEY SKILL COMPONENTS

#### Offence

(10 marks)

#### Use of space

- Player created opportunities by moving to reception, setting or attacking
- Player drew opponents to create other attacking moves

#### Positioning

- Player shared the court equally
- Player anticipated ball movement and moved to attacking position
- Once clear player moved to defend attacking opportunity
- Player transitions from attack to defence

#### Execution

- Appropriate use of skills of serving, reception, passing, setting and spiking
- Follow-up to be involved in play

#### Decision making

- Creative use of skill showing evidence of strategic thinking in attacking moves

#### Defence

(10 marks)

#### Use of space

- 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

- 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

- 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

- Creative use of skill showing evidence of strategic thinking in nullifying attack

**D. MARK ALLOCATION**

<b>Mark</b>	<b>Observable key skill elements described at C above for: Use of space, Positioning, Execution, and Decision-making</b>
9–10	Always demonstrated at a exceptional level of skill and pressure
7–8	Consistently demonstrated skill and pressure
5–6	Frequently demonstrated, but not as intense as (7-8)
4–5	Adequate skill level demonstrated
2–3	Low level of skill demonstrated
1	Poor skill level demonstrated
0	Adequate skill level never demonstrated

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