

Assessable elements Task-specific	Task-specific descriptors				
	A	B	C	D	E
Knowledge and understanding Implementing and applying Application of specialised movements and tactics in volleyball games	Skilful application of a range of specialised movements and tactics, including: <ul style="list-style-type: none"> • serving the ball with placement, and/or depth and/or spin • keeping the ball in play by moving in anticipation, to set and forearmpass with control and/or creating time by forearmpassing with height and/or setting to the back of court • attacking space by spiking or dropping the ball into targeted spaces and/or defending space by blocking and/or digging the ball • positioning “ready” and repositioning in anticipation to defend space. 	Proficient application of a range of specialised movements and tactics, including: <ul style="list-style-type: none"> • serving the ball into play with placement • keeping the ball in play, by setting and forearmpassing with control, balls in front of the body and/or nearby • attacking the ball by spiking or dropping the ball and / or defending by attempting to block the ball • positioning “ready” and moving in anticipation to defend space. 	Competent application of specialised movements and tactics, including: <ul style="list-style-type: none"> • serving some balls into play • keeping some balls in play, setting and forearmpassing, with control, slower balls immediately in front of the body • attempting to spike and/or block some slower balls • standing in position to defend space. 	Variable application of specialised movements and tactics, including: <ul style="list-style-type: none"> • serving toward the net • setting or forearmpassing slower balls that are immediately in front of the body • standing in position. 	Minimal application of specialised movements and tactics, including: <ul style="list-style-type: none"> • attempting to serve toward the opposing court • moving arms in an attempt to return the ball.
Knowledge and understanding Implementing and applying Application of teamwork	Skilful communication and coordination with others <ul style="list-style-type: none"> • calls the ball appropriately • initiates or supports set up play for attack or defence • consistently backs up • praises and encourages others appropriately. 	Purposeful communication and coordination with others to support team play <ul style="list-style-type: none"> • calls the ball appropriately • initiates or supports set up play for attack or defence • backs up • praises or encourages others appropriately. 	Functional communication and coordination with others to support team play <ul style="list-style-type: none"> • attempts to respond to team strategy • backs up • praises or encourages others. 	Variable communication and coordination with others <ul style="list-style-type: none"> • rotates court positions as appropriate • responds to advice and encouragement from others • sometimes praises others. 	Minimal communication and coordination with others <ul style="list-style-type: none"> • rotates through court positions and sometimes praises others.
Knowledge and understanding Reflecting Reflection on and evaluation of skills	Perceptive reflection and evaluation of own skills revealed by: <ul style="list-style-type: none"> • comprehensive and well-founded comments about own performance of specialised movements, tactics and teamwork • drawing a range of well-reasoned conclusions legitimate to supporting own and others' participation. 	Informed reflection and evaluation of own skills revealed by: <ul style="list-style-type: none"> • thorough and substantiated comments about own performance of specialised movements, tactics and teamwork • drawing convincing conclusions legitimate to supporting own and others' participation. 	Relevant reflection and evaluation of skills revealed by: <ul style="list-style-type: none"> • relevant comments about own performance of specialised movements, tactics and teamwork, some of which are substantiated • drawing a credible conclusion or conclusions appropriate to supporting own and others' participation. 	Superficial reflection and evaluation of own skills revealed by: <ul style="list-style-type: none"> • basic comments about some aspects of own performance • drawing an obvious conclusion appropriate to supporting or improving performance. 	Cursory reflection and evaluation of own skills revealed by: <ul style="list-style-type: none"> • a statement about own performance • drawing a broad-based conclusion.

Feedback