

# Senior syllabus support 2010

Sample assessment instrument and student response

## Physical Performance: Volleyball

This sample is intended to inform the design of assessment instruments in the senior phase of learning. It provides opportunities for students to demonstrate the following dimensions:

- Acquiring
- Applying
- Evaluating

### Assessment instrument

The response presented in this sample is in response to an assessment task.

<p><b>Comments</b></p> <p>The context refers to:</p> <ul style="list-style-type: none"><li>• physical performance, technique and conditions (syllabus p. 25)</li><li>• authentic performance environments demonstrating characteristics of indirect interceptive activities.</li></ul> <p>The task provides:</p> <ul style="list-style-type: none"><li>• opportunities to demonstrate the general objectives of the Acquiring, Applying and Evaluating dimensions</li><li>• examples of volleyball physical responses, including skills and strategies</li><li>• assessment conditions that occur over time, including during lessons as well as in students' own time.</li></ul>	<p><b>Context</b></p> <p>In Year 12, assessment occurs with a greater focus on more complex authentic contexts, e.g. more sophisticated strategies, game plans. Authentic performance environments for volleyball include:</p> <ul style="list-style-type: none"><li>• three versus three</li><li>• six versus four</li><li>• six versus six</li><li>• free-ball activities</li><li>• six-versus-six gameplay, including substitutions.</li></ul> <p><b>Task</b></p> <p>Reproduce volleyball skills and strategies and demonstrate your understanding of volleyball rules, safety and strategy to solve problems in authentic volleyball environments.</p> <p>To solve problems in or about the performance environment, you are required to:</p> <ul style="list-style-type: none"><li>• initiate change or modify personal and/or team skills and strategies to solve problems</li><li>• reflect and make decisions to enhance physical responses and outcomes in or about the authentic volleyball environments.</li></ul> <p><b>Conditions</b></p> <ul style="list-style-type: none"><li>• Judgments on your performance will be made continuously through the unit in a variety of authentic contexts.</li><li>• Your performance will be assessed according to how well you have achieved the general objectives within the three dimensions of Acquiring, Applying and Evaluating. Below are some examples of how you may demonstrate each general objective.</li></ul>
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The shaded words are the syllabus general objectives that are to be demonstrated as part of the student response.

## Examples of each general objective

	General objective	Physical performance examples — Year 12
Acquiring	Reproduce physical responses, meeting the requirements of physical performance contexts	<ul style="list-style-type: none"> <li>Reproduces receiving skills, e.g. positioning the body in terms of height, ball contact, orientation</li> <li>Reproduces offensive skills, e.g. serving, passing, hitting</li> <li>Reproduces defensive skills, e.g. blocking</li> </ul>
	Demonstrate through physical responses an understanding of safety, rules, learned and rehearsed skills, tactics and strategies	<ul style="list-style-type: none"> <li>Maintains correct rotation on court</li> <li>Correctly responds to referee calls</li> <li>Officiates as a referee or linesperson</li> <li>Organises team rotations and substitutions</li> </ul>
Applying	Apply and integrate information in the performance of physical responses	<ul style="list-style-type: none"> <li>Reproduces receiving skills (e.g. positioning the body in terms of height, ball contact, orientation) in response to serves from an opposition</li> <li>Reproduces offensive skills (e.g. serving, passing, hitting) in an organised offensive sequence against an opposition</li> <li>Reproduces defensive skills (e.g. blocking) in response to hits from an opposition</li> </ul>
	Analyse and apply performance strategies as individuals, and in groups and teams	<ul style="list-style-type: none"> <li>Transitions between offence and defence</li> <li>Tracks ball movement in opposition's court and correctly orients body and court position</li> <li>Implements individual role (e.g. setter, outside hitter, middle hitter) against an opposition</li> <li>Implements team offensive strategy (e.g. back-court setter, multiple hitting options, hitting combinations) against an opposition</li> <li>Implements team defensive strategy, e.g. against outside hitters, middle hitters</li> </ul>
Evaluating	Modify physical responses based on informed reflective decision making in varying physical performance environments	<ul style="list-style-type: none"> <li>Manipulates serve to target identified weakness in opposition</li> <li>Initiates first pass based on reflective decisions about ball trajectory and body position</li> <li>Selects correct hitter based on reflective decisions about opposition's court position</li> <li>Initiates hit or tip based on reflective decisions about opposition's court position</li> </ul>
	Initiate change and demonstrate solutions in team and group physical performance	<ul style="list-style-type: none"> <li>Initiates change to body and court position to rectify errors, e.g. first-pass placement errors</li> <li>Initiates change in offensive strategy to counter strengths in opposition, e.g. tipping over block</li> <li>Provides solutions to elicit change in team mates, e.g. communicates feedback that rectifies errors</li> </ul>

## Instrument-specific criteria and standards

	Standard A	Standard B	Standard C	Standard D	Standard E
Acquiring	<p>The student work has the following characteristics:</p> <ul style="list-style-type: none"> <li>consistent and successful reproduction of a wide range of physical responses performed fluently, accurately, and where applicable with speed</li> <li>comprehensive and accurate demonstration and understanding of rules, safety and sophisticated performance strategies through physical responses.</li> </ul>	<p>The student work has the following characteristics:</p> <ul style="list-style-type: none"> <li>successful reproduction of a range of physical responses performed fluently, accurately, and where applicable with speed</li> <li>accurate demonstration and understanding of rules, safety and sophisticated performance strategies through physical responses.</li> </ul>	<p>The student work has the following characteristics:</p> <ul style="list-style-type: none"> <li>competent reproduction of a range of physical responses performed with accuracy</li> <li>proficient demonstration and understanding of rules, safety and simple performance strategies through physical responses.</li> </ul>	<p>The student work has the following characteristics:</p> <ul style="list-style-type: none"> <li>variable reproduction of physical responses</li> <li>variable demonstration of rules, safety and basic performance strategies through physical responses.</li> </ul>	<p>The student work has the following characteristics:</p> <ul style="list-style-type: none"> <li>isolated reproduction of physical responses</li> <li>isolated demonstration of some learned rules and safety through physical responses.</li> </ul>
Annotations	<p>This box is provided as an example of a strategy that allows teachers to provide evidence of decisions, including clear and detailed annotations on criteria sheets.</p>				

“Simple” is used as a quality word in the 2010 syllabus to describe the characteristics of a C-standard response for physical performance

	Standard A	Standard B	Standard C	Standard D	Standard E
Applying	<p>The student work has the following characteristics:</p> <ul style="list-style-type: none"> <li>consistent and successful application and combination of a wide range of physical responses in authentic performance environments</li> <li>consistent and successful application and combination of a wide range of team and individual strategies that enhance the physical performances of self and other.</li> </ul>	<p>The student work has the following characteristics:</p> <ul style="list-style-type: none"> <li>successful application and combination of a range of physical responses in authentic performance environments</li> <li>successful application and combination of a range of team and individual strategies that enhance the physical performances of self and others.</li> </ul>	<p>The student work has the following characteristics:</p> <ul style="list-style-type: none"> <li>competent application and combination of a range of physical responses in authentic performance environments</li> <li>competent application and combination of a range of simple team and individual strategies that enhance the physical performances of self and others.</li> </ul>	<p>The student work has the following characteristics:</p> <ul style="list-style-type: none"> <li>application of simple physical responses in authentic performance environments</li> <li>application of simple team or individual strategies that relate to the physical performances of self or others.</li> </ul>	<p>The student work has the following characteristics:</p> <ul style="list-style-type: none"> <li>isolated application of simple physical responses in authentic performance environments</li> <li>isolated application of simple, rehearsed strategies that relate to the physical performances of self.</li> </ul>
Evaluating	<p>The student work has the following characteristics:</p> <ul style="list-style-type: none"> <li>consistent and discerning reflection and decision making that enhances physical responses and outcomes in or about authentic performance contexts</li> <li>consistent and effective initiation of change or modification of personal and/or team strategies to solve problems in or about authentic performance contexts.</li> </ul>	<p>The student work has the following characteristics:</p> <ul style="list-style-type: none"> <li>discerning reflection and decision making that enhances physical responses and outcomes in or about authentic performance contexts</li> <li>effective initiation of change or modification of personal and/or team strategies to solve problems in or about authentic performance contexts.</li> </ul>	<p>The student work has the following characteristics:</p> <ul style="list-style-type: none"> <li>competent reflection and decision making that assists physical responses and outcomes in or about authentic performance contexts</li> <li>initiation of change or modification of personal and/or team strategies to solve simple problems in or about authentic performance contexts.</li> </ul>	<p>The student work has the following characteristics:</p> <ul style="list-style-type: none"> <li>guided reflection or decision making that supports simple physical responses and outcomes in or about authentic performance contexts</li> <li>guided changes to personal and/or team strategies to offer solutions to simple problems in or about authentic performance contexts.</li> </ul>	<p>The student work has the following characteristics:</p> <ul style="list-style-type: none"> <li>directed physical responses and outcomes in or about authentic performance contexts</li> <li>directed changes to personal physical responses to offer solutions to simple problems in or about authentic performance environments</li> </ul>

Physical performance can be observed in or about the authentic context with judgments made relating to the quality of performance.

“Simple” is used as a quality word in the 2010 syllabus to describe the characteristics of a C-standard response for physical performance.

Key: **Quality words**  
Elements of the general objectives

## Acknowledgments

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