

## 4.6.3 Volleyball

### 4.6.3.1 Learning Outcomes Framework

Overall Level	Learning Outcomes	Assessment Criteria	Relevant Knowledge**
3	<b>Students are able to</b> perform underhand pass and participate in passing games.	<ul style="list-style-type: none"> <li>• Demonstrate the correct ready position</li> <li>• Extend arms and hold together in front of the body to hit the ball</li> <li>• Hit the ball with forearms</li> <li>• Extend knees and coordinate the movements of the arms in the pass</li> <li>• Hit the ball from different directions, move to the ball and keep it directly in front of the body</li> </ul>	<ul style="list-style-type: none"> <li>• The history and development of volleyball</li> <li>• Rules and regulations of volleyball games</li> <li>• Competition etiquette</li> <li>• Equipment and facilities</li> <li>• Tactics</li> <li>• Terminology of volleyball</li> </ul>
4	<b>Students are able to</b> perform an underhand serve (short distance) and participate in games with underhand passes.	<ul style="list-style-type: none"> <li>• Hold the ball in front of the body</li> <li>• Draw the serving arm backwards in a pendulum motion and swing it forward to hit the ball</li> <li>• lock the wrist</li> <li>• Hit the lower part of the ball with the fist or the heel of the hand</li> <li>• Serve the ball to target</li> </ul>	
5	<b>Students are able to</b> perform underhand serves, and overhand and underarm passes in modified games.	<ul style="list-style-type: none"> <li>• Make contact point just above the forehead (overhand pass)</li> <li>• Use thumbs and index fingers to form a broken triangle with the thumbs pointing at the forehead. Shape the other fingers to fit the ball (overhand pass)</li> <li>• Extend the arms and legs as the pass is made (overhand pass)</li> <li>• Pass the ball to targets</li> <li>• Move into a proper position to pass the ball</li> </ul>	

Overall Level	Learning Outcomes	Assessment Criteria	Relevant Knowledge**
6	<b>Students are able to</b> apply personal skills (including serving, overhand passing, underhand passing, spiking and blocking) in modified games.	<ul style="list-style-type: none"> <li>• Serve into the opponent's court</li> <li>• Make use of overhand and underhand passing skills appropriately</li> <li>• Jump up to spike</li> <li>• Hit the ball with the palm in front of the hitting shoulder at the peak of the jump</li> <li>• Demonstrate appropriate blocking skills</li> </ul>	
7	<b>Students are able to</b> demonstrate simple tactics with teammates in modified games.	<ul style="list-style-type: none"> <li>• Anticipate situations, apply overhand or underhand passing skills appropriately in competitions.</li> <li>• Move into a proper position to pass the ball and set up an attack</li> <li>• Apply appropriate skills to pass the ball across the net within 3 hits</li> <li>• Organise an attack with 3-hit combination</li> <li>• Demonstrate blocking skills to block an opponent from spiking</li> </ul>	
8	<b>Students are able to</b> apply simple tactics with teammates in game situations.	<ul style="list-style-type: none"> <li>• Switch offence and defence formations to cope with the opponent's tactics</li> <li>• Pass the ball strategically to organise an attack</li> <li>• Employ various strategies in attacks</li> <li>• Cooperate with teammates to execute offence and defence tactics</li> </ul>	

\* KS2 students are expected to have reached at least Level 3. For details, please refer to pages 15 to 16 of the Main Volume.

\*\* It may not be appropriate to set levels for "Relevant Knowledge". Teachers should judge when to teach and assess knowledge according to the relevant learning outcomes.

### 4.6.3.2 Extended Tasks

In the extended tasks, apart from mastering and improving on the skills learnt and developing an interest in physical activities, students have to understand the important relationship between physical activities and individual or community development.

Students may develop their abilities in specific events through making use of different environments, resources and opportunities. Through information technology, project learning, reports, exhibitions, etc, they will be able to analyse and study the characteristics of volleyball. These enhance their learning.

Students may take the role of sports leader or junior coach within the school and in the community. In the process, they will develop responsibility, the ability to make independent decisions and the skills to get along with people. Some suggestions are given below:

Skills	Knowledge	Values and Attitudes	Others
<ul style="list-style-type: none"> <li>• Revision and strengthening of the skills learnt</li> <li>• Application of individual and team tactics</li> <li>• Setting</li> <li>• Quick spike</li> <li>• Semi-quick (2.5 spike)</li> <li>• Dink</li> <li>• Blocking</li> </ul>	<ul style="list-style-type: none"> <li>• Development and history of volleyball</li> <li>• Rules and regulations of the game</li> <li>• Equipment and facilities</li> <li>• Terminology of volleyball</li> <li>• Analysis of skills</li> <li>• Application of tactics</li> <li>• Refereeing</li> <li>• Scoring</li> </ul>	<ul style="list-style-type: none"> <li>• Spirit of serving others</li> <li>• Responsibility</li> <li>• Ability to make independent decisions</li> <li>• Commitment</li> <li>• Respect for others</li> <li>• Perseverance</li> <li>• National identity</li> <li>• Team spirit</li> <li>• Courage to face success and failure</li> </ul>	<ul style="list-style-type: none"> <li>• Leadership</li> <li>• Generic skills</li> <li>• Aesthetic appreciation</li> </ul>

### **4.6.3.3 Example of Using Skills Assessment Form for Assessment**

*(This is an example implemented in a school. When formulating a school-based curriculum, teachers should make suitable adjustments according to students' needs, interests, abilities, teacher readiness and school's actual circumstances.)*

#### **Objectives**

- Use the assessment form to help students strengthen learning
- Provide opportunities for students to make self and peer assessment to enhance collaborative learning
- Through self and peer assessment, enable students to understand their learning progress and their own strengths and weaknesses
- Widen students' knowledge about terminology to help them read related reference books at leisure
- Help teachers master the teaching points

#### **Background of the School**

- A co-educational secondary school in Ma On Shan

#### **LOF Level**

- Level 5 or 6

#### **Teaching Plan**

- Four teaching weeks to complete the unit
- Two periods of 35 minutes each for every week
- Students are organised into groups of three for peer assessment
- Learning targets: overhand passing, spiking and their application in modified games

## Implementation

- At the beginning of the unit, the teacher introduces the learning targets briefly to students
- According to students' ability, teaching activities are designed for two new skills in phases
- At the end of each period, the teacher helps students consolidate the skills learnt by means of the "assessment form" and encourages students to ask questions related to the learning objectives. At the same time, students may make self assessment in respect of the skills learnt in the period
- Before concluding the unit, peer assessment may be carried out using the "assessment form"
- After peer assessment, students can compare the results of self and peer assessment to gain extra insight into their individual progress
- Teachers may assess the appropriateness of their teaching design based on students' progress
- Teachers may insert diagrams in the "assessment form" to strengthen students' memory through visual learning

## Impact on Learning

- If teachers can point out the learning objectives explicitly, students will master them more effectively
- Students will gain extra insights into their learning progress, and strengths and weaknesses
- Small-group learning enhances students' coordination and communication skills
- Teachers can revise the curriculum and the expected progress based on student strengths and weaknesses

*(Source: Ms CHAN Mei-yuk, HKCWC Fung Yiu King Memorial Secondary School)*

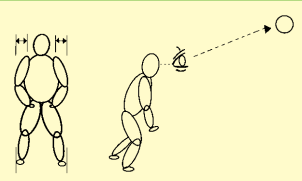


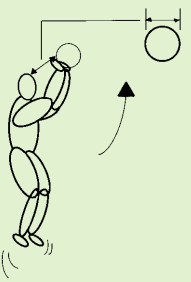

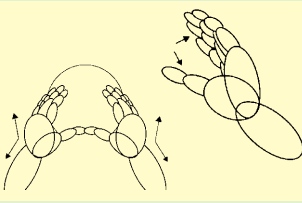

# Physical Education

## Volleyball Unit (Level 3)

### Assessment Form - Overhand Pass

Name: WONG Siu Yan (28) Class: Secondary 1B

Date of form completion: 23/1

Pictures	Key Learning Points	Assessment (only for items marked with*)		
		Self assessment (understanding teaching demonstration)	Peer Assessment (overall technical performance)	
	1. Position legs a little wider apart than the shoulder width with knees bent. 2. Start in the "Ready Position" and focus on the coming ball.			
	3. Lift arms naturally, relax and place hands in front of the face.			
	4. <b>Set the posture: face the ball, head up, both hands slightly apart in front.</b>	2	2	*
	5. <b>Hit the ball: at a point just above the forehead.</b>	2	2	*
	6. <b>Touch the ball, extend the arms and the legs swiftly and powerfully.</b>	1	1	*
	7. <b>Form a broken triangle with thumbs and index fingers, the wrists slightly to the back.</b> 8. <b>Hit the ball with the pads of the thumbs and fingers.</b>	3	3	*
	9. <b>To pass the ball, extend arms, wrists and fingers in the direction of the pass.</b>	2	2	*
<b>Effect of hitting the ball</b>	10. Pass the ball to the target position.			

3 = Fully understood/achieved

2 = Not fully understood/achieved

1 = Not understood/achieved

Student assessor: CHEUNG Ka Bik

(Source: Ms CHAN Mei-yuk, HKCWC Fung Yiu King Memorial Secondary School)

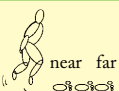
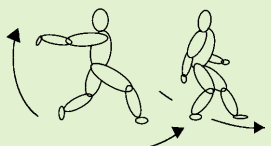


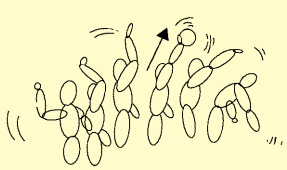
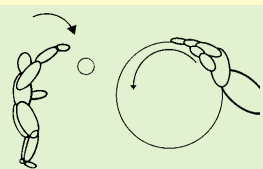
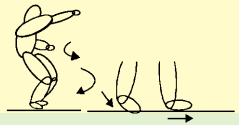
# Physical Education

## Volleyball Unit (Level 4)

### Assessment Form - Spiking (with the right hand)

Name: LEE Siu Fu (15) Class: Secondary 1B

Date of form filling: 25/1

Pictures	Key Learning Points	Assessment (only of items marked with*)		
		Self assessment (understanding teaching demonstration)	Peer assessment (overall technical performance)	
	1. The number of approach strides depends on the distance of the ball from spiker.			
	2. <b>Last two approaching strides: right leg steps out followed by left leg.</b> 3. <b>Pull arms back to increase the range of the swing.</b>	2	2	*
	4. <b>Jump: extend both legs and jump up with two arms swinging vigorously backwards and upwards.</b>	2	1	*
	5. Swing the arm after jumping to get ready to hit the ball.			
	6. <b>Arm swinging movement:</b> - lift right arm with the hand above shoulder height - swing upwards to the front until the arm is cocked - hit the ball slightly in front at the highest point	3	3	*
		2	2	*
		2	2	*
	7. Hit the upper back of the ball with the whole palm and all fingers. Follow through by flicking the wrist.			
	8. Landing: bend knees, land on the balls of the feet, transfer weight to the full soles.			
<b>Effect of hitting the ball</b>	9. <b>The ball lands within the opponent's court after crossing the net.</b>	2	2	*

3 = Fully understood/achieved

2 = Not fully understood/achieved

1 = Not understood/achieved

Student assessor: CHEUNG Mei Mei

(Source: Ms CHAN Mei-yuk, HKCWC Fung Yiu King Memorial Secondary School)