

Physical Education 2019 v1.2

IA1 high-level annotated sample response

November 2020

NOTE: This student sample was delivered as a spoken presentation. This sample response is a teaching resource and evidence has been matched to a transcript to assist in the matching of evidence to the ISMG. Scripts are not used in the matching of evidence to an ISMG during confirmation.

Project — folio (25%)

This sample has been compiled by the QCAA to assist and support teachers to match evidence in student responses to the characteristics described in the instrument-specific marking guide (ISMG).

Assessment objectives

This assessment instrument is used to determine student achievement in the following objectives:

1. recognise and explain constraints, principles of decision-making and body and movement concepts about specialised movement sequences and movement strategies
2. demonstrate specialised movement sequences and movement strategies in authentic performance environments
3. apply concepts to specialised movement sequences and movement strategies in authentic performance environments
4. analyse and synthesise data to devise a tactical strategy for optimising performance of one movement strategy
5. evaluate a tactical strategy and movement strategies relevant to the selected physical activity
6. justify a tactical strategy and movement strategies relevant to the selected physical activity
7. make decisions about and use language, conventions and mode-appropriate features to communicate information about strategies to a technical audience.

Instrument-specific marking guide (ISMG)

Criterion: Explaining

Assessment objective

1. recognise and explain constraints, principles of decision-making and body and movement concepts about specialised movement sequences and movement strategies

| The student work has the following characteristics: | Marks |
|---|-------|
| <ul style="list-style-type: none"> • accurate recognition and discerning explanation of <ul style="list-style-type: none"> – task, learner and environmental constraints and principles of decision-making about one movement strategy – two body and movement concepts, including quality of movement and one other, about the specialised movement sequences and movement strategies. | 2–3 |
| <ul style="list-style-type: none"> • recognition and appropriate explanation of aspects of <ul style="list-style-type: none"> – task, learner or environmental constraints and principles of decision-making about one movement strategy – quality of movement or one other body and movement concept, about specialised movement sequences and movement strategies. | 1 |
| <ul style="list-style-type: none"> • does not satisfy any of the descriptors above. | 0 |

Criterion: Demonstrating and applying

Assessment objectives

2. demonstrate specialised movement sequences and movement strategies in authentic performance environments
3. apply concepts to specialised movement sequences and movement strategies in authentic performance environments

| The student work has the following characteristics: | Marks |
|---|-------|
| <ul style="list-style-type: none"> • accomplished and proficient demonstration of the specialised movement sequences and two movement strategies from two different principles of play in authentic performance environments • accomplished and proficient application of the body and movement concepts, including quality of movement and one other, to the specialised movement sequences and two movement strategies from two different principles of play in authentic performance environments. | 7–8 |
| <ul style="list-style-type: none"> • effective demonstration of the specialised movement sequences and two movement strategies from two different principles of play in authentic performance environments • effective application of the body and movement concepts, including quality of movement and one other, to the specialised movement sequences and two movement strategies from two different principles of play in authentic performance environments. | 5–6 |
| <ul style="list-style-type: none"> • competent demonstration of isolated specialised movement sequences and a movement strategy in authentic performance environments • competent application of the body and movement concepts, including quality of movement and one other, to some specialised movement sequences and a movement strategy in authentic performance environments. | 3–4 |

| The student work has the following characteristics: | Marks |
|---|-------|
| <ul style="list-style-type: none"> • variable or inaccurate demonstration of isolated movement sequences and a movement strategy in authentic performance environments • variable or inaccurate application of a body and movement concept to movement sequences and a movement strategy in authentic performance environments. | 1–2 |
| <ul style="list-style-type: none"> • does not satisfy any of the descriptors above. | 0 |

Criterion: Analysing

Assessment objective

4. analyse and synthesise data to devise a tactical strategy for optimising performance of one movement strategy

| The student work has the following characteristics: | Marks |
|---|-------|
| <ul style="list-style-type: none"> • <u>insightful analysis and discerning synthesis of primary data and secondary data, relevant to a personal tactical strategy, to ascertain the most significant relationships between the</u> <ul style="list-style-type: none"> – <u>demands of the specialised movement sequences and one movement strategy</u> – <u>task, learner and environmental constraints that limit or enable personal or team performance</u> – <u>application of the principles of decision-making based on the presented opportunities for action.</u> | 3–4 |
| <ul style="list-style-type: none"> • appropriate analysis and synthesis of primary data or secondary data, relevant to a personal tactical strategy, to ascertain the relationships between the <ul style="list-style-type: none"> – demands of the specialised movement sequences and one movement strategy – task, learner or environmental constraints that limit or enable personal or team performance – application of some principles of decision-making based on the presented opportunities for action. | 1–2 |
| <ul style="list-style-type: none"> • does not satisfy any of the descriptors above. | 0 |

Criterion: Evaluating and justifying

Assessment objectives

5. evaluate a tactical strategy and movement strategies relevant to the selected physical activity
6. justify a tactical strategy and movement strategies relevant to the selected physical activity

| The student work has the following characteristics: | Marks |
|--|-------|
| <ul style="list-style-type: none"> • <u>critical evaluation of the effectiveness of</u> <ul style="list-style-type: none"> - <u>personal performance of the specialised movement sequences and two movement strategies from two different principles of play by applying two body and movement concepts, including quality of movement and one other, to appraise the outcome, implications and limitations</u> - <u>the tactical strategy by appraising the outcome, implications and limitations of the</u> <ul style="list-style-type: none"> ▪ <u>task, learner and environmental constraints</u> ▪ <u>applied principles of decision-making</u> • <u>discerning justification of the development, modification and maintenance of the tactical strategy and movement strategies to optimise performance, using evidence from primary data and secondary data.</u> | 6–7 |
| <ul style="list-style-type: none"> • considered evaluation of the effectiveness of <ul style="list-style-type: none"> - personal performance of the specialised movement sequences and two movement strategies from two different principles of play by applying two body and movement concepts, including quality of movement and one other, to appraise the outcome, implications or limitations - the tactical strategy by appraising the outcome, implications and limitations of the <ul style="list-style-type: none"> ▪ task, learner and environmental constraints ▪ applied principles of decision-making • considered justification of the development, modification and maintenance of the tactical strategy and movement strategies to optimise performance, using evidence from primary data and secondary data. | 4–5 |
| <ul style="list-style-type: none"> • feasible evaluation of the effectiveness of <ul style="list-style-type: none"> - personal performance of the specialised movement sequences and two movement strategies by applying a body and movement concept to appraise the outcome, implications or limitations - the tactical strategy by appraising the outcome, implications or limitations of <ul style="list-style-type: none"> ▪ the task, learner or environmental constraints ▪ decision-making • feasible justification of the development, modification or maintenance of the tactical strategy and movement strategies to optimise performance, using evidence from primary data or secondary data. | 2–3 |
| <ul style="list-style-type: none"> • superficial evaluation of the effectiveness of aspects of the tactical strategy or a movement strategy by describing the outcome or an implication or limitation • superficial justification of aspects of the development of the tactical strategy or a movement strategy. | 1 |
| <ul style="list-style-type: none"> • does not satisfy any of the descriptors above. | 0 |

Criterion: Communicating

Assessment objective

7. make decisions about and use language, conventions and mode-appropriate features to communicate information about strategies to a technical audience

| The student work has the following characteristics: | Marks |
|---|-------|
| <ul style="list-style-type: none"> discerning decision-making about and accurate use of <ul style="list-style-type: none"> written or spoken and visual features to achieve a particular purpose language suitable for a technical audience referencing and folio genre conventions. | 3 |
| <ul style="list-style-type: none"> appropriate decision-making about and use of <ul style="list-style-type: none"> written or spoken and visual features to achieve a particular purpose language suitable for a technical audience referencing and folio genre conventions. | 2 |
| <ul style="list-style-type: none"> variable and/or inappropriate use of <ul style="list-style-type: none"> written, spoken or visual features language referencing or folio genre conventions. | 1 |
| <ul style="list-style-type: none"> does not satisfy any of the descriptors above. | 0 |

Task

| Context |
|---|
| <p>In this unit, you have engaged in integrated learning experiences about tactical awareness and the application of body and movement concepts, specialised movement sequences and movement strategies in authentic volleyball environments. To optimise your personal performance in volleyball, you have explored various task, learner and environmental constraints that limit or enable movement in the hitter or setter positions.</p> |
| Task |
| <p>Devise one personal tactical strategy to optimise performance when setting up for an attack in the position of either a hitter or setter. Evaluate and justify:</p> <ul style="list-style-type: none"> the effectiveness of the devised tactical strategy and evaluate your personal performance in the selected volleyball position. |

Sample response

| Criterion | Allocated marks | Marks awarded |
|--|-----------------|---------------|
| Explaining Assessment objective 1 | 3 | |
| Demonstrating and applying Assessment objectives 2 and 3 | 8 | |
| Analysing Assessment objective 4 | 4 | |
| Evaluating and justifying Assessment objectives 5 and 6 | 7 | |
| Communicating Assessment objective 7 | 3 | |
| Total | 25 | |

The annotations show the match to the instrument-specific marking guide (ISMG) performance-level descriptors.

Explaining [2–3]

accurate recognition and discerning explanation of

- task, learner and environmental constraints and principles of decision-making about one movement strategy

Introduction

In volleyball, my motor learning goal is to be able to change from one stable state of movement to another when performing the specialised movement sequences of a front-court setter. To achieve this goal, my movement system needs to self-organise in response to a range of task, learner and environmental constraints that limit or enable my movements. Tactical awareness allows me to understand the interaction of these constraints so that I can make decisions about my movement and perform the specialised movement sequences proficiently.

In this folio, I will devise a tactical strategy to optimise my performance based on the interaction of selected task, learner and environmental constraints and the principles of decision-making. Evaluation of the effectiveness of the tactical strategy will focus on the outcomes, implications and limitations of the constraints on the proficiency of my movements. To analyse my personal performance, I gathered data using video footage of the specialised movement sequences and movement strategies for the front-court setter in a range of authentic volleyball environments, and used a games performance assessment instrument (GPAI). I will also evaluate the effectiveness of my personal performance when setting up for an attack and defending against attack in the position of setter.

INTRODUCTION

In this folio, I will devise a tactical strategy to optimise my performance based on the interaction of selected task, learner and environmental constraints and the principles of decision-making.

Evaluation of the effectiveness of the tactical strategy will focus on the outcomes, implications and limitations of the constraints on the proficiency of my movements.

I gathered data using video footage of the specialised movement sequences and movement strategies for the front-court setter in a range of authentic Volleyball environments and used a games performance assessment instrument (GPAI).

I will evaluate the effectiveness of my personal performance when setting up attack and defending against attack in the position of setter.



Non-linear learning

Dynamic systems theory suggests that a player's behaviours or actions emerge through and are influenced by the interaction of task, learner and environmental constraints. (Moy, 2017). In my position of front-court setter, constraints played a significant role in both limiting and enabling my performance.

The actions of my teammates presented one environmental constraint that required me to perceive relevant information when they were passing or performing a dig, in order to read play, respond to their movements or the movement of the ball and react to implement the appropriate movements. For example, on occasions a pass performed off a serve would be directed to an area in the back court rather than to the front-court setter position, requiring me to modify my movements and transition to a different position on the court. In response to the actions of my teammates, I adjusted my own movements in order to perform a successful set.

Explaining [2–3]

accurate recognition and discerning explanation of

- task, learner and environmental constraints and principles of decision-making about one movement strategy

NON-LINEAR LEARNING



'the setter is responsible for getting the second of the three touches, no matter where the pass ends up going' (Young, 2016)

The actions of my team-mates presented one environmental constraint that required me to perceive relevant information when they were passing or performing a dig, in order to read play, respond to their movements or the movement of the ball and react to implement the appropriate movements.

A pass directed to an area in the backcourt rather than to the front-court setter position, requires me to modify my movements and transition to a different position on the court. In response to the actions of my team-mates, I adjusted my own movements in order to perform a successful set.

Communicating [3]

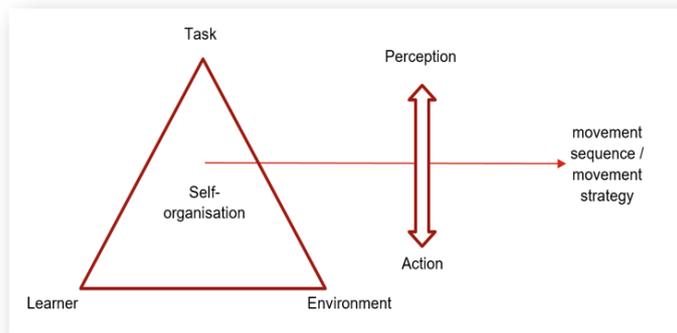
discerning decision-making about and accurate use of language suitable for a technical audience

As a theory, perception–action coupling suggests 'we must perceive in order to move, but we must also move in order to perceive' (Gibson, 1979). This perception-action coupling and the influence of this dynamic environment can be seen in the video evidence where my performance of a set in each play is either limited or enabled by a range of task, learner and environmental constraints.

In contrast, learning to set in a non-authentic environment such as a basic setting drill does not facilitate this non-linear approach to learning. Since 'the setter is responsible for getting the second of the three touches, no matter where the pass ends up going' (Young, 2016), learning needs to occur through a dynamic systems approach in order to learn in an environment that is representative of competition and allows for the

perception of the actions of my teammates passing the ball and movements of opposing defenders.

NON-LINEAR LEARNING



Dynamic systems theory suggests that a player's behaviours or action emerge through and are influenced by the interaction of task, learner and environmental constraints. (Moy, 2017).

Learning needs to occur through a dynamic systems approach in order to learn in an environment that is representative of competition and allows for the perception of the actions of my team-mates passing the ball and movements of opposing defenders.

As a theory, perception-action coupling suggests "we must perceive in order to move, but we must also move in order to perceive" (Gibson, 1979).

This perception-action coupling and the influence of the dynamic environment can be seen in the following video evidence where my performance of a set in each play is either limited or enabled by a range of task, learner and environmental constraints.

The jump set tactical strategy

'Learners generate specific movement solutions to satisfy the unique combination of constraints imposed on them, a process which can be harnessed during physical education lessons.' (Renshaw et al, 2010)

My personal tactical strategy will focus on the jump set and the interaction of a range of task, learner and environmental constraints that limit and enable my movements and decision-making. 'Task constraints are rules, equipment, playing areas, goals, players and therefore the information that is presented by them. Control over task constraints can direct learners to acquire certain movement solutions.' (What is a 'constraints led approach'?, 2016). As the setter, the task constraint of needing to perform a set on the second touch to set up the hitter is the most significant task constraint that influences my movements. The goal of a setter in a team is to use the second touch to accurately set the ball to a hitter when setting up for an attack and blocking in front court when defending against attack. The goal or desired outcome of the movement sequence of setting accurately to a hitter is another task constraint that influences my actions as a setter.

Learner constraints describe the personal characteristics of the performer that can limit or enable movement and decision-making. These may include physiological characteristics of the learner such as height and speed as well as the learner's ability to perceive the environment and process information for effective decision-making to occur. The learner constraints that limited my performance of a set and enabled the development of my personal tactical strategy was my height in relation to the net and opposition blockers, as well as my ability to jump high and reach above the net. A limiting learner constraint for me is that I am not

Analysing [3-4]
insightful analysis and discerning synthesis of primary data and secondary data relevant to a personal or team tactical strategy to ascertain the most significant relationships between the

- demands of the specialised movement sequences and one movement strategy
- task, learner and environmental constraints that limit or enable personal or team performance
- application of the principles of decision-making based on the presented

opportunities for action

particularly tall and can be beaten at the net by an opposing player if I have to perform a set too close to the net. Through the dynamic systems approach to learning, I gradually developed the tactic of jumping above the height of the net in order to perform a set when a pass was placed too close to the net. This allowed me to beat the defending player to the ball and still perform a successful set to a hitter.

Environmental constraints are factors that exist in the physical environment that can influence my performance and decision-making process. These factors in volleyball may include net height, court size and the actions and physical characteristics of teammates and opposition players. The environmental constraints that enabled the development of my jump set tactical strategy was the placement of the pass or dig (as discussed earlier) in relation to the net as well as the position, height and movements of the opposing defender.

The interaction of the task, learner and environmental constraints allowed me to make decisions about my movements when performing a set close to the net, in front of a defender. The personal tactical strategy of performing a jump set was the emerging behaviour that came out of the interaction of these constraints. The development of this personal tactical strategy, is evidence of my movement system self-organising in response to the influences of task, learner and environmental constraints through a dynamic systems theory approach to learning.

THE JUMP SET TACTICAL STRATEGY

My personal tactical strategy will focus on the jump set and the interaction of a range of task, learner and environmental constraints that limit and enable my movements and decision making.

As the setter, the task constraint of needing to perform a set on the second touch to set up the hitter is the most significant task constraint that influences my movements. The goal or desired outcome of the movement sequence of setting accurately to a hitter is another task constraint that influences my actions as a setter.

The learner constraints that limited my performance of a set and enabled the development of my personal tactical strategy was my height in relation to the net and opposition blockers.

The environmental constraints that enabled the development of my jump set tactical strategy was the placement of the pass or dig in relation to the net as well as the position, height and movements of the opposing defender.

'Learners generate specific movement solutions to satisfy the unique combination of constraints imposed on them, a process which can be harnessed during physical education lessons.' (Renshaw et al, 2010)



Evaluating and justifying the personal tactical strategy — jump set

My personal tactical strategy of performing a jump set when close to the net has been particularly effective in optimising my performance of the movement strategy of setting up for an attack. When performing the jump set, the outcomes of this tactical strategy were varied. In most occasions, the jump set was effective in allowing me to successfully set the ball off the net. This helped optimise attack for my team by setting to a hitter and in addition, prevented the opposing front-court player from performing a block or spike when the pass was placed on or near the net.

Limitations that occurred during this tactical strategy were that in order to perform a successful jump set, there were several learner constraints that had to be overcome. Executing a successful jump set requires me to be in position under the ball early enough to perform the relevant movements required. This means that my decision-making and ability to perceive the actions of my team-mates needs to occur more quickly. Another learner constraint that limited this tactical strategy was my ability to organise my movements in response to the perceived actions of the opposing defenders. If a defender was in position to challenge for the ball when passed close to the net, my movements needed to self-organise in time to respond to this perceived action, which was not always possible.

The most surprising implication of the tactical strategy of performing a jump set can be best described through perception-action coupling. 'Jump setting is a very effective way to speed up your offence and can help you be more deceptive as a setter.' (Koskie, 2011) Occasionally, I was able to perform a jump set close to the net where I was able to modify my performance and disguise a jump set as a tip or even a spike into space in the opposing court. This modification of my action was in direct response to the perceived actions of the opposition players and the environmental constraints present. This implication further allowed for the optimisation of the movement strategy of setting up for an attack as it presented additional opportunities to perform an attacking play from simply setting to one of two hitters on my team.

Evaluating and justifying [6-7]

critical evaluation of the effectiveness of the tactical strategy by appraising the outcome, implications and limitations of the task, learner and environmental constraints and applied principles of decision-making

Communicating [3]

discerning decision-making about and accurate use of referencing and folio genre conventions, written or spoken and visual features to achieve a particular purpose

Evaluating and justifying [6-7] discerning justification of the development, modification and maintenance of the tactical strategy and movement strategies to optimise performance, using evidence from primary data and secondary data

EVALUATING AND JUSTIFYING THE PERSONAL TACTICAL STRATEGY – JUMP SET

'Jump setting is a very effective way to speed up your offence and can help you be more deceptive as a setter.'
(Koskie, 2011)



When performing the jump set, the outcomes of this tactical strategy were varied. In most occasions, the jump set was effective in allowing me to successfully set the ball off the net. This helped prevent the opposing front-court player from performing a block or spike when the pass was placed on or near the net.

Executing a successful jump set requires me to be in position under the ball early enough to perform the relevant movements required. This means that my decision-making and ability to perceive the actions of my team-mates needs to occur more quickly.

If a defender was in position to challenge for the ball when passed close to the net, my movements needed to self-organise in time to respond to this perceived action which was not always possible.

Occasionally, I was able to perform a jump set close to the net where I was able to modify my performance and disguise a jump set as a tip or even a spike into space in the opposing court.

These outcomes and implications of performing a jump set justify the use of this personal tactical strategy to optimise the movement strategy of setting up for an attack. I would maintain this tactical strategy when playing as a front-court setter as it helps overcome the learner constraints identified earlier in relation to my height in comparison to other players. As discussed earlier, the maintenance of this tactical strategy also allows me to disguise a tip or a spike as a set and provides additional attacking options for my team. The jump set is also a useful tactical strategy to maintain as it limits the opposition's ability to perform a spike or a successful block when the ball is passed by my team on or close to the net.

EVALUATING AND JUSTIFYING THE PERSONAL TACTICAL STRATEGY – JUMP SET

I would maintain this tactical strategy when playing as a front-court setter as it helps overcome the learner constraints identified earlier in relation to my height in comparison to other players.

The jump set also allows me to disguise a tip or a spike as a set and provides additional attacking options for my team. The jump set is also a useful tactical strategy to maintain as it limits the opposition's ability to perform a spike or a successful block when the ball is passed by my team on or close to the net.



Explaining [2–3]

accurate recognition and discerning explanation of

- two body and movement concepts, including quality of movement and one other, about the specialised movement sequences and movement strategies.

Evaluating and justifying [6–7]

critical evaluation of the effectiveness of personal performance of the specialised movement sequences and two movement strategies from two different principles of play by applying two body and movement concepts, including quality of movement and one other, to appraise the outcome, implications and limitations

Evaluation of my personal performance — setting up for an attack

To evaluate my personal performance when setting up for an attack, I have selected the body and movement concepts of quality of movement and relationships as the criteria to judge the effectiveness of my performance. For quality of movement, my setting is particularly effective in achieving the desired outcome when setting up for an attack. The following video evidence shows me transitioning with speed to the setting position in the front court with enough time to perform a set with accuracy and flow of movement. Occasionally I perform a jump set. This allows me to tip the ball across the net into space if the opposing defence leaves a gap, or to set a ball placed close to the net before a defensive player can get to it. As you can see, I am able to regularly place the set with accuracy, in a position that allows the hitter to perform an attacking shot. I also perform a number of other specialised movement sequences relevant to the position of setter with accuracy and fluency of movement. The video demonstrates my ability to perform an over-arm serve that consistently goes over the net, using an efficient serving technique. From my serve, as you can see, when the ball is returned over the net, I am then able to transition with speed to the setter position in order to set up the next attack.

When applying the body and movement concept of relationships to my performance as a setter in volleyball, you can see that I am able to quickly determine the location of a hitter as I transition to a position to perform a set. While I am performing the set, I effectively use spatial awareness to determine the location of the hitters in relation to my position on the court and the distance from the net. This relationship is important to my successful performance, as I am required to quickly make a decision about optimal attacking strategy and which hitter I need to set to. I also have to make decisions in relation to my team-mates in terms of the type of set that I am required to perform. The video here shows me performing a number of different sets including forward sets, backward

Evaluating and justifying [6-7]
critical evaluation of the effectiveness of personal performance of the specialised movement sequences and two movement strategies from two different principles of play by applying two body and movement concepts, including quality of movement and one other, to appraise the outcome, implications and limitations

sets and jump sets with accuracy, to hitters located in various positions on the court.

To further improve my performance and my ability to set up for an attack as a setter, I need to further consider the position of the opposing players to determine if they have a weaker blocker or are regularly blocking on a particular side of the net. Currently, I am able to consider the position of my team-mates and at times I am not particularly effective in adjusting my performance of the set in response to the movements of the opposition.

EVALUATION OF MY PERSONAL PERFORMANCE – SETTING UP ATTACK

For quality of movement, my setting is particularly effective in achieving the desired outcome when setting up attack. The following video evidence shows me transitioning with speed to the setting position in the front court with enough time to perform a set with accuracy and flow of movement. Occasionally I perform a jump set.

I am able to regularly place the set with accuracy, in a position that allows the hitter to perform an attacking shot.

The video demonstrates my ability to perform an over-arm serve that consistently goes over the net, using an efficient serving technique.

When applying the body and movement concept of relationships to my performance as a setter in volleyball, you can see that I am able to quickly determine the location of a hitter as I transition to a position to perform a set.

This relationship is important to my successful performance, as I am required to quickly make a decision about which hitter I need to set to.

To further improve my performance and my ability to set up attack as a setter, I need to further consider the position of the opposing players.



Evaluation of my personal performance — defending against attack

When defending against attack, you can see that I am able to perform a block with consistency and accuracy that allows me to successfully defend against an opposing hitter. As a front-court setter it is vitally important that I am able to perform this specialised movement sequence, as having a front court setter who does not defend, creates a significant defensive gap on a team. The video here shows me demonstrating a number of blocks (both single and two-person blocks) with accuracy, fluency and speed. When defending against attack, I am easily able to modify my performance in response to the movements of the opposition setter and the hitters. I do this by perceiving the body position of the setter to determine where they are planning to set the ball. This in turn influences my actions as I react in response to which hitter is shaping up to perform a hit. This often determines where I need to move to in order to perform an effective block while defending.

EVALUATION OF MY PERSONAL PERFORMANCE – DEFENDING AGAINST ATTACK

When defending against attack, you can see that I am able to perform a block with consistency and accuracy that allows me to successfully defend against an opposing hitter.

Here I am demonstrating a number of blocks (both single and 2 person blocks) with accuracy, fluency and speed.

When defending against attack, I am easily able to modify my performance in relation to the movements of the opposition setter and the hitters. I do this by perceiving the body position of the setter to determine where they are planning to set the ball.



Figure 1 shows a games performance assessment instrument (GPAI) that was used during a volleyball performance to collect and analyse data on the effectiveness of my performance in the various specialised movement sequences as a setter. As you can see from the data gathered, the movement sequences most commonly performed as a front-court setter are the set and the block. In these two specialised movement sequences, my performance was nearly always effective or very affective, scoring a rating of 4 or 5 nearly every time these movements were executed. When setting, it is also important to note that my decision-making about where to direct the set, was nearly always appropriate, implying that I regularly make good decisions when performing a set. The GPAI indicates that my execution of a hit is only moderately effective, however, this specialised movement sequence is not regularly performed in the position of front-court setter as is shown by the data gathered using the GPAI.

