

Internal Assessment Resource

Physical Education Level 3

This resource supports assessment against Achievement Standard 91789

Standard title: Devise strategies for a physical activity outcome

**Credits:** 4

Resource title: Using strategies for success

**Resource reference:** Physical Education 3.9A

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| This resource:   * Clarifies the requirements of the Standard * Supports good assessment practice * Should be subjected to the school’s usual assessment quality assurance process * Should be modified to make the context relevant to students in their school environment and ensure that submitted evidence is authentic |

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| Date version published by Ministry of Education | February 2015  To support internal assessment from 2015 |
| Quality assurance status | These materials have been quality assured by NZQA. NZQA Approved number A-A-02-2015-91789-01-6321 |
| Authenticity of evidence | Teachers must manage authenticity for any assessment from a public source, because students may have access to the assessment schedule or student exemplar material.  Using this assessment resource without modification may mean that students’ work is not authentic. The teacher may need to change figures, measurements or data sources or set a different context or topic to be investigated or a different text to read or perform. |

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Teacher guidelines

The following guidelines are supplied to enable teachers to carry out valid and consistent assessment using this internal assessment resource.

Teachers need to be very familiar with the outcome being assessed by the achievement standard. The achievement criteria and the explanatory notes contain information, definitions, and requirements that are crucial when interpreting the standard and assessing students against it.

Context/setting

This assessment activity requires students to devise comprehensive strategies for achieving a physical activity outcome (competing in a triathlon).

Students will be assessed on how well they explain the biophysical, socio-cultural and specific context knowledge that underpins the strategies they devise to achieve their physical activity outcome. In their explanation, students need to use coherent and insightful reasoning, by questioning and challenging assumptions in relation to this knowledge.

Students need to:

* collect baseline data on their current state of fitness in order to devise strategies to compete in the triathlon
* trial the strategies and then reflect on them, making adjustments through applying new or different strategies to ensure they are able to compete in the triathlon.

Conditions

This assessment activity could take place over an extended period of in- and out-of-class time.

Resource requirements

Students may need access to fitness testing equipment.

Students may need access to the Internet or book resources for information on the biophysical, socio-cultural knowledge and specific physical activity context (triathlon) that they will need to develop strategies and a training programme.

Additional information

Sources of evidence may include: self-assessments, peer assessments, and teacher professional judgements.

Presentation formats may include: written reports, electronic portfolios, blogs/wikis, and audio/visual portfolios.

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Student instructions

Introduction

This assessment activity requires you to devise comprehensive strategies for achieving a physical activity outcome (competing in a triathlon).

Teacher note: Depending on students’ interests and resources available you could use a different context for the physical activity outcome.

You will be assessed on how well you explain the knowledge that underpins the strategies you devise to achieve your outcome (goal). Your explanation will use coherent and insightful reasoning by questioning and challenging assumptions.

Preparation

Whilst the preparation activities are not directly assessed they will be a starting point from which you can then decide on what knowledge you will need to use to devise your strategies for your training programme.

To analyse the training and physical requirements of the triathlon you may need to:

* undertake testing relevant to the chosen physical activities
* consider other factors that may impact (both positively and negatively) on the development of a training programme, e.g. commitments such as school, both school work and other factors in school life, work, church, family, your own sport. (Resource A, the SWOT analysis, may help you to do this)

Task

The training programme

Devise strategies to apply in a four week training programme to achieve your physical activity outcome (triathlon). This programme may need to be adapted or changed along the way.

You will need to include

* The outcome (goal) for your triathlon
* A timeframe that shows when you will be training and how long you will be training for each session
* The activities that you are doing that will help you work towards your goal. You need to provide enough detail for each session so that people know exactly what you are doing. This may include maps, distances, run/bike/ routes, exercises, reps, sets, weights, times.

Negotiate with your teacher how you will present the knowledge that has informed your devised strategies and that are then presented as a training programme.

It could be in the form of a written report, an ongoing blog, a training journal etc or another method of your choosing as agreed to by your teacher.

**Setting your goal**

Based on the outcome of the preparation activities, select a range of relevant biophysical and socio-cultural knowledge to devise strategies that will assist you to participate in this activity to achieve your personal outcome/goal/s.

Use coherent and insightful reasoning to explain what biophysical and socio-cultural knowledge you will apply to devise the strategies, and how these will meet your intended outcome/goal/s. (What you are doing, and why you are doing it.)

Devise, trial, reflect

After two weeks of trialling reflect on the strategies you have devised. Use insightful and coherent reasoning by questioning and challenging assumptions, that draw on the selected and relevant biophysical, socio-cultural and triathlon knowledge.

Questions you could consider may be:

* Are the strategies to achieve your triathlon outcome (goal) working? If not how do you know and what could you change/adapt and why?
* If these strategies are working, how do you know and why do you think they are working?
* Is there other knowledge that I have not used that perhaps I should have?
* What assumptions did I make about the strategies that I used?

Make any necessary changes to your strategies as you begin the next two weeks’ training. If you don’t need to change anything explain why. Use supporting evidence to justify your explanation.

You will then complete the remaining 2 weeks of your training programme.

**Resource A**

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| What are my **strengths?** E.g. What am I strong in? What fitness tests have I done well in? What am I most confident about? How do I know this? | What are my **weaknesses?** E.g. What am I not strong in? What fitness tests have I not done well in? What am I not confident in doing? What am I concerned about? |
| What are the **opportunities**? E.g. What knowledge can I use? Who can help/motivate me? How can I support/encourage others?  What can I learn about myself/others from doing this? | What are the **threats**? E.g. What might get in the way of me being successful? How will I balance all my commitments? Will I be able to make adjustments if necessary? |

Assessment schedule: Physical Education 91789 - Using strategies for success

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| Evidence/Judgements for Achievement | Evidence/Judgements for Achievement with Merit | Evidence/Judgements for Achievement with Excellence |
| The student has devised strategies for a physical activity outcome by:   * selecting and explaining the relevant knowledge that underpins the strategies to achieve the physical activity outcome * trialling and making adjustments to the strategies in order to achieve the physical activity outcome   For example:  *In competing in the triathlon, one of the strategies I chose to include in my planning to achieve my intended goal was to ensure that I monitored and planned my programme well. I felt that by planning my programme well and sticking to it I would have more success at achieving my goal than having no plan at all. One of the key things that we were taught when devising a programme was to think about what our current strengths and weaknesses were and to work in particular on training to improve the weaknesses. For me this meant that I had to apply biophysical knowledge of methods and principles of training in the planning and organisation of my 4 week programme. I mainly chose to focus on continuous training because I was to run in the 5km race in the run component of the triathlon and I have never run that far before. In my initial testing that I chose to do my cardiovascular endurance was extremely poor and I knew if I was to survive the triathlon then this was a weakness that I needed to focus on the most. For the first three weeks of my five week plan I had planned to run at least four times a week. I applied overload to my training by increasing the distance that I was running, for example in week one I planned to run 5km, week 2 I had upped the distance to 7km and by week three originally I had planned to be running 9km. In week three I was going to test myself again to see if my cardiovascular endurance levels had improved. As the weeks went on I got really bored with my training and started to skip doing sessions. In week 3 I had to rethink the planning that I had done to ensure that I was going to achieve my intended outcome. I was starting to flag training and do stuff with my friends because I liked what they were doing in class better. They also helped to motivate me more so I thought that if I adjusted my training to include more stuff with my friends at different stages in the week it would not make my own programme so boring to follow.*  *The examples above are indicative samples only.* | The student has devised in-depth strategies for a physical activity outcome by:   * selecting and explaining, using coherent reasoning, the knowledge that underpins strategies to achieve the physical activity outcome * trialling and making adjustments to the strategies in order to achieve the physical activity outcome   For example:  *If I consider the overall effectiveness of my strategies there were some that I devised and used that were much more relevant and proved more worthwhile. One such strategy was the use of the principles of training. I used progressive overload in my programme throughout the 4 weeks. I did this by increasing my distances and times in each of the events by a small percentage each time. For example, I increased my 5km run time by 60sec each time I did it. So the first time it took me 40min then I made sure I did it in 39min the next time. I then adjusted my time each time I did it. So in order for performance to increase the body must adapt to a performance that is beyond what it has previously experienced. I definitely had to respond to my motivation levels and readjust my training programme because if I stayed to my original plan there is no way I would have met my intended outcome. I think that training with my friends was never a priority for me initially with my programme. I think that because I have had little experience with writing programmes and participating using one I had not realised how much other factors may influence my own participation. In the case of my programme I needed more motivation to train so when I started to run with my friends it made completing the training easier. Another aspect that I adjusted was to simplify my programme and not try to do too many things which would distract from my training specifically for my intended outcome. We did get given training at school to do and I did intend on doing other sessions after school and before school as well. Realistically I don’t know what I was thinking. I am not a professional athlete and therefore should not be all of a sudden training like one. I needed to be more realistic with my training and having the steps along the way really helped me to adjust and monitor my progress as well as identify what was working and what was not. When I was able to identify what worked I was able to enhance those aspects of the programme to ensure enhanced success of me attaining my intended outcome.*  The examples above are indicative samples only. | The student has devised comprehensive strategies for a physical activity outcome by:   * selecting and explaining, using coherent and insightful reasoning by questioning and challenging assumptions, the knowledge that underpins strategies to achieve the physical activity outcome * trialling and making adjustments to the strategies in order to achieve the physical activity   For example*:*  *I know that I had to make many adjustments in my programme to ensure that I stayed on path of achieving my intended outcome. Whilst I acknowledge the various aspects of knowledge that contributed to the overall success of my programme there were a couple of interrelated factors that I felt hindered the level of progress I was able to make. First was the factor of overload and second was the lack of knowledge I had to actually write an effective and successful personalised training programme. Quite often people can assume that doing more is better. However, this is not always the case. I found that I started to overload myself with too many things alongside my school work and it became just too much for me to cope with. I started to burn out. I had to respond straight away and seek advice from my teacher to help me look at the key aspects that I should focus on with my training. This really relates to the fact that I had no experience of writing a training programme. To be honest I think that the teacher expected too much of us as novice athletes and students of physical education to think that with limited knowledge we could all produce a successful training programme for ourselves. I did look at some websites for runners and gained a perspective of what things I should include in my programme but I was wary that a one size fits all model from the internet was not going to necessarily be a best fit for me. That is why I chose only pieces of the training sessions that I thought would work. I think a good thing for me to do in the future is to hire a running specific coach to help push me at times when I know I would need it.*  *The examples above are indicative samples only.* |

Final grades will be decided using professional judgement based on a holistic examination of the evidence provided against the criteria in the Achievement Standard.