

PHYSICAL EDUCATIONS PEO3040Y1

INTERNAL ASSESSMENT ACTIVITY

ACHIEVEMENT STANDARD 91500 (VERSION 2) PHYSICAL EDUCATION 3.3

Evaluate the effectiveness of a performance improvement programme

Level 3, Internal assessment

4 credits

STUDENT INSTRUCTIONS

Overview:

This assessment activity requires you to evaluate the effectiveness of a performance improvement programme over time, so at least six weeks need to be allocated to a training programme that you or another will take part in as preparation for participating in a walk, run, bike, swim or multi-discipline activity. You will be required to apply your understanding of both biophysical and socio-cultural factors.

The step-up from 'Achievement' to 'Excellence' level is focused on the quality of the evaluation. Critical evaluation is required at 'Excellence' level.

Conditions:

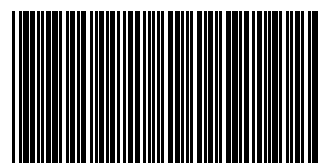
- This is an individual assessment activity; you may refer to your booklets.
- As a guide you will need approximately ten hours to complete your evaluation.
- It must be entirely your own work.
- Plagiarism detection software may be used to check this is your own work.

You will need:

- PEO3041 topic material from My Te Kura and your Journal.

Supervisor requirements

A supervisor must be present for the entire time you are working on this assessment. You must provide the full name of the supervisor and their relationship to you (e.g. parent, teacher, teacher aide, friend etc.) when you upload your assessment to the PEO3040Y1 assessment dropbox.



ASSESSMENT CRITERIA

ACHIEVEMENT STANDARD 91500 (VERSION 2) PHYSICAL EDUCATION 3.3

Evaluate the effectiveness of a performance improvement programme

Achievement	Achievement with Merit	Achievement with Excellence
Evaluate the effectiveness of a performance improvement programme.	Evaluate, in depth, the effectiveness of a performance improvement programme.	Critically evaluate the effectiveness of a performance improvement programme.

Evaluate the effectiveness of a performance improvement programme involves:

- examining a performance improvement programme by using biophysical principles and socio-cultural factors to make judgements about the effectiveness of the programme.

Evaluate, in depth, the effectiveness of a performance improvement programme involves:

- examining in detail a performance improvement programme by using biophysical principles and socio-cultural factors to make coherent judgements about the effectiveness of the programme.

Critically evaluate the effectiveness of a performance improvement programme involves:

- making coherent, insightful judgements by questioning and challenging assumptions about the effectiveness of a performance improvement programme
- using those judgements to identify and justify what modification(s) may be made to improve the effectiveness of the programme.

ASSESSMENT ACTIVITY

PHYSICAL EDUCATION

INSTRUCTIONS

- Read the questions carefully.
- Assemble all the materials and tools required.
- Your supervisor must be present to observe you.

This assessment activity requires you to evaluate the effectiveness of a performance improvement programme (PIP) over time, so at least six weeks needs to be allocated to a training programme that **you or another** will participate in.

Your **evaluation**, which will be in the form of a written report (essay, PowerPoint, multimedia production etc ...) will be assessed on the extent to which you critically evaluate the effectiveness of the programme not the performance of the athlete.

You will be assessed on:

- using **biophysical** principles and **socio-cultural** factors when evaluating your PIP
- making coherent, insightful judgements by **questioning** and **challenging assumptions** about the **effectiveness of a PIP**; and using those judgements to identify and justify what modification(s) may be made to improve the effectiveness of the programme. You will not be assessed on the quality of the training programme.

TASK 1

PREPARATION

Choose your own physical activity to train for your **Performance Improvement Programme (PIP)**.

1. You will need to research and define the skills/fitness/ability/knowledge required in the performance of the physical activity. You can use this information to help you evaluate your own skills/fitness/ability/knowledge/tactical awareness and improvements in them over the course of the performance improvement programme (PIP).
2. Throughout the programme, you will collect information/evidence about your performance and your ability to improve your skills/fitness/knowledge/tactical awareness in preparation for your physical activity.



Contact your teacher to discuss your ideas and plan.

TASK 2

TRAINING PROGRAMME AND EVIDENCE GATHERING

1. Collect Base line data of your chosen activity.
 - collect baseline information at the start of this pre-test activity, at the midpoint (three weeks) and post test (six weeks). Include your existing skill/fitness level/ability/knowledge/tactical awareness (at least three sessions of components of fitness testing). Record these results and discuss them in your evaluation.
2. Set up a training log in which to record the data that will form the basis of your evaluation. Your log should record appropriate details such as the following:
 - session aims, goals, or objectives
 - game-like drills, modified games, and games
 - skills/fitness level/ability/knowledge/tactical awareness development
 - application of relevant motor learning theories
 - application of relevant functional anatomy
 - application of relevant biomechanical principles
 - application of relevant exercise physiology
 - the positives and negatives experienced in each session
 - other aspects of ongoing evaluation
 - any other factors that influence the effectiveness of each session.
3. Establish a **benchmark(s)** for your chosen activity so you can use this along with your baseline data from which to judge the effectiveness of the training programme.
4. Develop an **outcome goal** for your **chosen activity** based on your benchmark(s) (for example, a completion time for 10km run will be 48 minutes). Use this goal for your training and as a measure of your final improvement.
5. Take **checkpoint tests** throughout your programme to monitor and provide evidence of your improvement against your benchmark(s). You will need to use a consistent method for collecting the same type of data at each stage so that you will be able to compare it and evaluate any changes.
6. **Participate in a minimum six-week training programme** designed to **improve your performance** in your chosen activity. Collect evidence through video recordings and a log: before, during and the final event. **A minimum of four training sessions per week for at least six weeks is required.**
7. Keep a record of actions and the biophysical principles that have been integrated and implemented. **Note:** A **PIP** can be given or constructed with the help of your teacher.
8. Set up a programme (PIP) to participate in (in a table) and keep a training log, this can be set up by you or your teacher/coach can set it up for you.

You may work with other students/teachers/coaches to video your performance at various stages and to help you develop a body of evidence about your initial skills/fitness level/ability/knowledge regarding your chosen physical activity. This will also show your progress of your skills/fitness level/ability/knowledge as demonstrated in the actual chosen physical activity.

TASK 3

EVALUATION REPORT

Once you have collected your data, evaluate it and prepare your report (this is an individual task). Your report must evaluate the effectiveness of the PIP and incorporate supporting evidence (for example, from your training log) gathered over the six weeks of training.

Your evaluation will involve critically evaluating the effectiveness of your PIP by:

- considering the relevant application of biophysical principles such as biomechanical principles, functional anatomy, sports psychology, and motor learning theory
- considering socio cultural factors that may include, for example, assumptions about programme improvement, gender (masculinity, femininity, stereotypes, social construction), commodification (of the body, athletes, sport, sexuality), techno centricity, healthism, scientism, and the body as a project
- making coherent, insightful judgements about the effectiveness of the programme, supporting your judgements with specific example and relevant evidence from your PIP. Use these judgements to identify and justify what modification(s) may be made to improve the effectiveness of the programme
- questioning and challenging assumptions regarding performance improvement before drawing justified conclusions about the programme's effectiveness.

Use the evidence you have collected to evaluate the effectiveness of the programme and present your findings in the form of **a written presentation using your own words, or a PowerPoint presentation**. You may include digital/visual media such as videos, diagrams, photos, session plans in your presentation. Acknowledge those who have taken photos or videos for you.

You will need to research further information on this topic considering the impact biophysical principles and socio-cultural factors impact on your PIP. Give references of resources used.

The following questions and prompts may also help you to prepare your report. Highlight the bullet points you will write about:

- Did you achieve the aims, goals, and objectives of each session? Explain.
- Which game-like drills, modified games, or games did you find most helped you to improve your performance?
- What skills/ability/knowledge/tactical awareness did you improve in over while doing the PIP?
- Did your application of motor learning strategies help you to improve your performance? Why or why not? (Consider, for example, feedback, knowledge of results, knowledge of performance, types of practice, types of skill, stages of learning, factors affecting learning, information processing, muscle memory.)
- Did your application of biomechanical principles help you to improve your performance? Why or why not? (Consider, for example, Newton's laws of motion, force summation, levers, types of motion, forces, power, stability, acceleration, speed, projectile motion.)

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- Did your application of functional anatomy knowledge or analysis help to improve your performance? Why or why not? (Consider, for example, anatomical movement, muscular actions, movement analysis.)
- Did your application of sports psychology knowledge or analysis help to improve your performance? Why or why not? (Consider, for example, concentration, control, confidence, relaxation, mental imagery, goal setting, motivation, arousal, and visualisation.)
- Did your application of exercise physiology help to improve your performance? Why or why not? (Consider, for example, short-term and long-term effects of exercise, fitness components, and principles of training and methods of training).
- **On the whole, did your performance improve following the six-week programme?**
- Revisit your initial ideas about performance improvement programmes.
- Consider again who influenced your ideas about performance improvement programmes.
- Have you confirmed the validity of these ideas, or do they remain assumptions?
- For each assumption, consider the part played by business, media, and other groups in forming it. Who is advantaged/disadvantaged by it? How does it come to have influence? What are the potential consequences?

Consider assumptions of these kinds:

- gender – masculinity, femininity, stereotypes, social construction
- commodification – of the body, athletes, sport, sexuality
- techno centricity – the body viewed as a machine
- healthism – health is solely an individual responsibility
- scientism – science and measurement in the service of selling products
- body as a project – to be shaped and reconstructed to conform to society's ideal but unattainable body image.

Overall questions about your PIP:

- Do you think that you will use a performance improvement programme outside of school? Why or why not?
- Did this programme meet your needs? How did it affect you physically/mentally? Would you have preferred to develop your own programme? Why or why not?
- Given your experience of this programme, if you were to take part in another performance improvement programme, what would you modify and why?
- If you were to provide a performance improvement programme for others, how would the knowledge/ideas you have gained influence what you would do?



Contact your teacher to discuss your ideas before writing your report.



Reminder. Upload in your written evaluation report, Tasks 1 and 2, PIP and your logbook the PEO3040Y1 assessment dropbox.