

NZQA Approved

Remote Internal Assessment Resource

Physical Education Level 3

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| This resource supports remote assessment against:  Achievement Standard 91500  Evaluate the effectiveness of a performance improvement programme |
| Resource title: Better than before? |
| 4 credits |
| This resource:   * Clarifies the requirements of the standard when assessed remotely * Supports good remote 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 | Originally published December 2012 and edited April 2020  To support internal assessment due to COVID-19 |
| Quality assurance status | These materials have been quality assured by NZQA.  NZQA Approved number A-A-5-2020-91500-01-6452 |
| 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. |

**Internal Assessment Resource**

Achievement Standard Physical Education 91500: Evaluate the effectiveness of a performance improvement programme

Resource reference: Physical Education 3.3AR

Resource title: Better than before?

Credits: 4

Teacher guidelines

The following guidelines are supplied to enable teachers to carry out valid and consistent assessment in a remote learning environment using this internal assessment resource.

Teachers need to be very familiar with the outcome being assessed by Achievement Standard Physical Education 91500. 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 evaluate the effectiveness of a performance improvement programme over time, so at least several weeks need to be allocated to it.

The students will collect baseline information at the start of this activity. They will then participate in the performance improvement programme and at its end reassess their performance through their skills/ability/knowledge/tactical awareness. Finally, they will use the evidence they have collected to evaluate the effectiveness of the programme and present their findings in the agreed format.

Before using this resource, select/develop/finalise an appropriate programme for performance improvement in long distance running or another context suitable for a student studying independently from home, keeping in mind the safe distancing rules.

Conditions

Allow the students time to collect baseline data relating to their existing long distance running skill/ability/knowledge/tactical awareness before taking part in the performance improvement programme.

Students will then participate in a performance improvement programme over a seven-week period. The programme will include opportunities to implement improvement, such as different training runs, cardiovascular conditioning or appropriate muscle toning. The teacher will provide this programme. During it, the students keep a record of the types of training used and the biophysical principles that have been integrated and implemented. Students will record their reflections on the relevance of the activities in terms of their individual improvement (see Resource A for guidance).

The students will then participate in a timed long distance run of a set length to gather post-programme data on their skills/ability/knowledge/tactical awareness.

Students should have a minimum of 15 sessions to carry out the performance improvement programme and collect the evidence they need.

Resource requirements

Students may need access to a video recorder or digital camera.

Students may need access to the Internet or book resources for information on the performance of the skills/ability/knowledge/tactical awareness they are going to evaluate.

An example of a framework for gathering evidence/information/applied knowledge and aspects of ongoing evaluation is included as Resource A.

Additional information

Presentation formats should be adapted to reflect the needs of your students, the nature/context of your teaching and learning programme, and the facilities/environment you work in. It may be possible for you to select a more appropriate presentation format without influencing the intent or validity of this task.

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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| 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. |

Student instructions

Introduction

This assessment activity requires you to evaluate the effectiveness of a seven-week programme designed to improve your long distance running.

Teacher note: Depending on students’ interests and resources available you could use a different context for the programme of improvement which is also readily accessible in a home learning context such as basketball, yoga/flexibility, golf putting or table tennis.

Throughout the programme, you will collect information/evidence about your performance and your ability to improve your long distance running skills/knowledge/tactical awareness.

At the conclusion of the programme, you will develop and present your evaluation of the programme’s effectiveness in an agreed format.

Teacher note: Students may wish to present their report as a PowerPoint presentation, a seminar-type presentation, a documentary, a written report, or using a combination of styles. They should negotiate the style of presentation with you to ensure that they can deliver their report on their evaluation in an appropriate format for distance learning. This may mean that they hand write their analysis.

You will be assessed on the extent to which you critically evaluate the effectiveness of the programme. This will involve: making coherent, insightful judgements by questioning and challenging assumptions about the effectiveness of a performance improvement programme; and using those judgements to identify and justify what modification(s) may be made to improve the effectiveness of the programme.

The due date for this assessment is <<teacher to insert due date here>>.

Task

Preparatory activity

Before you begin, reflect on these questions:

* What are your thoughts and ideas about performance improvement programmes?
* Who/what do you think performance improvement programmes are for?
* Are performance improvement programmes relevant to you? Why/why not?
* Have you ever completed a performance improvement programme before? If yes, what? When? Why? How?
* Who/what has influenced your ideas/thoughts on performance improvement programmes? In what ways? (For example, coaches, media, fitness industry.)
* What do you think the potential consequences/implications of these influences are on self, others, and society?

Work to research and define the skills/ability/knowledge/tactical awareness used in long distance running. You will need this information to evaluate your own skills/ability/knowledge/tactical awareness and the improvement you make over the course of the programme.

Training programme and evidence gathering

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
* variety of session types: long/short runs, hill training, interval training, muscle conditioning, fartlek (speed play)
* skills/ability/knowledge/tactical awareness development
* application of relevant motor learning theories
* application of relevant functional anatomy
* application of relevant biomechanical principles
* the positives and negatives experienced in each session
* other aspects of ongoing evaluation
* any other factors that influence the effectiveness of each session.

Work with family members to video your performance at various stages and to help you develop a body of evidence about your skills/ability/knowledge/tactical awareness in long distance running.

Teacher note: The method used to collect evidence of current and improved skills/knowledge/tactical awareness will depend on resources available to the student during distance learning, time, and the skill being evaluated. For example, it may include a discussion with an expert coach, teacher/student discussion, student/peer discussion, or video analysis mediated by phone or internet application.

Students should negotiate the method of evidence collection with their teacher to ensure equity and that it is appropriate given the information needed and the resources available.

Collect evidence (video and log) before you begin the programme (baseline data), during the programme, and at its conclusion (post-programme data).

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.

Resource A provides a series of questions that you may find helpful when reflecting on the programme and your participation in it.

Prepare and present your evaluation

Once you have collected your data, evaluate it and prepare your presentation. This is an individual task. You have two weeks to complete it.

Your presentation must evaluate the effectiveness of the performance improvement programme and incorporate supporting evidence (for example, from your training log) gathered over the three data collection stages.

You may find that Resource B is helpful when planning your presentation.

You may like to include digital/visual media such as videos, diagrams, photos, or session plans in your presentation.

Your presentation must be in your own words. Acknowledge those who took photos or videos for you.

Resource A

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| **What did we do?** | **Where am I at?** | **Where to now?** |
| What were the aims, goals, objectives of this session? | Did you achieve these aims, goals, objectives? Why do you believe this was the case? | Were these aims, goals, objectives relevant to you? Will this affect your next session? |
| What were the different training types used in the session? | Were the different training types used successful or unsuccessful? Why or why not? | How will you use these different training types in the future? Are modifications required? What? Why? |
| What skills, ability, knowledge, tactical awareness did you focus on in this session? Explain. | Did you improve your skills, ability, knowledge, tactical awareness? How do you know this? | How do you think you can build on skills, ability, knowledge, tactical awareness from this? |
| What motor learning theories did you apply in this session? How did you apply them? | Were the motor learning theories successful or unsuccessful? Why do you believe this was so? | How will you use these motor learning theories in the future? |
| What relevant functional anatomy did you apply in this session? How did you apply it? | Was the relevant functional anatomy successful or unsuccessful? Why was this so? | How will you use the relevant functional anatomy in the future? |
| What biomechanical principles did you apply in this session? How did you apply them? | Were the biomechanical principles successful or unsuccessful? Why do you believe this was so? | How will you use the biomechanical principles in the future? |
| What sports psychology did you apply in this session? How did you apply it? | Was the sports psychology successful or unsuccessful? Why do you believe this was so? | How will you use sports psychology in the future? |
|  | Were there any other positives from the session? Explain. | How will these positives affect future sessions? |
|  | Were there any other negatives from the session? Explain. | How will these negatives affect future sessions? |
|  | Were any of your early ideas or thoughts on performance improvement programmes confirmed today? If yes, what? Why? How? | If you did or did not have any ideas or thoughts on performance improvement confirmed, what does this mean to you so far? |
|  | How do you think your body was treated today during the programme? How did this make you feel? |  |
|  | Do you think how your body was treated links back to any of the following influences:   * gender – masculinity, femininity, stereotypes, social construction * commodification – of the body, athletes, sport, sexuality * technocentricity – body as a machine * healthism * scientism * body as a project?   If so, how? Why? | If you were affected by any of the influences listed, what are the consequences of your being affected? If you were affected, what can you do about it/how can you change? |

Resource B

The following questions and prompts may help you to prepare your presentation:

* Did you achieve the aims, goals, and objectives of each session? Explain.
* Which training types did you find most helped you to improve your performance?
* What skills/ability/knowledge/tactical awareness did you improve over the performance improvement programme?
* 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 skills, 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.)
* Did your application of functional anatomy help to improve your performance? Why or why not? (Consider, for example, anatomical movement, muscular actions, movement analysis.)
* Did your application of sports psychology help to improve your performance? Why or why not? (Consider, for example, concentration, control, confidence, relaxation, mental imagery, goal setting, motivation, arousal, visualisation)
* On the whole, did your performance improve after the seven-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
* technocentricity – the body viewed as a machine
* healthism – health is solely an individualresponsibility
* 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.
* Do you think 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?

Assessment schedule: Physical Education 91500 Better than before?

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| Evidence/Judgements for Achievement | Evidence/Judgements for Achievement with Merit | Evidence/Judgements for Achievement with Excellence |
| The student has evaluated the effectiveness of a long distance running improvement programme by:   * using biophysical principles and sociocultural factors to make judgements about the effectiveness of the programme. * making judgements about the effectiveness of the programme and supported those judgements with evidence. * considered the relevant application of biophysical principles such as biomechanical principles, functional anatomy, sports psychology, and motor learning theory. * considered sociocultural factors that may include, for example, assumptions about programme improvement, gender (masculinity, femininity, stereotypes, social construction), commodification (of the body, athletes, sport, sexuality), technocentricity, healthism, scientism, and the body as a project.   For example:  *From my baseline performance, an area that was identified as a weakness was my ability to hit the ball to a specified area (accuracy, angles).*  The observations of my first performance clearly showed that I was just attempting to get the ball back over the net. During the programme, we did a number of drills that worked on our ability to hit targets that were placed in different areas of the court. Our coach set up a closed environment in which there was no opposition. By having no opposition, I was able to predetermine which target I was going to aim for, whether it was the target down the line or on the cross-court angle.  The closed environment was great for me as there was less pressure to react to an opponent. This practice activity gave me confidence that I could play a shot to a specific area of the court rather than just trying to get it over the net like I did in the first games of tennis I played.  The feedback I received also gave me confidence. For example, in session five, I was able to hit 70% of my shots in the court from the 10 balls the coach hit to me. This compares to 40% in session three.  If I were to change this practice activity, I would put more decision-making processes in the drill. I also think that for a person at my stage of learning, a closed practice environment is better suited to my serve than general game play. This is because the serve is more of a closed skill.  *I believe that this programme involved many aspects of scientism – we measured a lot along the way so we could gauge our performance improvement. On 1 July we measured … On 8 July we measured … I did not enjoy this as I was often unsuccessful and this impacted on me mentally. For example, on 15 July, I stated, “Mentally, it did affect me that I was not successful at the irretrievable drill. I felt bad in front of the others, as many of them were able to execute the drill better than I did. It is fun working with others, but I do feel embarrassed when I can’t achieve something and it is not through lack of trying.”*  *I found that the most beneficial focus for me was motor learning strategies as during my ongoing evaluation I often thought this aspect had been successful, for example … Whereas when I evaluated the biomechanical principles, I often found that even though I had knowledge of the principles, this did not mean I could put it into practice. For example, on 15 July, I stated, “I do not believe it was successful as I found it hard to focus on force summation at the same time as accuracy. I was concentrating more on getting the ball into the hoop on the ground and away from the opposition.”*  *I knew what I was trying to do on 15 July when I said, “In terms of force summation I used the following muscles in order to create the maximum force: quadriceps, hamstrings, gluteals, external obliques, rectus abdominus, lattisimus dorsi, deltoids, biceps brachii, triceps brachii, wrist extensors, and flexors. I did this by ensuring that I was twisting my torso and using all the muscles through the preparation, execution, and follow-through phases.” However, when I actually tried for maximum force summation, even if I was twisting, my timing was off and the principle never really worked.*  *The examples above relate to a programme of improvement for tennis performance and would need to be adapted for a task focused on long distance running. They are also only part of what is required, and are just indicative of level.* | The student has evaluated, in depth, the effectiveness of a long distance running improvement programme by:   * using biophysical principles and sociocultural factors to make coherent judgements about the effectiveness of the programme. * making coherent judgements about the effectiveness of the programme, supporting their judgements with specific relevant evidence. * considered the relevant application of biophysical principles such as biomechanical principles, functional anatomy, sports psychology, and motor learning theory. * considering sociocultural factors that may include, for example, assumptions about programme improvement, gender (masculinity, femininity, stereotypes, social construction), commodification (of the body, athletes, sport, sexuality), technocentricity, healthism, scientism, and the body as a project.   For example:  *From my baseline performance, an area that was identified as a weakness was my ability to hit the ball to a specified area (accuracy, angles).*  The observations of my first performance clearly showed that I was just attempting to get the ball back over the net. During the programme, we did a number of drills that worked on our ability to hit targets that were placed in different areas of the court. Our coach set up a closed environment in which there was no opposition. By having no opposition, I was able to predetermine which target I was going to aim for, whether it was the target down the line or on the cross-court angle.  The closed environment was great for me as there was less pressure to react to an opponent. This closed environment meant that there were fewer factors to consider when I was making the decision about which shot to play. If I had had an opponent, the environment would have been a more open one. This would have forced me to select a shot at the last minute, and the pressure of this would have made me make more mistakes. The closed practice activity gave me confidence that I could play a shot to a specific area of the court rather than just trying to get it over the net like I did in my first games of tennis.  The feedback that I received also gave me confidence. For example, in session five, I was able to hit 70% of my shots in the court from the 10 balls the coach hit to me. This compares to 40% in session three.  If I were to change this practice activity, I would put more decision-making processes in the drill. Deciding what shot to play is what tennis is about, and if I kept on training in a closed environment, I would struggle when forced to make decisions.  I also think that for a person at my stage of learning, a closed practice environment is better suited to my serve than my general game play. This is because the serve is more of a closed skill.  I thought that scientism would come into play at the start of the programme. I thought we would pre- and post-test to see if we could improve our skills and I would either succeed or fail. At times I felt we were being treated like that as we did have to measure a lot along the way, but I actually found that because we focused a lot on strategies and really understanding what we were supposed to be doing, we were more rounded about what it takes to be a good tennis player.  Sometimes I could answer the questions on strategies better than some of the actual players. For example, on 17 July when a player asked what we were trying to do positionally after hitting the ball, I said, “We need to consistently return the ball and then move to cover centre of the opponent’s target.” This made me feel like I could add something even though I was not the best at doing it.  *I found the most beneficial focus for me was motor learning strategies as in my ongoing evaluation I often thought this aspect had been successful, for example … Whereas when I evaluated the biomechanical principles, I often found that even though I had knowledge of the principles, this did not mean I could put it into practice. For instance, on 15 July, I stated, “I do not believe it was successful as I found it hard to focus on force summation at the same time as accuracy. I was concentrating more on getting the ball into the hoop and away from the opposition.”*  *I knew what I was trying to do on 15 July when I said, “In terms of force summation I used the following muscles in order to create the maximum force: quadriceps, hamstrings, gluteals, external obliques, rectus abdominus, lattisimus dorsi, deltoids, biceps brachii, triceps brachii, wrist extensors, and flexors. I did this by ensuring that I was twisting my torso and using all the muscles through the preparation, execution, and follow-through phases.” However, when I actually tried for maximum force summation, even if I was twisting, my timing was off and the principle never really worked.*  I believe this was because my shots were not strong and were often lollipopped into the hoop or to the other side of the court. So even though in the over-and-in drills I had some success getting them in the hoop on the ground, due to the lollipop nature of my shots, my opposition could have probably still returned the ball.  *I stated in my log, “The first over-and-in drill was successful because when I had my turn, I was able to place 16/20 shots into the hoop, which was quite consistent.” But I think the lollipop nature needs to be considered when looking at success as, yes, they went in, but an opponent could have easily returned the ball.*  *The examples above relate to a programme of improvement for tennis performance and would need to be adapted for a task focused on long distance running. They are also only part of what is required, and are just indicative of level.* | The student has critically evaluated the effectiveness of a long distance running improvement programme by:   * using biophysical principles and sociocultural factors to make coherent, insightful judgements about the effectiveness of the programme. * making coherent, insightful judgements about the effectiveness of the programme, supporting their judgements with specific relevant evidence. They use these judgements to identify and justify what modification(s) may be made to improve the effectiveness of the programme. * considering the relevant application of biophysical principles such as biomechanical principles, functional anatomy, sports psychology, and motor learning theory. * considering sociocultural factors that may include, for example, assumptions about programme improvement, gender (masculinity, femininity, stereotypes, social construction), commodification (of the body, athletes, sport, sexuality), technocentricity, healthism, scientism, and the body as a project. * questioning and challengingd assumptions regarding performance improvement before drawing justified conclusions about the programme’s effectiveness.   For example*:*  *From my baseline performance, an area that was identified as a weakness was my ability to hit the ball to a specified area (accuracy, angles).*  The observations of my first performance clearly showed that I was just attempting to get the ball back over the net. During the programme, we did a number of drills that worked on our ability to hit targets that were placed in different areas of the court. Our coach set up a closed environment in which there was no opposition. By having no opposition, I was able to predetermine which target I was going to aim for, whether it was the target down the line or on the cross-court angle.  The closed environment was great for me as there was less pressure to react to an opponent. This closed environment meant that there were fewer factors to consider when I was making the decision about which shot to play. If I had had an opponent, the environment would have been a more open one. This would have forced me to select a shot at the last minute, and the pressure of this would have made me make more mistakes. The closed practice activity gave me confidence that I could play a shot to a specific area of the court rather than just trying to get it over the net like I did in my first games of tennis.  The feedback that I received also gave me confidence. For example, in session five, I was able to hit 70% of my shots in the court from the 10 balls the coach hit to me. This compares to 40% in session three.  If I were to change this practice activity, I would put more decision-making processes in the drill. Deciding what shot to play is what tennis is about, and if I kept on training in a closed environment, I would struggle when forced to make decisions. I also think that for a person at my stage of learning, a closed practice environment is better suited to my serve than my general game play. This is because the serve is more of a closed skill.  From the material I read about knowledge of results versus knowledge of performance, I can see that I would challenge the effectiveness of relying on a closed environment even for a person at my stage of learning. I believe that a closed environment results in a player who at times would focus on the results of the drill or practice activity rather than quality of performance. I definitely found myself doing this in the first half of my training programme. I only changed when the coach got me to focus on the quality of the shot rather than hitting the target area. An example of this was in session six when, even though I got 8/10 shots in the target area, the coach gave feedback that four of these shot were too high and slow and that an opponent would easily be able to return them.  I thought that scientism would come into play at the start of the programme. I thought we would pre- and post-test to see if we could improve our skills and I would either succeed or fail. At times I felt we were being treated like that as we did have to measure a lot along the way, but I actually found that because we focused a lot on strategies and really understanding what we were supposed to be doing, we were more rounded about what it takes to be a good tennis player. Sometimes I could answer the questions on strategies better than some of the actual players. For example, on 17 July when a player asked what we were trying to do positionally after hitting the ball, I said, “We need to consistently return the ball and then move to cover centre of the opponent’s target.” This made me feel like I could add something even though I was not the best at doing it.  *I have improved my tactical awareness of what I am trying to achieve. I realise that the ideal performance is to place the ball in a position that my opponent cannot return. I used to just think I needed to get it back over the net. However, although I have the skills to do this in a closed drill, when it becomes open and dependent on my receiving the ball first, my consistency and effectiveness is lacking.*  *Therefore I would say my knowledge and tactical awareness are improving, but my application and ability to perform this need work as I am just reverting to trying to get the ball over the net again. I think my focus needs to be on execution as I understand but cannot perform what I am aiming for. I need more practice, and it needs to be an open drill with other factors coming into play. Maybe I need more actual modified games where I am receiving from anywhere but can start to have more accuracy, consistency, and effectiveness in my return.*  *I believe that my body was treated like a machine (technocentricity). I had to do these drills in order to improve my performance. There was no choice about it as we were given the programme by the teacher. It made me feel silly when I could not do the drill and did not improve. Sometimes I wished we were just playing for the fun of it with no pressure to improve and no assessment linked to it. I could talk to the teacher about modifying drills. I can use how I feel about this in my evaluation. We could talk to the teacher about what we would like to focus on in the programme, for example, a bit more fun and play.*  *If we measured success by how much fun we had and didn’t have such a strict one-size-fits-all programme, I might feel less like I’m being treated like a machine that has to become more efficient and perform better. I found an assumption that I had about performance improvement programmes was that I did need to treat my body as a machine (technocentricity) to try to improve performance, but I think I would challenge that assumption now.*  *During many of the sessions I felt that my body was being treated as a machine (see 1, 3, 15, 18 July). However, in my ongoing evaluation of all those dates, I believed I had made no improvement in my skills, knowledge, or ability. For example, on 1 July in the down-and-out drill I stated, “I made no improvement in this session from the start to the finish. After completing the drill 12 times, I could not beat my score of 8. The only thing I did improve was my tactical awareness of what I was aiming to do, but this did not mean that I could actually do it. So even though to me my body was being treated like a machine, I made little improvement.”*  *I also believe that my opinion on how long a performance improvement programme would need to be to gain improvement in skill, ability, knowledge, and tactical awareness has changed after taking part in the programme. After taking part in the programme, I have had minimal improvement, for example ... I would therefore challenge whether a seven-week programme can actually improve performance. I think the performance improvement programme would have to be over a much longer period of time. This may be because I am at the cognitive stage of learning. I know this because …*  *I found the most beneficial focus for me was motor learning strategies as in my ongoing evaluation I often thought this aspect had been successful, for example … Whereas when I evaluated the biomechanical principles, I often found that even though I had knowledge of the principles, this did not mean I could put it into practice. For instance, on 15 July I stated, “I do not believe it was successful as I found it hard to focus on force summation at the same time as accuracy. I was concentrating more on getting the ball into the hoop and away from the opposition.”*  *I knew what I was trying to do on 15 July when I said, “In terms of force summation I used the following muscles in order to create the maximum force: quadriceps, hamstrings, gluteals, external obliques, rectus abdominus, lattisimus dorsi, deltoids, biceps brachii, triceps brachii, wrist extensors, and flexors. I did this by ensuring that I was twisting my torso and using all the muscles through the preparation, execution, and follow-through phases.” However, when I actually tried for maximum force summation, even if I was twisting, my timing was off and the principle never really worked.*  *I believe this was because my shots were not strong and were often lollipopped into the hoop or to the other side of the court. So even though in the over-and-in drills I had some success getting them in the hoop on the ground, due to the lollipop nature of my shots my opposition could have probably still returned the ball.*  *I stated in my log, “The first over-and-in drill was successful because when I had my turn, I was able to place 16/20 shots into the hoop, which was quite consistent.” But I think the lollipop nature needs to be considered when looking at success as, yes, they went in, but an opponent could have easily returned the ball.*  *The examples above relate to a programme of improvement for tennis performance and would need to be adapted for a task focused on long distance running. They are also only part of what is required, and are just indicative of level.* |

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