



National Certificate of Educational Achievement
TAUMATA MĀTAURANGA Ā-MOTU KUA TĀEA

Internal Assessment Resource

Physical Education Level 1

This resource supports assessment against:

Achievement Standard 90967

Demonstrate strategies to improve the performance of a physical activity and describe the outcomes

Resource title: Improving Boccia

3 credits

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

Internal Assessment Resource

Achievement Standard Physical Education 90967:

Demonstrate strategies to improve the performance of a physical activity and describe the outcomes

Resource reference: Physical Education 1.6

Resource title: Improving Boccia

Credits: 3

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 Achievement Standard Physical Education 90967. 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 requires students to use appropriate strategies to work towards improving their performance in Boccia, and to describe the outcomes.

Students will draw on knowledge from achievement objectives 6B1, 6B3 and 6C3, and will need to build knowledge about:

- the technique/s of boccia skills
- tactics and strategies of boccia
- observing performance and being able to identify key aspects
- using principles of motor skill learning to acquire, apply and refine practice
- applying scientific and technological knowledge to enhance performance boccia
- the role and place of practice in improving performance
- providing constructive feedback, feed forward and/or comment on performance, and being able to discuss with others (such as peers, teachers, coaches or parents) possible ways of improving
- consideration of other factors that may or may not affect the improvement of performance
- experimentation with, and reflection on what works and what doesn't when working to improve performance.

Students will plan for their improvement by:

- playing Boccia activities and using observation to identify what they are doing well and what needs development
- selecting specific aspects they would like to improve
- identifying and being able to explain reasons for their choices
- planning for improvement by selecting strategies that will be most appropriate and effective in helping them to improve in the allocated time.

Student reflection is expected to be ongoing. However, teachers are advised to set specific times each week for students to reflect on what is working and therefore should continue, and what is not working and might need to be modified.

Strategies to improve will include at least one technique and at least one other, from:

- quality of practice
- type of practice
- amount of practice
- knowledge of tactics and strategies
- levels of related fitness
- level of motivation
- goal setting.

Conditions

This assessment activity will take place through ongoing assessment opportunities. You will need to decide a time period and set a due date for completion of the assessment work.

Students will demonstrate chosen strategies, and describe the outcomes of the application of the strategies in a log, blog or journal, and/or a multimedia presentation that shows the students demonstrating their use of strategies and the effect of the strategies on their performance.

Evidence of demonstration of strategies will come from self-reporting and ongoing teacher observation.

Evidence of the outcome of the use of the strategies will come from student logs, blogs, journals and/or a multimedia presentation, as well as discussions with the teacher.

Resource requirements

Equipment and settings appropriate to Boccia activities.

Students may require access to computers with suitable software, a video camera or cell phone capable of recording video and/or a digital recorder.

Additional information

Details about the sport of Boccia can be found at <http://www.boccia.org.nz>

Other appropriate modes of assessment include: self- assessment, peer assessment, written task, electronic portfolio, Blog/Wiki or a visual portfolio.

This assessment activity could be linked to assessment of Physical Education Achievement Standard 90964 *Demonstrate quality movement in the performance of a physical activity.*

Internal Assessment Resource

Achievement Standard Physical Education 90967:

Demonstrate strategies to improve the performance of a physical activity and describe the outcomes

Resource reference: Physical Education 1.6

Resource title: Improving Boccia

Credits: 3

Achievement	Achievement with Merit	Achievement with Excellence
Demonstrate strategies to improve the performance of a physical activity and describe the outcomes.	Demonstrate strategies to improve the performance of a physical activity and describe, in depth, the outcomes.	Demonstrate strategies to improve the performance of a physical activity and describe, comprehensively, the outcomes.

Student instructions

Introduction

This assessment activity requires you to practice and improve a physical activity involved in a range of Boccia activities. You need to demonstrate and describe the outcome of the strategies you used to improve your performance.

You will need to find out what you can already do and what you need to improve, and choose strategies that will best help you improve.

The assessment will take place over _____ weeks, using in-class and out-of-class time.

Your teacher will specify a due date for completion of your assessment work.

You will be assessed on how well you demonstrate strategies to improve the performance of a physical activity, and your evaluation of how well the application of the strategies did or did not result in performance improvement.

Task

Choose relevant strategies to improve your performance in Boccia.

One strategy will be a technique. The other/s can be but is not limited to any of:

- quality of practice
- type of practice
- amount of practice
- knowledge of tactics and strategies
- levels of related fitness
- level of motivation
- goal setting.

Your teacher will observe you using (demonstrating) the strategies you have chosen to improve your performance, and will ask you questions about the strategies you have used and the outcome of their use.

Teacher note: Tell students how you wish to record their responses. You could log notes about the student responses or allow students to record their answers in a log, blog or journal, or digitally record them.

During your programme, you will have at least 3 opportunities to do this so that you can modify or change your strategies if needed.

Questions

Here are some questions your teacher is likely to ask you. Be prepared to answer them in detail. Use examples from practical application to support your judgements.

- What strategy are you applying?
- Why are you applying this and how do you think it will help improve your overall performance?
- Is it working as you expected at the moment?
- How do you know? What are the positive/negative outcomes of its application?
- What will you do next and why?
- Was this a good strategy to use in relation to performance improvement? Would you use this strategy again in the future or are there more appropriate ones you could use?

Your teacher may provide some other specific questions for you to prepare answers for, before your interview(s).

Assessment schedule: Physical Education 90967 Improving Boccia

Evidence/Judgements for Achievement	Evidence/Judgements for Achievement with Merit	Evidence/Judgements for Achievement with Excellence
<p>The student demonstrates strategies to improve the performance of a physical activity and describes the outcomes.</p> <p>The student chooses a physical activity they want to practice and improve, identifies an aspect/s of their performance that they want to improve, and selects at least two strategies to improve their performance.</p> <p>The student demonstrates the strategies used to improve their performance, and uses at least one strategy derived from knowledge of technique(s) and at least one other strategy.</p> <p>Other strategies the student uses might include, for example: quality, type and/or amount of practice; knowledge of tactics and strategies; levels of related fitness; level of motivation, or goal setting.</p> <p>The student gives details of characteristics of the strategies that influenced their performance of the physical activity, and of how they were applied for performance improvement.</p> <p>The student supports their response with demonstrations and/or other evidence.</p> <p>For example (partial): Context: Street-ball, lay ups Strategy: Technique</p> <p><i>Teacher observations, plus:</i> <i>My aim was to learn how to do a lay up as our team could get the ball to our end but the ball was not going in. I wanted to be able to do a lay</i></p>	<p>The student demonstrates strategies to improve the performance of a physical activity and describes, in depth, the outcomes.</p> <p>The student chooses a physical activity they want to practice and improve, identifies an aspect/s of their performance that they want to improve, and selects at least two strategies to improve their performance.</p> <p>The student demonstrates the strategies used to improve their performance, and uses at least one strategy derived from knowledge of technique(s) and at least one other strategy.</p> <p>Other strategies the student uses might include, for example: quality, type and/or amount of practice; knowledge of tactics and strategies; levels of related fitness; level of motivation, or goal setting.</p> <p>The student gives details of characteristics of the strategies that influenced their performance of the physical activity, and of how they were applied for performance improvement.</p> <p>The student explains how and why the strategies influenced their performance in the physical activity, and why the strategies were applied for performance improvement.</p> <p>The student supports their response with demonstrations and/or other evidence.</p> <p>For example (partial): Context: Street-ball, lay ups Strategy: Technique</p>	<p>The student demonstrates strategies to improve the performance of a physical activity and describes, comprehensively, the outcomes.</p> <p>The student chooses a physical activity they want to practice and improve, identifies an aspect/s of their performance that they want to improve, and selects at least two strategies to improve their performance.</p> <p>The student demonstrates the strategies used to improve their performance, and uses at least one strategy derived from knowledge of technique(s) and at least one other strategy.</p> <p>Other strategies the student uses might include, for example: quality, type and/or amount of practice; knowledge of tactics and strategies; levels of related fitness; level of motivation, or goal setting.</p> <p>The student gives details of characteristics of the strategies that influenced their performance of the physical activity, and of how they were applied for performance improvement.</p> <p>The student explains how and why the strategies influenced their performance in the physical activity, and why the strategies were applied for performance improvement.</p> <p>The student evaluates how well the application of the strategies did or did not result in performance improvement.</p> <p>The student supports their response with demonstrations and/or other evidence.</p> <p>For example (partial): Context: Street-ball, lay ups</p>

<p><i>up.</i></p> <p><i>I started by watching people in my class who could do a lay up and trying to copy what they did. I practised for a period but still couldn't get my arms and legs working and the ball was still not going in.</i></p> <p><i>I asked my teacher to help me, and she showed me the important parts of the run in and where to place the ball on the backboard. She watched me a few times and told me what I was doing right and what I still needed to work on. The ball started going in!</i></p> <p><i>Getting the footwork right and placing the ball in the right place on the backboard and not throwing the ball too hard at the backboard meant that the ball went in more.</i></p>	<p><i>Teacher observations, plus:</i></p> <p><i>My aim was to learn how to do a lay up as our team could get the ball to our end but the ball was not going in. I wanted to be able to do a lay up.</i></p> <p><i>I started by watching people in my class who could do a lay up and trying to copy what they did. I practised for a period but still couldn't get my arms and legs working and the ball was still not going in. I needed to change what I was doing; practising something that is not working is not the best way to learn. I needed to make sure that what I was practising was right.</i></p> <p><i>I asked my teacher to help me, and she showed me the important parts of the run in and where to put place the ball on the backboard. She watched me a few times and told me what I was doing right and what I still needed to work on.</i></p> <p><i>We had learnt that sometimes breaking down the skill into parts, practising the parts and then putting it back together was a good way to learn some skills. It meant that I could concentrate on one thing at a time. I was able to use the information I had learnt in the assessment we did for 1.2 about the right technique and knowing how to use the right knowledge such as being able to use larger body parts to get me closer to the hoop.</i></p> <p><i>My teacher watched me a few times and told me what I was doing right and what I still needed to work on. She was able to give me feedback so that I knew what I needed to work on and what I was doing right. I felt confident I was spending time on the right things. Putting it all together after practising the parts worked. The ball started going in!</i></p>	<p><i>Strategy: Technique</i></p> <p><i>Teacher observations, plus:</i></p> <p><i>My aim was to learn how to do a lay up as our team could get the ball to our end but the ball was not going in. I wanted to be able to do a lay up.</i></p> <p><i>I started by watching people in my class who could do a lay up and trying to copy what they did. When I tried to just copy people in my class it just did not work and I ended up getting frustrated. The one good thing was I realised that if I kept doing that I would lose motivation to try.</i></p> <p><i>I practised for a period but still couldn't get my arms and legs working and the ball was still not going in. I needed to change what I was doing, practising something that is not working is not the best way to learn. I needed to make sure that what I was practising was right.</i></p> <p><i>I asked my teacher to help me and she showed me the important parts of the run in and where to place the ball on the backboard. She watched me a few times and told me what I was doing right and what I still needed to work on.</i></p> <p><i>We had learnt that sometimes breaking down the skill into parts, practising the parts and then putting it back together was a good way to learn some skills. This was one of the things I did that helped me the most. It meant that I could concentrate on one thing at a time and I could see that I was improving which motivated me.</i></p> <p><i>I was able to use the information I had learnt in the assessment we did for 1.2 about the right technique and knowing how to use the right knowledge such as being able to use larger body parts to get me closer to the hoop.</i></p> <p><i>The second thing that helped most was getting feedback from my teacher. My teacher watched me a few times and told me what I was doing right and</i></p>
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	<p><i>Getting the footwork right and placing the ball in the right place on the backboard and not throwing the ball too hard at the backboard meant that the ball went in more.</i></p>	<p><i>what I still needed to work on. She was able to give me feedback so that I knew what I needed to work on and what I was doing right. She was very specific about what I was doing right and what I still needed to work on (e.g. pushing up with the right knee). I felt confident I was spending time on the right things. Putting it all together after practising the parts worked. The ball started going in!</i></p> <p><i>Feedback had a positive effect on me, as it meant I was getting the footwork right and placing the ball in the right place on the backboard and not throwing the ball too hard at the backboard. This meant that the ball went in more. I felt that I was using my practice time positively and could feel the progress and see it when the ball kept going through the hoop more.</i></p>
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Final grades will be decided using professional judgement based on a holistic examination of the evidence provided against the criteria in the Achievement Standard.