



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 90969

Take purposeful action to assist others to participate in physical activity

Resource title: Assisting Boccia

2 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 90969: Take purposeful action to assist others to participate in physical activity

Resource reference: Physical Education 1.8

Resource title: Assisting Boccia

Credits: 2

Teacher guidelines

The following guidelines are designed to ensure that teachers can carry out valid and consistent assessment using this internal assessment resource.

Teachers need to be very familiar with the outcomes being assessed by Achievement Standard Physical Education 90969. 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 take purposeful action to assist others to participate in the sport of Boccia through which they take purposeful action to assist others by helping in adapted physical education classes.

Ensure that students' choices of activities involve opportunities for them to work independently, for example, by giving individual feedback to group or team members.

Conditions

It is essential that the role(s) in the chosen event give the students equal opportunities to demonstrate purposeful action to assist others to participate in the sport of Boccia. Observe the students as they carry out their role(s) and the actions they defined. Their written descriptions of what they did on the day will also help to determine whether the student's action was purposeful, considered, or independent. Refer to Resource A: Teacher recording sheet.

Resource requirements

Equipment and settings appropriate to Boccia.

Access to a camera or camcorder.

Additional information

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

Some students may already take action that assists others to participate in physical activity, for example, a student who coaches club sport. In this case, the student could complete the assessment activity in the same context.

This assessment activity could be linked to assessment of Physical Education Achievement Standard 90967 *Demonstrate strategies to improve the performance of a physical activity and describe the outcomes.*

Internal Assessment Resource

Achievement Standard Physical Education 90969: Take purposeful action to assist others to participate in physical activity

Resource reference: Physical Education 1.8

Resource title: Assisting Boccia

Credits: 2

Achievement	Achievement with Merit	Achievement with Excellence
Take purposeful action to assist others to participate in physical activity.	Take purposeful action with consideration to assist others to participate in physical activity.	Take purposeful action independently to assist others to participate in physical activity.

Student instructions

Introduction

This assessment activity requires you to take purposeful action to assist others to participate in the sport of Boccia.

This means you will provide opportunities for others to take part in the sport of Boccia and to support and encourage them as they participate in adapted physical education classes.

You will be assessed on whether your actions have been purposeful, considered, or independent. Evidence from observations, your action plan and notes, along with feedback from participants, will determine this.

Task

Choose an activity and make an action plan

Draw up your action plan. In your plan explain:

- the physical activity and the situation, for example, coaching Boccia activities
- the background of the participants and their needs
- your individual aim
- what actions you will take to achieve your aim. (Decide when you will need to complete each action.)
- how your actions will meet the participants' needs
- how you could overcome any potential obstacles that you identify during your plan of action and your selected activity.

You will be given time to prepare for your role. You should collect evidence to document the action you have taken (for example, questionnaires, safety forms, promotional material, permission letters, maps of the course/area, activity instructions, coaching lesson plans, equipment lists, or photos).

Take action

As you carry out your plan, you will need to gather evidence.

Think about how many of the participants you will approach and how you will gather feedback from them, for example, you could read out your questions and have them note down answers or prepare a short question sheet for each of them to fill in. You may need to approach some participants one-on-one and note down their responses.

Questions might include:

- Did you enjoy the activity? Why/why not?
- Did you get the help that you needed?
- Was I responsive to your needs?
- What could I have done differently to help you?

Your own notes should include:

- the date of the physical activity session(s) and the number of participants
- a description of what you did to assist them.

Submit both your plan and your collected evidence to your teacher.

Resource A

Teacher recording sheet

Student name _____

Individual aim				
Plan of action				
Did the student take purposeful action to assist others to participate in physical activity? Yes/No				
Evidence of this action <i>For example, questionnaires, safety forms, promotional material, permission letters, activity instructions/coaching lesson plans, equipment lists, and so on.</i>				
Guidance required <ul style="list-style-type: none"> • Achieved– support/guidance from a teacher • Merit – some support/guidance from a teacher • Excellence – little teacher support/guidance is required 				
Overall grade (final judgement)	Not achieved	Achieved	Merit	Excellence
Teacher's comments				

Assessment schedule: Physical Education 90969 Assisting Boccia

Evidence/Judgements for Achievement	Evidence/Judgements for Achievement with Merit	Evidence/Judgements for Achievement with Excellence
<p>The student takes purposeful action to assist, or provides opportunities for, others to take part in physical activity. Working with the class and in an assigned role, the student:</p> <ul style="list-style-type: none"> • defines an aim • makes a plan of predetermined actions that contribute to others participating in physical activity. <p>Evidence is provided by the teacher's observations/external verification (Teacher Resource A) and the student's written explanation of how they performed their role and how their actions contributed to others taking part in the physical activity.</p> <p>The student may regularly consult the teacher for support or guidance.</p> <p><i>Example: Netball</i></p> <p><i>My aim is to improve the overall fitness and skills of the year 7 netball team that I am coaching this season. The actions I will carry out include:</i></p> <ul style="list-style-type: none"> • attending a workshop for coaches so that I can improve on my coaching skills (pre-season) • running training sessions 2 x p/wk that focus on different aspects of the game (during the netball season) • giving the team good feedback after each game 	<p>The student takes purposeful action with consideration to assist, or provides opportunities for, others to take part in physical activity. Working with the class and in an assigned role, the student:</p> <ul style="list-style-type: none"> • defines an aim that meets the needs of the participants • makes a plan of predetermined actions that contribute to others participating in physical activity • considers things that could prevent carrying out the predetermined actions, and possible solutions. <p>Evidence is provided by the teacher's observations/external verification (Teacher Resource A) and the student's written explanation of how they performed their role and how their actions contributed to others taking part in the physical activity.</p> <p>The student may occasionally consult the teacher for support or guidance.</p> <p><i>Example: Netball</i></p> <p><i>My aim is to improve the overall fitness and skills of the year 7 netball team that I am coaching this season. The actions I will carry out include:</i></p> <ul style="list-style-type: none"> • attending a workshop for coaches so that I can improve on my coaching skills (pre-season) 	<p>The student takes purposeful action independently to assist, or provide opportunities for, others to take part in physical activity. Working with the class and in an assigned role, the student:</p> <ul style="list-style-type: none"> • defines an aim that is responsive to the needs of the participants • makes a plan of predetermined actions that contribute to others participating in physical activity • considers things that could prevent carrying out the predetermined actions, and possible solutions • caters for individual needs within the team • provides feedback from the participants about the quality of the participation • provides evidence (such as rolls of participation, photos, video) of others participating in the physical activity. <p>Evidence is provided by the teacher's observations/external verification (Teacher Resource A) and the student's written explanation of how they performed their role and how their actions contributed to others taking part in the physical activity.</p> <p>The student rarely consults the teacher for support or guidance.</p>

<p><i>and doing some training sessions where we look at a video of the game and analyse it</i></p> <ul style="list-style-type: none"> • <i>running fitness sessions for the team 1 x p/wk to help them gain fitness. This will help them to focus more on their skills during the netball season.</i> 	<ul style="list-style-type: none"> • <i>running training sessions 2 x p/wk that focus on different aspects of the game (during the netball season)</i> • <i>giving the team good feedback after each game and doing some training sessions where we look at a video of the game and analyse it</i> • <i>running fitness sessions for the team 1 x p/wk to help them gain fitness. This will help them to focus more on their skills during the netball season.</i> <p><i>My participants need to work on their passing and catching under pressure. I also ran a series of fitness tests that indicate that they could work on their cardiovascular fitness. My discussions with the team back this up.</i></p> <p><i>My aim is to improve the players' cardiovascular fitness so that they find the game easier and more enjoyable, and also to work on improving their passing and catching skills in high-pressure situations.</i></p> <p><i>Things that could prevent me from carrying out my actions include forgetting what I have learnt at the coaching workshop, not having enough space to practise (a lot of teams need to practise), and finding it hard to videotape or photograph the players while coaching.</i></p> <p><i>I could address these issues by taking a notebook to the workshop so that I don't forget what I learn. I will enquire about spaces that are available for netball practices – it would be good to practise indoors because it often rains during the season. I will also ask a parent to videotape or take photos of the game.</i></p>	<p><i>Example: Netball</i></p> <p><i>My aim is to improve the overall fitness and skills of the year 7 netball team that I am coaching this season. The actions I will carry out include:</i></p> <ul style="list-style-type: none"> • <i>attending a workshop for coaches so that I can improve on my coaching skills (pre-season)</i> • <i>running training sessions 2 x p/wk that focus on different aspects of the game (during the netball season)</i> • <i>giving the team good feedback after each game and doing some training sessions where we look at a video of the game and analyse it</i> • <i>running fitness sessions for the team 1 x p/wk to help them gain fitness. This will help them to focus more on their skills during the netball season.</i> <p><i>My participants need to work on their passing and catching under pressure. I also ran a series of fitness tests that indicate that they could work on their cardiovascular fitness. My discussions with the team back this up.</i></p> <p><i>My aim is to improve the players' cardiovascular fitness so that they find the game easier and more enjoyable, and also to work on improving their passing and catching skills in high-pressure situations.</i></p> <p><i>Things that could prevent me from carrying out my actions include forgetting what I have learnt at the coaching workshop, not having enough space to practise (a lot of teams need to practise), and finding it hard to videotape or photograph the players while coaching.</i></p> <p><i>I could address these issues by taking a notebook to the workshop so that I don't forget what I learn. I will enquire about spaces that are available for</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.