

Physical Education

Performance Standards

For

Level 2

This resource must be used in conjunction with:

AS90436 v3 Physical Education 2.5: Perform a physical activity to nationally developed performance standards

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Physical Education NCEA Level 2

Appendix to AS90436 v3 Physical Education 2.5: Perform a physical activity to nationally developed performance standards

Guidelines for assessing achievement standard Physical Education 2.5

Introduction

The intent of achievement standard Physical Education 2.5 is to assess the quality of a learner's performance in a chosen physical activity in the applied setting. This appendix provides the criteria for a range of commonly used physical activities. Additional activities will be added in future years as a nationally developed standard evolves. Providers wishing to assess a physical activity that is not included in this appendix will need to contact NZQA at least 4 weeks before the assessment activity is given to the learners. NZQA will require an assessment criteria developed on the generic rubric template available in this document on page 7. Refer to the *Process for submission of performance standards* on page 4 for guidelines.

Assessing performance in the applied setting should follow an appropriate skill development programme and/or related module of teaching and learning.

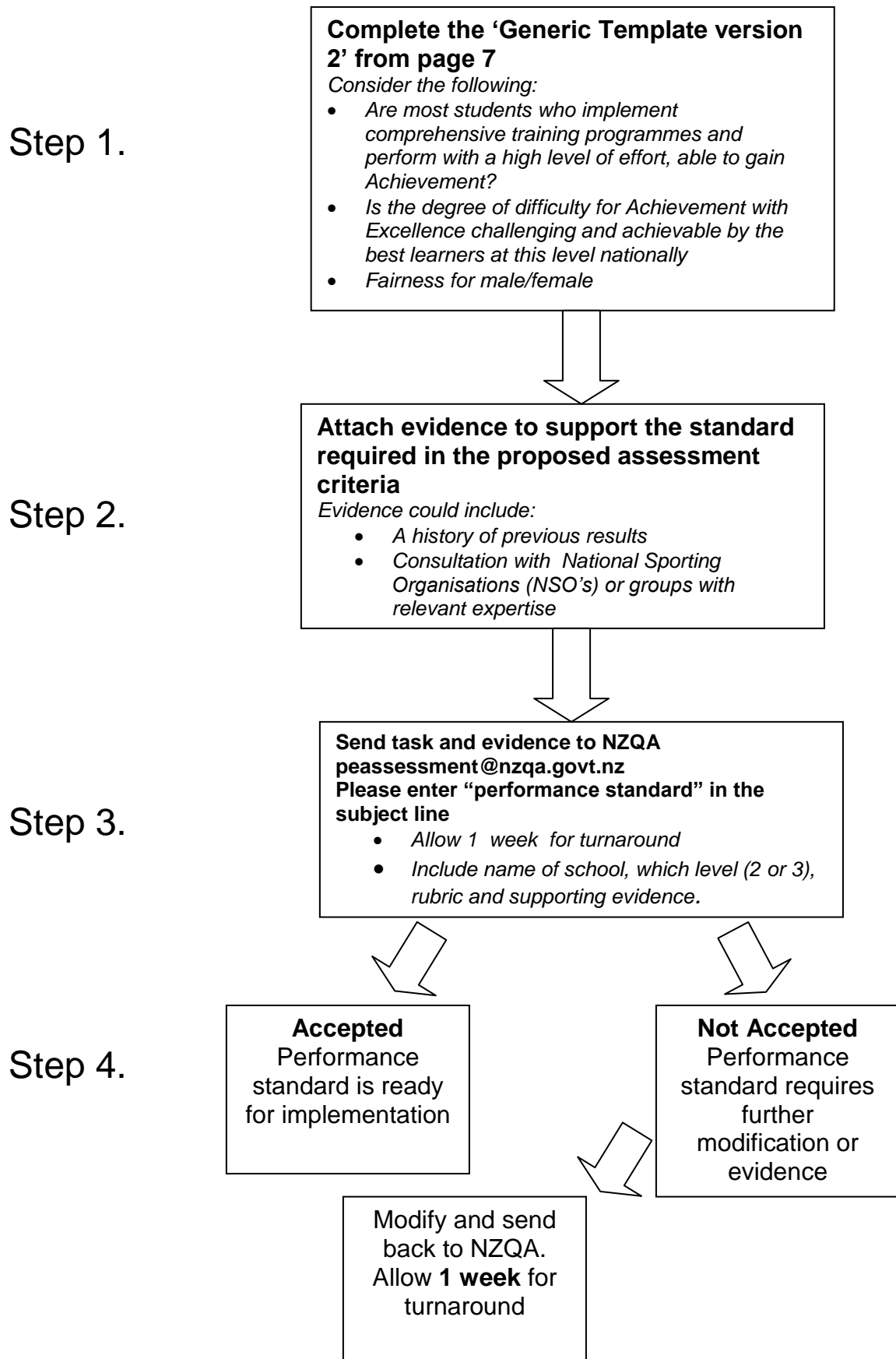
Change of process for generic rubrics for games from 2009:

From January 2009 the rubrics that have been developed for invasion games, net/wall games etc... can be modified by a school to make the rubric specific to the context being used eg rugby, tennis etc...

This does not need verification by the National Moderator prior to use.

All other contexts (not included in the games rubrics) should be submitted for verification. See next page for this process (note: change to email process for 2009).

Process for submission of performance standards



Collection of evidence

As part of the ongoing moderation process the importance of consistency across standards is paramount. At the end of each year providers will be asked to submit results of performance standards to NZQA. Should users feel the standard set is no longer fair and valid to learners nationally, submission can be made for modification to the task. The suggested modifications should be supported with justification and evidence such as proof of skewed results, spread of grades, anomalies in results gained, invalid evidence being assessed and so on. This evidence will allow variances to be addressed based on a national cohort including male-female differentiations.

Changing Nationally set standards

Any change in the nationally set standards will be submitted annually for approval by the Senior Adviser with responsibility for Physical Education at the Ministry of Education.

Professional Judgement

Assessors are required to judge performance based on the performance activity that meets the national standard. Professional judgement is an important part of judging most performance situations. Factors to consider in regard to assessing this achievement standard include:

- An assessor should select an activity(ies) where they have appropriate prior knowledge and experience or have suitable experts to guide their judgements. Outside experts can assist with providing evidence that informs the teacher judgement.
- An assessor may also use formative, quantitative skill based test results, such as a skills circuit, to provide additional evidence to support judgements made in the applied setting.
- An assessor may also consider validated self and peer observation sheets as additional evidence to support judgements.
- An assessor may also reflect holistically on the learner's level of performance, as demonstrated in previous applied settings situations, to confirm a judgement.
- Video analysis may be useful, where appropriate and manageable. eg. A freestyle snowboarding performance.
- It is important the assessor recognises that the achievement with excellence grade is a standard that is intended to challenge the best of learners at this level nationally.
- Reassurance of assessor judgements being made at a national standard may be gained through communication with other professionals, eg. National/regional sports bodies and coaches, PENZ clusters, advisory service.

Applied Setting

Applied setting requires the physical performance skills to be demonstrated in an authentic setting; such as during a game, in the appropriate environment, or in a competitive situation. An applied setting could include: tournament games, competition games, festivals or events; and, or performance in an appropriate outdoor environment for outdoor activities/pursuits.

- Consider, where appropriate, the skill level of the opposition and/or fellow team members. Structure teams and/or vary competition to provide adequate and fair opportunity for all players to demonstrate their ability.
- Consider the effects of changing environments when assessing outdoor activities, such as: wind strength, heat and sun, water flow, terrain, tides, etc. Conditions should be consistent and provide equal and appropriate

opportunities for all learners to achieve all grades. In assessment conditions that are obviously affecting performance, it would be sensible to use **professional judgement** and conservatively adjust performance standards in light of the conditions, ie for the range of different triathlon courses there will be variances based on flat versus undulating courses.

Safety Guidelines

Boards of Trustees are required to provide a safe physical and emotional environment for students. Boards need to ensure that all practicable steps have been taken to identify, assess, minimise and manage risks and hazards. All Education Outside the Classroom (EOTC) programmes must comply with school and Ministry guidelines for EOTC. Principals, and staff involved with EOTC activities, have exclusive responsibility for ensuring that the Board's EOTC policy is followed.

Disabled Students

The performance standards included here are set for non-disabled students. Physically disabled students will be required to be internationally classified for appropriate events eg athletics and swimming. Please follow instructions from the following website www.paralympicsnz.co.nz or contact your local Halberg Sport Opportunity Advisor based at your regional sports trust for more information.

Assessment standards are included in this appendix for swimming and athletics using the New Zealand records and based on the international classification system. Please refer to appropriate sport for further instructions on using these achievement standards.

Assessors should modify, or set new, performance requirements for other activities e.g. tennis, basketball. Disabled sports such as goalball, boccia, wheelchair rugby may also provide a great opportunity to develop a model of reverse inclusion (non disabled athletes partaking in disabled sports) as well as learning skills associated with new sports. To develop a performance standard for disabled students please contact the appropriate specialist if appropriate for support in developing any new achievement standards (see contact sheet), Paralympics New Zealand or your local Sport Opportunity Advisor.

Injury or illness

Providers should have their own policies for managing situations where learners are unable to participate in performance assessment. In most cases, where manageable, an additional assessment opportunity should be provided. When this is not possible and sufficient evidence is available from the learner's participation in the relevant module, the provider may use their professional judgement. In this situation the judgement should lean towards the conservative.

Internal Assessment Resource

Subject Reference: **Physical Education 2.5**

Internal assessment resource reference number:
Generic version 3

“Generic Template”

Supports internal assessment for:

Achievement Standard 90436 v 3

Perform a physical activity to nationally developed performance standards

Credits: 4

ADMINISTRATIVE INFORMATION

COVER PAGE: *(Include details such as the standard title, assessment activity title etc.)*

TEACHER GUIDELINES:

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

(These should be included so that the activity is administered consistently from year to year and by other teachers who may access the activity. Also this can be helpful information to clarify the context for moderation purposes. Guidelines include the following headings)

Context/setting

This achievement standard assesses the student's performance in a physical activity against nationally developed performance standards, in an applied setting.

(General information on the context, what is being assessed and how the assessment is going to happen.)

Conditions: *(The situations under which each task will be assessed. Administrative detail for the teacher that will ensure the activity is fair for all students especially if the activity is to be used by other teachers in your school or teachers in other schools).*

Resource Requirements:

Additional information:

It is expected that this assessment activity will follow a programme of teaching and learning, which include development of skills and game play.

Refer to the performance standards for Level 2 on TKI for further support material on this activity.

<http://www.tki.org.nz/e/community/ncea/support.php> under 'NCEA support material'

Internal Assessment Resource

Subject Reference: **Physical Education 2.5**

Internal assessment resource reference number: **PhysEd/3/4 –Generic version 3**

“Generic Template”

Supports internal assessment for:

Achievement Standard 90436 version 3

Perform a physical activity to nationally developed performance standards

Credits: 4

Student Instructions Sheet

School/Institution	
Student Name	
Teacher or class	
Date	

Read through all the information given to you before starting this assessment activity. Make sure that you understand what you are being asked to do. Ensure that you know what level of performance will be required to obtain an achieved, merit or excellence grade for this achievement standard.

Achievement Criteria for 2.5

Achievement	Achievement with Merit	Achievement with Excellence
Perform the physical activity to achievement level of the nationally developed performance standards, in an applied setting.	Perform the physical activity to achievement with merit level of the nationally developed performance standards, in an applied setting.	Perform the physical activity to achievement with excellence level of the nationally developed performance standards, in an applied setting.

You are to complete a **{insert activity}**

(Give clear instructions about what the student has to perform, the timeframe, expectation and how the activity will be monitored/scored/observed/recorded.)

Assessment Schedule - PhysEd/2.5 generic: (...activity name.....)

Instructions: *(Include information on how the evidence will be collected or information on what the student needs to do to achieve this standard..)*

Guidelines for Assessment: *(This is an important section in adapting an activity to suit a different context. The best format will vary for different contexts. An example is given below. For standard based assessment students should be given an indication of the expected level of performance. These guidelines must match the achievement standard and clearly reflect the requirements for achieved, merit and excellence for the new context. Note that this performance **must** be assessed/verified by the teacher)*

Task	Evidence	Achievement Guidelines	Merit Guidelines	Excellence Guidelines
	Student: <i>(Fill in details of what evidence you expect the student to produce for assessment. This must align closely with the instructions for the activity and the achievement standard requirements.)</i>	<i>(For each of achievement, merit and excellence, fill in what quantity and/or quality of evidence is required for each grade.)</i>		

The final judgement of achievement, merit and excellence will be awarded as follows:

- Achievement:
- Merit:
- Excellence:

Athletics - Pentathlon

Internal Assessment Resource

Subject Reference: **Physical Education 2.5**

“Athletics – Pentathlon”

Supports internal assessment for:

Achievement Standard 90436 version 3

Perform a physical activity to nationally developed performance standards

Credits: 4

Student Instructions Sheet

You are to select and compete in either three or five athletic events at a time specified by your teacher or at a verified athletics meeting. At least one run, one jump and one throw must be included.

The teacher, or other adult member of an athletics club, will observe your performance and attest to the accuracy of the performance. They must sign off your performance on the student record sheet.

You are required to submit the completed and verified pentathlon record sheet to the teacher on the completion of the pentathlon.

Grades will be determined by your performance in relation to the Adidas 5-Star Award Scheme (Athletics NZ).

Assessment Schedule

Athletics – three events

Task	Evidence	Judgement towards Achievement	Judgement towards Achievement with Merit	Judgement Towards Achievement with Excellence
Males	Completed record sheet, signed off by teacher or adult supervisory	155 – 194 points	195 – 229 points	230 + points
Females	Completed record sheet, signed off by teacher or adult supervisory	140 – 169 points	170 - 184 points	185 + points

Athletics - Pentathlon

Task	Evidence	Judgement towards Achievement	Judgement towards Achievement with Merit	Judgement Towards Achievement with Excellence
Males	Completed record pentathlon sheet, signed off by teacher or adult supervisory	240 + points	310 + points	380 + points
Females	Completed record pentathlon sheet, signed off by teacher or adult supervisory	170 + points	240 + points	310 + points

The aggregate score in the five events decides the achievement gained

To gain achieved you must attain achievement in all areas

To gain merit you must attain merit in all areas

To gain excellence you must attain excellence in all areas

Task 1

Athletics – Three Events

(Official Results)

Once you have completed each of your performances, use the table below to record your performances.

Select your best performance in each event and use the Adidas Five Star points system to record your points.

Event	Performance 1	Performance 2	Performance 3	Best Performance	Five Star Points
1					
Verification					
2					
Verification					
3					
Verification					

Athletics – Pentathlon Event

(Official Results)

Once you have completed each of your performances, use the table below to record your performances.

Select your best performance in each event and use the Adidas Five Star points system to record your points.

Event	Performance 1	Performance 2	Performance 3	Best Performance	Five Star Points
1					
Verification					
2					
Verification					
3					
Verification					
4					
Verification					
5					
Verification					

Achievement Standard Scoring for three events

Highlight or circle points or level achieved

Level	Female Points	Male Points
Achieved	140 - 169	155 - 194
Merit	170 - 184	195 - 229
Excellence	185 +	230 +

Achievement Standard Scoring for Pentathlon

Highlight or circle points or level achieved

Level	Female Points	Male Points
Achieved	170 – 239	240 – 309
Merit	240 – 309	310 – 379
Excellence	310 +	380 +

Results confirmed:

Signed Student: _____

Teacher verification: _____ Date: _____

Athletics – 800m (female only)

Internal Assessment Resource

Subject Reference: **Physical Education 2.5**

“Athletics – 800m”

Supports internal assessment for:

Achievement Standard 90436 version 3

Perform a physical activity to nationally developed performance standards

Credits: 4

Student Instructions Sheet

You are to complete a 800m run on an all-weather 400m running track, in order to achieve you must complete the 800m within the allowed times.

The teacher, or an official adult member of an athletic club, will observe your performance and attest to the accuracy of the performance. They must sign off your performance on the student record sheet.

Students will be made aware of the times required to achieve in the run so they can undertake their own training prior to the event if they choose. Times required are specific to an all-weather 400m running track.

You are required to submit the completed and verified student record sheet to your teacher on the completion of your timed run.

Task	Evidence	Achievement Guidelines	Merit Guidelines	Excellence Guidelines
Complete 800m run on an all-weather 400m track.	The student is to:	3:00 – 3:30 mins	2:40 – 3:00 mins	< 2:40 mins
	Complete the 800m run in the required time. Observed and verified by teacher and/or athletics official from an athletic club.	<ul style="list-style-type: none"> • Demonstrate a sufficient level of performance in the elements and skills of the activity to enable full participation in the chosen activity. 	<ul style="list-style-type: none"> • Performing a physical activity with a high level of success; and consistently and effectively demonstrating a wide range of required skills. 	<ul style="list-style-type: none"> • Performing a physical activity at a specialist level of success; and, consistently, effectively, and confidently, demonstrating a comprehensive range of skills.

Name:	_____
Time Achieved:	_____
Grade Awarded:	_____
Verified by:	_____
Verifier's Details:	_____

Athletics – 3000m (female only)

Internal Assessment Resource

Subject Reference: **Physical Education 2.5**

“Athletics – 3000m”

Supports internal assessment for:

Achievement Standard 90436 version 3

Perform a physical activity to nationally developed performance standards

Credits: 4

Student Instructions Sheet

You are to complete a 3000m run on an all weather 400m running track, in order to achieve you must complete the 3000m within the allowed times.

The teacher, or an official adult member of an athletic club, will observe your performance and attest to the accuracy of the performance. They must sign off your performance on the student record sheet.

Students will be made aware of the times required to achieve in the run so they can undertake their own training prior to the event if they choose. Times required are specific to an all weather 400m running track.

You are required to submit the completed and verified student record sheet to your teacher on the completion of your timed run.

You are to select and compete in either three or five athletic events at a time specified by your teacher or at a verified athletics meeting. At least one run, one jump and one throw must be included.

Task	Evidence	Achievement Guidelines	Merit Guidelines	Excellence Guidelines
Complete 3000m run on an all weather 400m track.	The student is to: Complete the 3000m run in the required time.	15:00 – 13:00 mins	12:59 – 12:00 mins	< 12:00 mins
	Observed and verified by teacher and/or athletics official from an athletic club.	<ul style="list-style-type: none"> • Demonstrate competent performance of a physical activity in an applied setting. 	<ul style="list-style-type: none"> • Demonstrate proficiency in performance of a physical activity in an applied setting. 	<ul style="list-style-type: none"> • Demonstrate expertise in performance of a physical activity in an applied setting.

Name: _____

Time Achieved: _____

Grade Awarded: _____

Verified by: _____

Verifier's Details: _____

Triple Jump (Female only)

Internal Assessment Resource

Subject Reference: **Physical Education 2.5**

“Triple Jump” (Senior/U19 Girls)

Supports internal assessment for:

Achievement Standard 90436 version 3

Perform a physical activity to nationally developed performance standards

Credits: 4

Student Instructions Sheet

You are to complete three triple jumps in a jumping pit that is a recognised and official pit used for regional or national athletic meetings.

The teacher, or an official adult member of an athletic club, will observe your performance and attest to the accuracy of the performance. They must sign off your performance on the student record sheet.

Students will be made aware of the distance required to achieve in the jump so they can undertake their own training prior to the event if they choose.

You are required to submit the completed and verified student record sheet to your teacher on the completion of your measured jump.

Task	Evidence	Achievement Guidelines	Merit Guidelines	Excellence Guidelines
Complete a series of triple jumps.	The student is to: Complete the triple jump.	7.00m – 8.50m	8.50m – 10.00m	< 10.00m
	Observed and verified by teacher and/or athletics official from an athletic club.	<ul style="list-style-type: none"> • Demonstrate competent performance of a physical activity in an applied setting. 	<ul style="list-style-type: none"> • Demonstrate proficiency in performance of a physical activity in an applied setting. 	<ul style="list-style-type: none"> • Demonstrate expertise in performance of a physical activity in an applied setting.

Name: _____

Distance Achieved: _____

Grade Awarded: _____

Verified by: _____

Verifier's Details: _____

Badminton

Self/ Peer Observation Sheet Final Performance Test

NAME _____ Peer Observer _____

Circle the square that best indicates your ability in each of the four areas

Activity	NA	Achievement	Achievement with Merit	Achievement with Excellence
Offensive skills	Not yet at achievement level.	Demonstrates ability to place shuttle away from opposition's play, to place the shuttle accurately.	Consistently demonstrates ability to set up an offensive attack and to make good decision on shot choice and appropriate force	Consistently and Effectively demonstrates ability to set up an offensive attack and to make good decision on shot choice and appropriate force
Serving	Not yet at achievement level.	Demonstrates ability to serve to land in appropriate service court.	Consistently demonstrates ability to vary placement of serve in service court and to vary speed and power appropriately	Consistently and Effectively demonstrates ability to vary placement of serve in service court and to vary speed and power appropriately. To have the ability to use a wide range of serves to set up attacking play
Defensive skills	Not yet at achievement level.	Demonstrates ability to use appropriate shot in different situations and can move to cover court area.	Consistently demonstrates ability to: anticipate opponent's return, close down options, and make good decisions on shot choice eg. <ul style="list-style-type: none"> • play to own strengths • play away from opponents strengths. • 	Consistently and effectively demonstrates ability to: anticipate opponent's return, close down options, and make good decisions on shot <ul style="list-style-type: none"> • eg. play to own strengths, and away from opponents strengths, • Use a variation of speed • Use a variation of placement to disadvantage opponent.

<p>Movement off the shuttle</p>	<p>Not yet at achieved level</p>	<p>Demonstrates ability to use appropriate shot in different situations. Uses a range of movements off the shuttle, including positioning on court and appropriate body position and footwork.</p>	<p>Consistently demonstrates ability to: Uses a range of movements off the shuttle, including positioning on court and appropriate body position and footwork.</p>	<p>Consistently and effectively demonstrates ability to: Uses a range of movements off the shuttle, including positioning on court and appropriate body position and footwork.</p>
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Basketball

Supports internal assessment for:

Achievement Standard 90436 version 3

Perform a physical activity to nationally developed performance standards

Credits: 4

Teacher Guidelines:

Context and setting

Students are required to demonstrate performance in basketball through participation in competitive full-court games. There must be adequate opportunity for students to demonstrate their abilities in a variety of court positions.

Conditions

At the culmination of a teaching/learning programme the students will be involved in competitive basketball games officiated by competent referees.

Team strategies are inherent in the assessment for merit and excellence levels so must be a part of a teaching-learning programme.

Resource requirements

Standard basketball court and hoop height.

Additional Information

Accuracy is essential in measuring and recording results. Students will need instructions and training on being a peer observer. The teacher will need to oversee all games to confirm that the results recorded for assessment by peers are fair and consistent. The contribution of peer observation is primarily targeting better learning. It may also provide additional evidence to support the teacher's judgement.

Pre and Post-test assessment is related to the physical activity. However skills tests used as formative assessment and teacher observation during the teaching programme may be used to provide additional evidence to support the teacher judgement.

Other factors to consider in modified game situations:

- balance of skill level between teams;
- maximising opportunity for students to provide evidence;
- structure teams and competition to allow all players to demonstrate their ability.

Basketball Rubric

<i>Circle the square that best indicates your ability in each of the four areas</i>		Achievement	Achievement with Merit	Achievement with Excellence
Offensive Movement off the Ball	Not yet at achievement level.	Demonstrates a range of movements off the ball including: V-cuts, sealing defensive player to receive pass, cuts to basket, sets screens and rolls to basket moves into position to rebound.	Consistently demonstrates a full range of movements off the ball including: V-cuts, sealing defensive player to receive pass, cuts to basket, uses fakes, sets screens and rolls to basket, cuts 'backdoor' actively moves into position to rebound.	Effectively and consistently demonstrates a full range of movements off the ball including: V-cuts, sealing defensive player to receive pass, cuts to basket, uses fakes, sets screens and rolls to basket, cuts 'backdoor' actively moves into position to rebound.
Offensive Ball Skills	Not yet at achievement level.	Can receive ball, pivot, assumes triple threat position, successfully use a range of passes, dribble effectively (head up) to advance ball, drives to the basket. Can perform lay ups with some success. Shoots the ball with some success.	Consistently demonstrates ball skills including: receiving ball, pivot, assumes triple threat position, successfully uses a range of passes, uses either hand to dribble effectively (head up) to advance ball, ball fakes, drives to the basket. Can perform lay ups on either side of the basket with reasonable success. Shoots the ball from a range of situations with a reasonable level of success.	Efficiently and consistently demonstrates ball skills including: receiving ball, pivot, assumes triple threat position, successfully uses a range of well-timed passes, reads defence, fakes, uses either hand dribble effectively (head up) to advance ball, drives to the basket. Can perform a range of lay-up shots on either side of the basket with a high level of success. Shoots the ball from a range of situations with a high level of success.
Team Play	Not yet at achievement level.	Demonstrates some elements of team play. Considers passing before dribbling.	Demonstrates a good level of team play. Consistently passes to open man in better positions to score. Looks up court.	Demonstrates a high level of team play. Reads game, shows vision and passes to open man. Successfully uses strategies in 2 on 1 and 3 on 2 situations.

<i>Circle the square that best indicates your ability in each of the four areas</i>		Achievement	Achievement with Merit	Achievement with Excellence
DEFENCE Man to man	Not yet at achievement level	Consistently picks up and marks identified player, denies ball, when opponent receives ball sets up defensive position in line with basket.	Consistently picks up and marks identified player, denies ball (eyes man and ball) when opponent receives ball sets up and moves feet to maintain good defensive position.	Consistently picks up and marks identified player, denies ball (eyes man and ball), when opponent receives ball sets up and moves feet to maintain good defensive position. Demonstrates strategies of on the ball, deny and help defence. Blocks opponent out for rebounds.
Zone		Demonstrates an understanding of zone defence.	Consistently adjusts to appropriate positions in zone defence.	Effectively demonstrates the skills of zone defence.

Assessment schedule PhysEd/2/5A – A version 5 – Basketball

Task	Evidence	Achievement	Achievement with Merit	Achievement with Excellence
1	Required skills are demonstrated in a game/applied setting.	Achievement, or better, is attained in all areas.	Achievement is attained in all areas at Merit level or better.	Achievement is attained in all areas at Excellence level.

Biathlon/Aquathon (200m swim/2.6km run- beach)

For the assessment of this standard it is expected that students will perform the following:

A 200m ocean swim from the boat ramp at Takapuna Beach around a buoy and into shore. This is followed by a run along the beach and back which is 2.6 km in distance.

- The run times are outlined below and have been adapted from the 4 km road run times in the Level 3 exemplar.
- The swim times are adapted from the 200m swimming exemplar for Level 2.
- The transition times are as follows: 60 seconds for Achieved, 45 seconds for Merit, and 30 seconds for Excellence. These were devised with the assistance of a triathlon coach.
- The Level 3 Aquathon times were also considered for this data.

Task		Achievement	Achievement with Merit	Achievement with Excellence
Students will complete a 200m ocean swim and 2.6 km beach run	Male	18.40 or better	15.35 or better	13.50 or better
	Female	19.45 or better	16.30 or better	14.30 or better

Biathlon – 180m swim/2km run

Supports internal assessment for: **Biathlon**
Achievement Standard 90436 version 2

Demonstrate performance in a physical activity in an applied setting
Credits: 4

Student Instructions Sheet

School/Institution	
Student Name	
Teacher or class	
Date	

Read through all the information given to you before starting this assessment activity. Make sure that you understand what you are being asked to do. Ensure that you know what level of performance will be required to obtain an achieved, merit or excellence grade for this achievement standard.

Achievement Criteria for 2.5

You are to complete a ***Biathlon (Swim and run)***

You are required to complete six lengths of the school pool swimming freestyle (180m swim) and then run 2km. This will be timed and verified by your teacher, your time will be recorded and equate to a grade for your NCEA assessment.

Assessment Schedule - PhysEd/2/5 Biathlon

Instructions:

You are required to complete six lengths of the school pool swimming freestyle (180m swim) and then run 2km. This will be timed and verified by your teacher, your time will be recorded and equate to a grade for your NCEA assessment.

Task	Evidence	Achievement	Merit	Excellence
Timed Biathlon (Swim and Run)	Student: <i>Are to complete a 6 length swim of the school pool (180m) and complete a 2km run.</i> <i>This will be timed and verified by the teacher</i>	12.31-14.00min	11.01-12.30min	<11.00min

The final judgement of achievement, merit and excellence will be awarded as follows:

Achievement: 12.31min -14.00min
Merit: 11.01min 12.30min
Excellence: <11.00min

Biathlon

175m swim/3km run or 12k bike/3k run or 12k bike / 175m swim

Teacher Guidelines

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

Context/setting

This assessment requires students to demonstrate performance in physical activity in an applied setting. Students are required to demonstrate performance in a competitive biathlon.

Conditions

It is expected that students will have gained experience in the physical activities that the Biathlon requires (running and swimming, or biking).

Teachers should provide a learning programme that develops skill and efficiency in the selected activities. Such a learning programme should use appropriate training methods to improve student's performance. The learning programme should include at least two swimming sessions per week.

At the conclusion of the teaching programme students will be involved in a competitive biathlon. Teachers will need to organise the biathlon as an event that establishes a competitive environment. Students must participate in the biathlon and complete it in the total time required for achievement, merit and excellence in order to gain credits.

Additional Information

The biathlon involves a 3km run and 175m swim. Students who are unable to participate in either the run or swim may be offered the opportunity to substitute either of these with a 12km bike. Substitution of activities requires a medical certificate and teacher approval. The teacher where needed should use their professional judgement in all other cases.

“Biathlon”

Evidence	Biathlon Type	Achievement	Merit	Excellence
<p>Student demonstrates competence/proficiency or expertise in performance in an organised biathlon.</p> <p>The selected activities for the biathlon are a 3km run and 175m swim. Students unable to complete one of these components due to injury may complete a 12km bike and 3km run, or, a 12km bike and 175m swim.</p> <p>Note: students are marked on the total time taken to complete the biathlon.</p>	<p>Total time for run and swim</p> <p>or,</p> <p>Total time for bike and run</p> <p>or,</p> <p>Total time for bike and swim</p>	<p>Students demonstrate competence by completing the biathlon run and swim in less than 24.00 mins.</p> <p>Students demonstrate competence by completing the biathlon bike and run in less than 53.30 mins.</p> <p>Students demonstrate competence by completing the biathlon bike and swim in less than 39.30 mins.</p>	<p>Students demonstrate proficiency by completing the biathlon run and swim in less than 21.00 mins.</p> <p>Students demonstrate proficiency by completing the biathlon bike and run in less than 44.30 mins.</p> <p>Students demonstrate proficiency by completing the biathlon bike and swim in less than 32.30 mins.</p>	<p>Students demonstrate expertise by completing the biathlon run and swim in less than 18.00 mins.</p> <p>Students demonstrate expertise by completing the biathlon bike and run in less than 38.00 mins.</p> <p>Students demonstrate expertise by completing the biathlon bike and swim in less than 28.00 mins.</p>

Biathlon – 3k run/400m swim/3k run

Internal Assessment Resource

Subject Reference: **Physical Education 2.5**

“Physical Activity: Run-Swim-Run”

Supports internal assessment for:

Achievement Standard 90436 version 3

Demonstrate performance in a physical activity in an applied setting

Credits: 4

Student Instructions Sheet

School/Institution	
Student Name	
Teacher or class	
Date	

Read through all the information given to you before starting this assessment activity. Make sure that you understand what you are being asked to do. Ensure that you know what level of performance will be required to obtain an Achieved, Merit or Excellence grade for this Achievement standard.

Achievement Criteria for 2.5

You will participate in a teaching and learning programme focusing on training programme development, aerobic fitness, running/swimming style and technique.

At the completion of the training programme you will compete in a timed Run-Swim-Run consisting of a 3km run, a 400m swim and a 3km run.

You are required to run 3km around a predisclosed course, then swim 400 metres (sixteen lengths of the school pool or equivalent) and then run 3km. This will be timed and verified by your teacher, your time will be recorded and equate to a grade for your NCEA assessment.

Achievement Criteria

Activity	Not Achieved	Achieved	Merit	Excellence
Males Run – swim – run 3km – 400m – 3km	Completes run-swim- run in >43:00min	Completes run – swim – run between 37:01 min and 43:00 min	Completes run – swim – run between 31:00 min and 37:00 min	Completes run – swim – run under 31:00 min
Females Run – swim – run 3km – 400m – 3km	Completes run-swim- run in >46:00min	Completes run – swim – run between 39:01 min and 46:00 min	Completes run – swim – run between 33:00 min and 39:30 min	Completes run – swim – run under 33:00 min

The final judgement of achievement. Merit and excellence will be awarded as follows:

Achievement: Completes and has time recorded as an Achieved Time
 Merit: Completes and has time recorded as a Merit Time
 Excellence: Completes and has time recorded as an Excellence Time

Duathlon 100m swim 2k Run

Teacher Guidelines:

Completing a modified duathlon assessment in an appropriate outdoor environment.

Performance Standards for Level 2 Duathlon

Context/setting:

Students are required to demonstrate performance in duathlon through the times obtained in a 100m swim and 2000m run.

Conditions:

At a specified time, students swim 100m in a 25m pool (4 lengths). Students then have a changeover period, (to allow students to get out of pool, put on shoes and get out of swimming complex to start run.) Students run 2000m around a pre-disclosed course on the pool grounds.

Students are given 5 weeks to train and improve and are then re-tested.

Levels of Achievement, Achievement with Merit, and Achievement with Excellence will be awarded according to the students' times.

Resource requirements:

25m heated swimming pool, stop watches, suitable clothing for students (togs, running shoes), and personnel.

Additional information:

It is expected that this assessment activity will be followed by a programme of learning training methods and principles, and applying these to a 5 week training programme before re-assessment.

External Assessment Resource

Subject Reference: **Physical Education 2.5**

External assessment resource reference number: **PhysEd/2/5 – A version 3**

“Skills in Action”

Achievement Standard 90436 version 3

Perform physical activity to nationally developed performance standards:

Credits: 4

Student Instructions Sheet

Physical Activity: Duathlon

You are to complete a duathlon of a 100m swim and 2000m run at a time specified by your teacher. After this assessment, you will complete a 5 week training programme before re-assessment.

Award of Achievement, Achievement with Merit, and Achievement with Excellence will be determined by your performance in relation to assessment standards.

Assessment schedule PhysEd/2/5 – A version 5 – Duathlon

Task	Evidence	Achievement	Achievement with Merit	Achievement with Excellence
1	Times taken by teacher at pool and during run.	Girls – 16.00 mins and under	Girls – 13.45 mins and under	Girls – 11.15 mins and under
1	Times taken by teacher at pool and during run.	Boys – 14.30 mins and under	Boys – 12.00 mins and under	Boys – 10.15 mins and under

Duathlon 400m swim 3km Run Course

Swim - 400m

For this, we will be doing two laps of 200m swimming plus wading. Doing two laps allows us to keep the event in a smaller area and allows for better safety.

- You will start at a point 150metres from the ramp in front of the Orewa Surf Life Saving Club.
- You will wade out, then swim 25m to a buoy, complete a right turn around the buoy and swim 150m along the beach to a second buoy which is placed opposite the ramp.
- Turn right at second buoy and swim in to beach
- Run along beach to the start and repeat the course
- After the second lap exit the water and run up the ramp to transition

Run – 3km

- Run along the path from the Surf Club around the campground
- Keep on the path until you come out on the Main Road by the Orewa South bridge
- Cross the bridge, then follow the path under the bridge
- Stick to the path climbing up the path until you reach the Main Rd
- Cross the bridge and follow the path around the estuary until you reach Rainbow Bridge
- From here you stick to the path, continuing along until you reach Riverside Rd, turn right until you reach the intersection with Centreway Rd, then follow the path back down to the finish at Rainbow Bridge.

Your grade will be determined by your time to complete the course

GRADE	GIRLS
Excellence	Less than 26 minutes
Merit	26.01 – 29.00 minutes
Achieved	29.01 – 34.00 minutes
Not achieved	34.01 minutes or greater

GRADE	BOYS
Excellence	Less than 23 minutes
Merit	23.01 – 26.30 minutes
Achieved	26.31 – 32.00 minutes
Not achieved	32.01 minutes or greater

Duathlon – 200m swim / 3k run

Subject Reference: **Physical Education 2.5**

External assessment resource reference number: **PhysEd/2/5 – A version 3**

“Duathlon”

Achievement Standard 90436 version 3

Perform physical activity to nationally developed performance standards:

Credits: 4

Student Instructions Sheet

Physical Activity: Duathlon

After a 5 week training programme you will complete a Duathlon of a 200m swim and a 3 km run at a time specified by your teacher. Specified times include the transition period.

Award of Achievement, Achievement with Merit, and Achievement with Excellence will be determined by your performance in relation to assessment standards.

Assessment schedule PhysEd/2/5 – A version 5 – Duathlon

Task	Evidence	Achievement	Achievement with Merit	Achievement with Excellence
1	Times taken by teacher at pool and during run.	Females – 24mins and under	Females – 21.15mins and under	Females – 15.40mins and under
1	Times taken by teacher at pool and during run.	Males – 22mins and under	Males – 19.10mins and under	Males – 14.10mins and under

Duathlon 200m swim 3km Run

Teacher Guidelines:

Completing a modified duathlon assessment in an appropriate outdoor environment – The Aquatic Centre.

Performance Standards for Level 2 Duathlon

Context/setting:

Students are required to demonstrate performance in duathlon through the times obtained in a 200m swim and 3km run.

Conditions:

At a specified time, students swim 200m in a 50m pool (4 lengths) at the Aquatic Centre. Students then have a transition period, and then run 3km around a pre-disclosed course on the pool grounds (Kuirau Park). (Transition period included in overall times).

Students are given 5 weeks to train prior to the assessment, including both in class and out of class time.

Levels of Achievement, Achievement with Merit, and Achievement with Excellence will be awarded according to the students' times.

Resource requirements:

50m heated swimming pool, stop watches, arm bands, marker pens, cones, recording equipment, suitable clothing for students (togs, running shoes), and personnel.

Additional information:

It is expected that this assessment activity will be preceded by a programme of learning training methods and principles, and applying these to a 5 week training programme.

Duathlon - 500m swim / 4.5 Km Run

Student instructions

Read through all the information given to you before starting this assessment activity. Make sure that you understand what you are being asked to do. Ensure that you know what level of performance will be required to obtain an Achieved, Merit or Excellence grade for this Achievement standard.

The **context** for this task will be a Duathlon event. The event will consist of a 500m swim (20 lengths) and a 4.5km run under race conditions.

Throughout this module you will be responsible for training toward improving your performance in a Duathlon. You will be given class time for swimming and running. You will also learn methods and principles of training and then be able to apply them to their training programmes.

If you are unable to complete the Duathlon due to injury the procedure will be as follows:

1. You must provide a medical certificate that states you are unable to complete the training/event due to injury.
2. In consultation with the teacher you will complete the assessment at a re-schedule time/date, once you are able to.

The Duathlon will be timed under race conditions. The 500m swim will take place in the school pool (25 metre in length) and the 4.5km run on surrounding streets. (Note: the transition time is included in the final time.)

The following times will be used in the assessment of your performance in the Duathlon.

	Achievement	Achievement with Merit	Achievement with Excellence
Duathlon: 500m swim and 4.5km run	Female: Under 52.00 mins Male: Under 50.00 mins	Female: Under 44.30 mins Male: Under 40.30 mins	Female: Under 36.00 mins Male: Under 33.00 mins

NOTES:

- Duathlon times are based on times provided by the Level 3 Multi-Sport-Aquathon event and duathlon event exemplar of the same distance; And previous duathlon times.

Duathlon – 5km run / 20km cycle

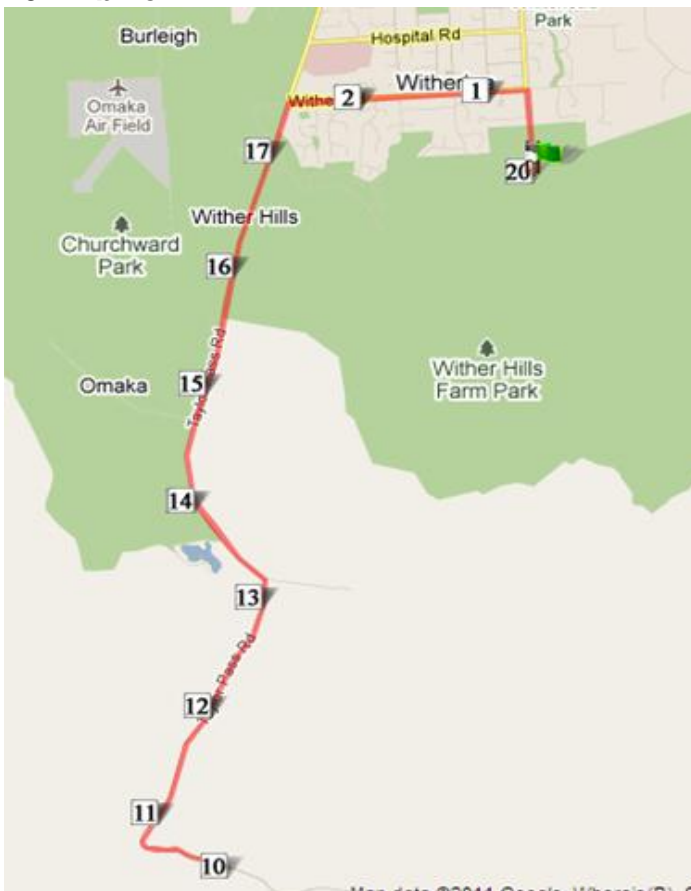
5km off-road run, 20km cycle (out and back)

Achieved	Merit	Excellence
Less than 1hour 40mins	1 hour 19mins- 1hour 6 mins	1 hour 5mins or less

5km Run



20km bike



Bouldering Rubric

<i>Circle the square that best indicates your ability in each of the four areas</i>		Achievement	Achievement with Merit	Achievement with Excellence
Technique	Not yet at achievement level	Demonstrates some limited climbing skills involving: <ul style="list-style-type: none"> • three points of contact • traverse • crossovers • edging • smearing • underclings • jug and finger holds/ pinches. Can perform a sequence of moves with limited success.	Demonstrates effectively a range of climbing skills such as those used for credit: <ul style="list-style-type: none"> • three points of contact • traverse • crossovers • edging • smearing • underclings • jug and finger holds/ pinches. Can perform a sequence of moves with reasonable success.	Demonstrates a range of effective and consistent climbing skills such as those used for merit and two of the following: <ul style="list-style-type: none"> • jammimg • bridging • friction climb • laybacking • overhangs • chimneying/ bridging. Can perform a sequence of moves with effective and consistent success.
Movement		Basic rhythm demonstrated: <ul style="list-style-type: none"> • fluid and graceful moves • economic use of energy • rests appropriately. 	Rhythm demonstrated consistently: <ul style="list-style-type: none"> • fluid and graceful moves • economic use of energy • rests appropriately. 	Rhythm demonstrated consistently and effectively: <ul style="list-style-type: none"> • fluid and graceful moves • economic use of energy • rests appropriately.
Safety	Not yet at achievement level	Can apply safe spotting techniques with effective and consistent success: <ul style="list-style-type: none"> • clothing holds as appropriate • shifting position to match fall line • focused. 		

Canoe Polo

		Achievement	Merit	Excellence
	Not yet at credit level	This means: Consistently demonstrates a wide range of skills in each of the following categories.	This means: Consistently and effectively demonstrates a wide range of skills and strategies in each of the following categories.	This means: Consistently and effectively demonstrates a comprehensive range of skills and strategies in each of the following categories.
Offensive and Defensive Movement Skills	Not yet at credit level	<ul style="list-style-type: none"> • Is able to move into position: using competent forward paddle strokes most of the time • Is able to move into position using competent back paddle strokes most of the time • Demonstrates a range of turning and sweep strokes most of the time • Creates space for self and other by moving into positions at the right time • Moves canoe into position to close down options and pressure opposition • Gets into good position at the right moment 	<ul style="list-style-type: none"> • Is able to move into position: using correct forward paddle strokes and can keep the boat straight most of the time • Is able to move into position using correct back paddle strokes and can paddle the boat in reverse most of the time • Consistently demonstrates correct paddle strokes and can turn and correct path of boat most of the time • Moves canoe into position to close down options and pressure opposition • Gets into good position at the right moment 	<ul style="list-style-type: none"> • Is able to move into position using forward paddle strokes all of the time and keeps the boat straight consistently • Is able to move into position using backward paddle strokes all of the time and can paddle the boat in reverse at will • Effectively demonstrates turning and sweep strokes all of the time and can perform turns at will • Moves canoe into position to close down options and pressure opposition • Gets into good position at the right moment
Rolling	Not yet at credit level	<ul style="list-style-type: none"> • Demonstrates the roll with a limited level of success/ proficiency. 	<ul style="list-style-type: none"> • Consistently demonstrates the roll with a reasonable level of success/ proficiency 	<ul style="list-style-type: none"> • Effectively demonstrates and performs the roll with a high success/ proficiency.
Control of the ball	Not yet at credit level	<ul style="list-style-type: none"> • Demonstrates some limited ball skills and ball control • Make good decisions about what move to make: shoot, pass 	<ul style="list-style-type: none"> • Consistently demonstrates ball skills and ball control to a reasonable level • Make good decisions about what move to make: shoot, pass 	<ul style="list-style-type: none"> • Effectively demonstrates and performs ball skills and ball control to a high level • Make good decisions about what move to make: shoot, pass
Team Play	Not yet at credit level	<ul style="list-style-type: none"> • Demonstrates some elements of team play • Is involved in both attack and defence 	<ul style="list-style-type: none"> • Demonstrates a good level of team play • Is involved in both attack and defence • Shows vision • Passes to players in better positions 	<ul style="list-style-type: none"> • Demonstrates a high level of team play • Is involved in both attack and defence • Shows vision • Passes to players in better positions • Reads the game and shows leadership

The final judgement of achievement, merit and excellence will be awarded as follows:

Achievement: Achievement or better is attained in all areas

Merit: Merit or better is attained in all areas

Excellence: Excellence or better is attained in all areas

Circus Arts

*Students choose one of the following **Juggling or Devil sticks or Diablo**. Performance does not need to be assessed in each activity.*

CIRCUS ARTS - JUGGLING CRITERIA

Activity	Evidence	Not Achieved	Achieved	Achieved with Merit	Achieved with Excellence
3 Ball Cascade	Student performs a standard 3 ball cascade	Student is unable to perform a three ball cascade with 15 successive catches	Student can perform a three ball cascade with at least 15 successive catches completed. (3 attempts allowed to achieve this)	Student can perform a three ball cascade with at least 30 successive catches completed. (3 attempts allowed to achieve this)	Student can perform a three ball cascade with at least 50 successive catches completed within a 1 minute time frame. Student is able to perform with fluidity and make occasional eye contact with his audience. (3 attempts allowed to achieve this)
Juggling Tricks	Student performs a series of tricks in a routine. The degree of difficulty and number of the tricks along with the fluency of the routine determining the grade awarded	Student is unable to perform 10 successive catches of a basic trick.	Student can perform 10 successive catches of a basic trick (3 attempts allowed to achieve this) (NOTE: this trick does not need to be linked to the three ball cascade)	Student can perform a routine which includes 3 basic tricks. After each trick the student is to revert to 6 consecutive catches of a three ball cascade before beginning the next trick. Student may stop after each cascade-trick-cascade set. (3 attempts allowed to achieve this)	Student can perform a routine which includes 5 basic tricks and an intermediate trick. One of the tricks must be a column trick. The student is to perform with fluidity the first 3 basic tricks without reverting to a three ball cascade, but may use the cascade between the next 2 basic tricks and the intermediate trick. (3 attempts allowed to achieve this)

Name	Basic Intermediate Advanced Very
CASCADE	
one high throw	VB
pattern narrow, high, wide, low	VB
REVERSE THROWS	
back-and-forth	B
one-side ("half shower")	B
reverse cascade	B
two beat	B
LEGS	
same hand, same leg throw	I
same hand, opp. leg throw	I
under leg catch	I
under leg exchange	I
under leg juggle	A
BACK WORK	
back cross	A
under arm	I
back catch	I
back exchange	I
shoulder throw to same hand	I
shoulder throw to opp. hand	I
on side juggle	A
juggle behind back	A
hands behind back cascade	A
TWO IN ONE HAND	
outward circle	B
inward circle	B
lanes	B
umbrella/trident	B
TENNIS	
inside, inside	B
inside, outside	B
outside, inside	B
outside, outside	B
McDonalds	A
Woolworths	A

Name	Basic Intermediate Advanced Very
COLUMNS	
one up, two up outside	B
one up outside, two up	B
one up outside as spread	B
crossover "Church windows"	I
bounce off	I
underarm cross	I
Tennis patterns.	B/I
out of synch	I
FAKES	
one up, two up fake	I
ball on string.	I
ball as magnet	I
pendulum combo	I
Burkes Barrage	A
lanes fake through	A
circling fake through	A
square fake	A
wipe brow	I
round head	A
FLASH	
cascade flash LRL, RLR	I
columns off synch..	I
columns on synch	I
CLAWING	I
ARMS CROSSED	
reverse cascade, arms crossed	I
Boston Cross	I
Mills Mess	I
Cycle Cross	I
UNDER WRIST THROW	I
CHOPS	
near, middle, far	I
Gorilla	I
Masochist	A
Take a bite	I

Name	Basic Intermediate Advanced Very
WATERFALL/GIRAFFE/ STATUE OF LIBERTY	A
EGG WHISKS/PENGUIN	I
ON BACK, OVERHEAD	A
EYES CLOSED	VA
FLOOR BOUNCES (FORCED OR TOSSED)	Forced = A Tossed = I
reverse cascade	
half shower	
shower	
one high, let bounce	
English	
WALL BOUNCES	
cascade; reverse	I
shower	I
columns ETC	I
BODY BOUNCES	
knee	I
head	I
foot	I
arm inside; outside; top	I
t-shirt	I
other ball	I
BODY PLACES	
armpit place	I
neck, throat place	I
neck, shoulder place	I
headplace and roll	A
SHOWERING	
shower	I
shower, one ball static	I
hiccougths	I
see-saw/U/box	A
double U	A

Name	Basic Intermediate Advanced Very
3 in one Hand	
cascade	A
reverse cascade	A
lanes	A
outwards circle	A
inwards circle	A
chase	A
multiplex	A
PIROUETTES (Full or Half)	
one up half	B
one up full	I
three up cascade half	I
three up cascade full	A
three up columns half	I
three up columns full	A
COMBINATIONS	All A
high throw, 2 ball shower	
clawing Mills Mess	
Mills Mess with Stopover	
Mills mess plus Cycle	
Mills Mess with under leg	
2 in one hand, shoulder	
Shoulder & Back	
Columns with Shower/Planets	
Columns with Back Crosses	
Mechanical Transfer	
Forearm bounce and Headroll	
One high bounce with columns	
Bounce under legs	
Flash bounces	
Shower with back pass	
Shower with leg pass	
Hiccoughs with back pass	
Three ball start under leg	
Three ball start behind back	
Over head shower	
over head columns	
flash bounce pirouettes	
disappearing ball	
flash back crosses	
wall bounce Mills Mess	

Devil Sticks

Activity	Non Achieved	Achievement	Achievement with Merit	Achievement with Excellence
Devil Sticks	Students do not reach the achieved standard	Student can control the devil sticks for at least 30 seconds consecutively incorporating the tricks as below.	Student has sufficient control so that the devil sticks could be continued for an extended time (e.g. 50+ seconds) incorporating the tricks as below. The routine demonstrates control, fluency, and rhythm showing competency. The Diablo is not dropped.	Student demonstrates control of the devil sticks for an extended time (e.g. greater than 1min 20+ seconds) incorporating at least 4 tricks of a complex nature within the routine. Routine is highly competent shows control, fluency, and rhythm. The Diablo is not dropped.
		Student can demonstrate 2 basic devil stick tricks with some control, fluency, and rhythm but not consistently.	Student can demonstrate 3/4 devil stick tricks, 2 of which are complex, consistently, with control, fluency, and rhythm showing competency within there routine.	

Basic Tricks include: Half flips, pick up with one stick, pick up with both sticks, kick up, crossed arms catch, anchor throw ...

Complex Tricks include: Back flips, idle under leg, idle behind back, hand stick circle, backhand back flips, cross over, helicopter ...

Diablo

Activity	Non Achieved	Achievement	Achievement with Merit	Achievement with Excellence
Diablo	Students do not reach the achieved standard	Student can control the Diablo for at least 30 seconds consecutively incorporating the tricks as below.	Student has sufficient control so that the Diablo could be continued for an extended time (e.g. 50+ seconds) incorporating the tricks as below. The routine demonstrates control, fluency, and rhythm showing competency. The Diablo are not dropped	Student demonstrates control of the Diablo for an extended time (e.g. greater than 1min 20+ seconds) incorporating at least 4 tricks of a complex nature within the routine. Routine is highly competent shows control, fluency, and rhythm. The Diablo are not dropped.
		Student can demonstrate 2 basic Diablo tricks with some control, fluency, and rhythm but not consistently.	Student can demonstrate 3/4 Diablo tricks, 2 of which are complex, consistently, with control, fluency, and rhythm showing competency within their routine.	

Basic Tricks include: toss and catch, whipping, tossing Diablo to a partner ...

Complex Tricks include: around the world, around the world with a stop over, cats cradle, stick grinding, over the leg toss, high toss and jump the rope, reverse string catch, bounce the Diablo on the string ...

Cricket Rubric

Activity	NA	Achievement	Achievement with Merit	Achievement with Excellence
Batting	Not yet at achieved level	Demonstrates: <ul style="list-style-type: none"> • Correct grip, stance and back lift • Front foot and back foot defensive shots • On and off drives from a stationary position. 	Consistently demonstrates, with correct technique: <ul style="list-style-type: none"> • Front foot drives • Back foot drives • Cut shot • Pull shot. 	Consistently and effectively demonstrates: <ul style="list-style-type: none"> • solid contact with the ball • the full range of shots • correct technique and shot selection.
Bowling	Not yet at achieved level	Demonstrates: <ul style="list-style-type: none"> • correct basic grip, inswing grip and outswing grip • correct action from a stationary position and bowls legal deliveries. 	Consistently demonstrates: <ul style="list-style-type: none"> • a suitable line and length accompanied by pace or spin • correct technique • a variety of deliveries in an over. This may include; inswing, outswing, off break, leg break or Yorker • legal and accurate bowl. 	Consistently and effectively demonstrates: <ul style="list-style-type: none"> • attacking the batter with their bowling • limiting runs and taking wickets • a variety of deliveries • correct technique.
Fielding	Not yet at achieved level	Demonstrates the correct hand shape and body position for: <ul style="list-style-type: none"> • fielding along the ground • catching balls hit in the air • throwing ball from the inner field to the wicketkeeper. 	Consistently demonstrates the correct technique for: <ul style="list-style-type: none"> • fielding along the ground • catching balls hit in the air • throwing ball from the inner field to the wicketkeeper. 	Consistently and effectively demonstrates the correct technique for: <ul style="list-style-type: none"> • fielding along the ground • catching balls hit in the air • throwing ball from the inner field to the wicketkeeper.

To gain achieved you must attain achievement in all areas

To gain merit you must attain merit in all areas

To gain excellence you must attain excellence in all are

Cross Country – 4.2km

Instructions: Students will complete the School Cross Country on Cross Country Day. In order to achieve this Achievement Standard, Students must complete the Cross Country within Allowed times.

Guidelines for Assessment: Students will have 3 weeks of Physical Education Class time in order to train for the day. They have also been made aware of the times required to achieve in the Cross Country so they can undertake their own training prior to the event if they choose. Times required are specific to the Mt Roskill Grammar School course and have been developed from times run in previous years. The distance of the course is 4.2 km over undulating ground. The course is mostly on sealed footpath. Students have all had prior knowledge of course from previous school Cross Country's.

Task	Evidence	Achievement Guidelines	Merit Guidelines	Excellence Guidelines
Complete School Cross Country	Student is to: Completes the MRGS Cross Country Course in the required time.	Male: 21:00 – 25:00mins	Male: 17:30 – 21:00mins	Male: < 17:30mins
		Females: 23:30 – 27:30	Females: 20:00 – 23:30	Females: < 20:00mins
		<ul style="list-style-type: none"> Demonstrate competent performance of a physical activity in an applied setting. 	<ul style="list-style-type: none"> Demonstrate proficiency in performance of a physical activity in an applied setting. 	<ul style="list-style-type: none"> Demonstrate expertise in performance of a physical activity in an applied setting.

The final judgement of achievement, merit and excellence will be awarded as follows:

Achievement: Completes and has time recorded as an Achieved Time
 Merit: Completes and has time recorded as a Merit Time
 Excellence: Completes and has time recorded as an Excellence Time

Cross Country – 4km (undulating)

Instructions: Students will complete the Ross Creek cross country course. In order to achieve this standard, students must complete the cross country within the allowed times.

Guidelines for Assessment: Students will have 4 weeks of Physical Education class time in order to train for the day in conjunction with AS 2.3. They have also been made aware of the times required to achieve in the cross country so they can undertake their own training prior to the event if they choose. Times required are specific to the Ross Creek course and have been developed from run times in previous years. The distance of the course is 4km over undulating ground. The course is mostly on gravel groomed woodland paths. Students have all had prior knowledge of the course from in class training.

Task	Evidence	Achievement Guidelines	Merit Guidelines	Excellence Guidelines
Complete Ross Creek cross country course.	Student is to: Completes the Ross Creek cross country course in the required time.	<i>Females:</i> 23:01 – 27:00 minutes	<i>Females:</i> 19:30 – 23:00 minutes	<i>Females:</i> < 19:30 minutes

The final judgement of Achievement, Merit and Excellence will be awarded as follows:

- Achievement: Completes and has time recorded as an achieved time.
- Merit: Completes and has time recorded as a merit time.
- Excellence: Completes and has time recorded as an excellence time

Cross country – 4km (Oriental Parade)

“Wellington Girls College 4km run”

TEACHER GUIDELINES:

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

Context/setting

Student will complete a 4km run around Oriental Parade at the conclusion of a 5-6 week training programme.

The teacher will observe run and attest to the accuracy of student times.

This event will be run in a competitive nature and may run in conjunction with another school (St Mary's).

This assessment will be run in conjunction with Physical Education 2.3 “Demonstrate understanding of the application of biophysical principles to training for Physical Activity” (AS91329).

Conditions:

All students taking Year 12 Physical Education will be required to complete this event at the same time.

Resource Requirements:

Oriental Parade Course. See map.

Validation Sheet

Additional information:

Injury and other difficulties will be assessed on the individual merits.

Students will have at least one opportunity to run the course before the assessment date.

Internal Assessment Resource

Subject Reference: **Physical Education 2.4**

“Wellington Girls College 4km run”

Achievement Standard 91330 version1

Perform a physical activity in an applied setting

Credits: 4

Student Instructions Sheet

School/Institution	
Student Name	
Teacher or class	
Date	

Read through all the information given to you before starting this assessment activity. Make sure that you understand what you are being asked to do. Ensure that you know what level of performance will be required to obtain an achieved, merit or excellence grade for this achievement standard.

Achievement Criteria for 2.4

Achievement	Achievement with Merit	Achievement with Excellence
Perform a physical activity in an applied setting.	Perform a physical activity to a high level in an applied setting.	Perform a physical activity to an outstanding level in an applied setting.

You are to complete a 4km run around Oriental Parade at the conclusion of your 5-6 week training programme.

You are to comply with the appropriate rules and course instructions as given to you by your teacher.

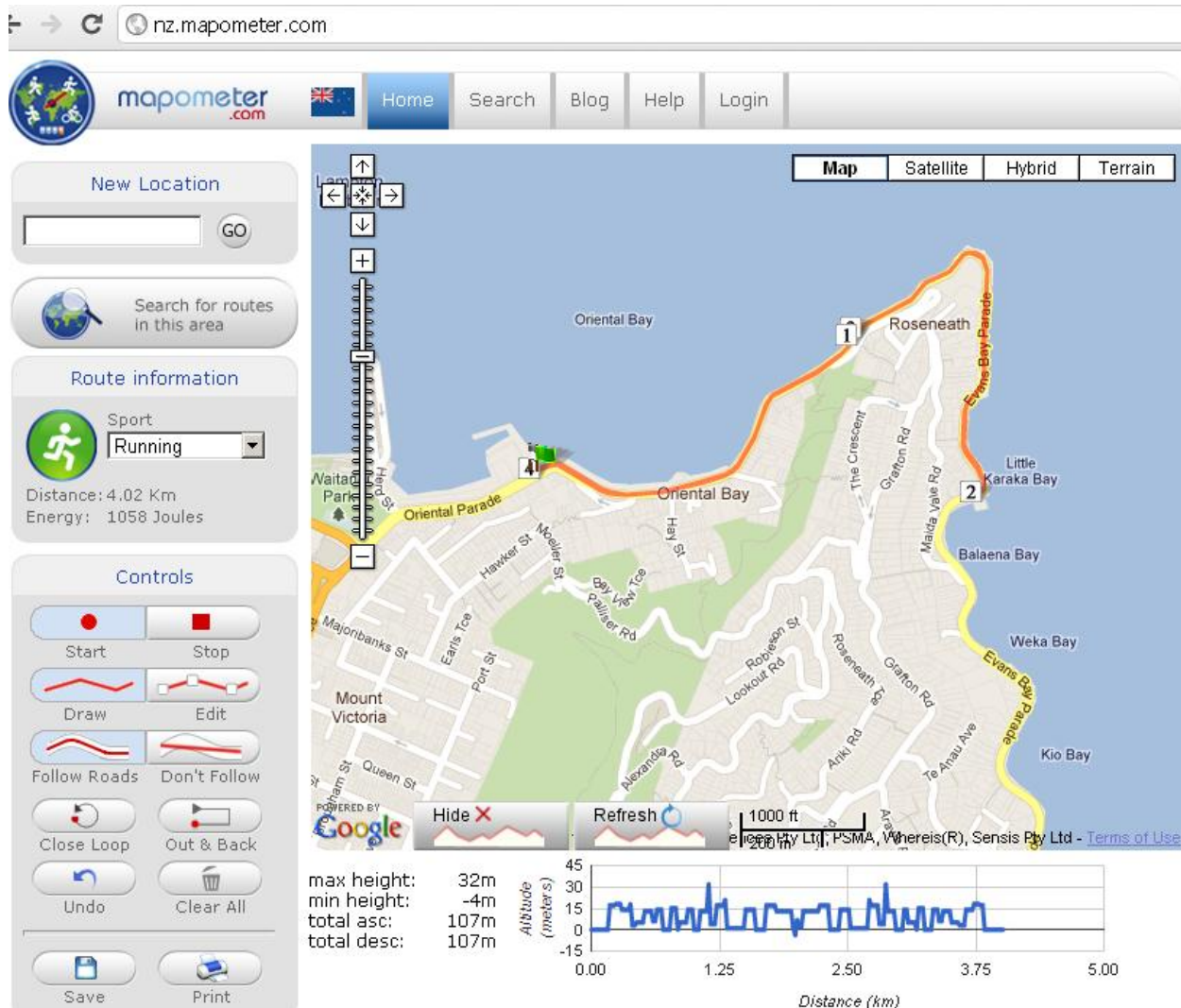
The teacher will observe your run and attest to the accuracy of your time.

Award of Achievement, Achievement with Merit, and Achievement with Excellence will be determined by your performance in relation to **the schedule below**.

Assessment Schedule – PhysEd 2.4: (4km run)

Instructions:

Students will complete the running course on the assessment day chosen by your PE teacher. In order to achieve this Achievement Standard, Students must complete the Aerobic Running course within Allowed times.



Guidelines for Assessment:

Students will have 5-6 weeks of Physical Education Class time (and their own time) in order to train for the day. They have also been made aware of the times required to achieve in the Aerobic Run so they can undertake their own training prior to the event if they choose. The distance of the course is 4 km, the terrain is mostly flat and on sealed footpath. Students will have an opportunity to practice and train on the course so they will be familiar with expectations.

Task	Evidence	Achievement Guidelines	Merit Guidelines	Excellence Guidelines
Run 4km course	Student: Timed run signed off by teacher	Run is completed under 23 minutes	Run is completed under 20:30 minutes	Run is completed under 18 minutes

The final judgement of achievement, merit and excellence will be awarded as follows:

Achievement: Completes and has time recorded as an Achieved Time
Merit: Completes and has time recorded as a Merit Time
Excellence: Completes and has time recorded as an Excellence Time

Cross Country Skiing Rubric

<i>Circle the square that best indicates your ability in each of the four areas</i>		Achievement	Achievement with Merit	Achievement with Excellence
Technique	Not yet at achievement level	<p>Demonstrates limited success at diagonal stride</p> <ul style="list-style-type: none"> • reasonable glide • starting to weight shift • starting to extend arms. <p>Demonstrates limited success at uphill stride</p> <ul style="list-style-type: none"> • Limited glide • Shuffles occasionally. <p>Demonstrates limited success at double poling</p> <ul style="list-style-type: none"> • Starting to drive with arms • Starting to bend mid waist. <p>Demonstrates limited success at wedge stops</p> <ul style="list-style-type: none"> • Legs bent • Body position more relaxed • Starting to edge. <p>Demonstrates limited success at wedge turning</p> <ul style="list-style-type: none"> • Legs bent 	<p>Demonstrates reasonable diagonal stride</p> <ul style="list-style-type: none"> • Weight shift ski to ski • Arms extending behind. <p>Demonstrates reasonable success at uphill stride</p> <ul style="list-style-type: none"> • Glide for most of uphill transition • Starts to change gears well. <p>Demonstrates reasonable double poling</p> <ul style="list-style-type: none"> • Strong glide • Consistent bend • Driving with force. <p>Demonstrates reasonable wedge stops in ideal snow conditions</p> <ul style="list-style-type: none"> • Effective edging used. <p>Demonstrates reasonable success at wedge turns</p> <ul style="list-style-type: none"> • Legs bent 	<p>Demonstrates effective and consistent diagonal stride</p> <ul style="list-style-type: none"> • Extended weight shift ski to ski • Arms extending behind • Hands opening • Poles planted correct angle. <p>Demonstrates effective and consistent uphill stride</p> <ul style="list-style-type: none"> • Glide and good transition • Changes gears well. <p>Demonstrates effective and consistent double poling</p> <ul style="list-style-type: none"> • Strong glide • Correct gears used • Tucks effectively • Consistent bend • Driving with considerable force. <p>Demonstrates effective and consistent wedge stops in ideal snow conditions</p> <ul style="list-style-type: none"> • Effective edging most of the time • Can brake on demand • Relaxed stance. <p>Not assessed for excellence</p>

		<ul style="list-style-type: none"> • Body position more relaxed • Starting to edge • Unlinked turns. <p>Demonstrates limited Step skate turn</p> <ul style="list-style-type: none"> • Starting to step round • More than shuffling • Some glide. 	<ul style="list-style-type: none"> • Body position more relaxed • Linking turns to both sides • Looking fluid and rhythmic. <p>Not assessed for Excellence.</p>	Not assessed for Excellence.
Applied Movement	Not yet at achievement level	Can apply techniques with limited success in the applied setting of a short race on groomed tracks.	Can apply techniques with reasonable success in the applied setting of a short race on groomed tracks.	Can apply techniques with effective and consistent success in the applied setting of a short race on groomed tracks.

Guidelines: To be assessed on groomed flat ground or gently sloping groomed trails as required.
Time frame for practical: 1-2 days.
Applied setting to be a short race circuit of 1-2 kms incorporating gentle uphill and downhill.

Verification 1	Sign Student _____	Sign Peer _____	Date _____
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Verification 1	Teacher/Coach _____	Date _____
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Appendix

Resource Sheet Teacher Recording Sheet for Task 4 – Cross Country Skiing Post-Test for Performance

The following table enables teachers to provide further evidence of a pupil achievement to verify the Rubric self/peer observation sheet

NAME	Area 1			Area 2			Area 3			Area 4		
	A	M	E	A	M	E	A	M	E	A	M	E

Equestrian – 3 Day Event (Springston Trophy)

Supports internal assessment for:

Achievement Standard 90436 version 3

Perform a physical activity to nationally developed performance standards

Credits: 4

Teacher Guidelines

Context and setting

Students are required to demonstrate performance in equestrian through participation in the Springston Trophy which is the New Zealand Pony Clubs Association South Island Premier Equestrian Teams Event. Students will have to demonstrate their abilities over the three disciplines of dressage, cross-country and show jumping. The Springston Trophy is held over 3 days in the spring school holidays.

Conditions

At the culmination of the Springston Trophy students have to produce their official results for assessment. These results can be verified via the Springston Trophy website (<http://www.springston-trophy.org.nz/new/>). The score is marked in accordance with the NZPCA Teams Horse Trials Championship Rule Book.

Task	Evidence	Achievement	Achievement with Merit	Achievement with Excellence
1	Completed official score from Springston Trophy Judges and verified via official results on website.	Score of 66-90	Score of 46-65	Score of 0-45

Flag Football Rubric

**Observation Sheet
Final Performance Test**

NAME _____ **Teacher** _____

Activity	NA	Achievement	Achievement with Merit	Achievement with Excellence
Agility/ dodging/ running	Not yet at achievement level.	Demonstrates ability to: <ul style="list-style-type: none"> • Evade defenders • Use speed appropriately. 	Consistently demonstrates ability to: <ul style="list-style-type: none"> • Evade defenders • Use speed appropriately. 	Consistently and effectively demonstrates ability to: <ul style="list-style-type: none"> • Evade defenders • Use speed appropriately.
Passing	Not yet at achievement level.	Demonstrates ability to: <ul style="list-style-type: none"> • Pass both ways • Read space and speed and uses passing to manipulate. 	Consistently demonstrates ability to: <ul style="list-style-type: none"> • Pass both ways with distance • Read space and speed and uses passing to manipulate. 	Consistently and effectively demonstrates ability to: <ul style="list-style-type: none"> • Pass both ways with adequate distance • Read space and speed and uses passing to manipulate.
Catching	Not yet at achievement level.	Demonstrates ability to: <ul style="list-style-type: none"> • Catch passes. 	Consistently demonstrates ability to: <ul style="list-style-type: none"> • Catch passes. 	Consistently and effectively demonstrates ability to: <ul style="list-style-type: none"> • Catch passes.
Marking	Not yet at achievement level.	Demonstrates ability to: <ul style="list-style-type: none"> • Mark their player • Communicate defensive strategy to team mates • Assist by reading the marking of team mates players. 	Consistently demonstrates ability to: <ul style="list-style-type: none"> • Mark their player • Communicate defensive strategy to team mates • Assist by reading the marking of team mates players. 	Consistently and effectively demonstrates ability to: <ul style="list-style-type: none"> • Mark their player • Communicate defensive strategy to team mates • Assist by reading the marking of team mates players.
Tackling	Not yet at achievement level.	Demonstrates ability to: <ul style="list-style-type: none"> • Remove the flags 	Consistently demonstrates ability to: <ul style="list-style-type: none"> • Remove the flags 	Consistently and effectively demonstrates ability to: <ul style="list-style-type: none"> • Remove the flags
Reading of the play	Not yet at achievement level.	Demonstrates ability to: <ul style="list-style-type: none"> • Read the game 	Consistently demonstrates ability to: <ul style="list-style-type: none"> • Read the game 	Consistently and effectively demonstrates ability to: <ul style="list-style-type: none"> • Read the game

Verification 1	Sign Student _____	Sign Peer _____	Date _____
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To gain achieved you must attain achievement in all areas

To gain merit you must attain merit in all areas

To gain excellence you must attain excellence in all areas

Golf

Supports internal assessment for:

Achievement Standard 90436 version 3

Perform a physical activity to nationally developed performance standards

Credits: 4

Teacher Guidelines:

Playing 6 holes at a golf course.

Performance Standards for Level 2 Golf

Context/setting:

Students are required to demonstrate performance in golf through the score obtained in a 6 hole round.

Conditions:

At a specified time, students play 6 holes of golf supervised by either the teacher or an adult member of a golf club. A scorecard will be correctly completed and signed off by the supervisor. Men and women will play off the appropriate tees.

Levels of Achievement, Achievement with Merit, and Achievement with Excellence will be awarded according to the student's score over the six holes.

Resource requirements:

Golf course, clubs, and balls.

Scorecards.

Additional information:

It is expected that this assessment activity will follow a programme of teaching and learning that includes basic skills of driving (iron and wood), chipping and putting.

External Assessment Resource

Subject Reference: **Physical Education 2.5**

“Physical Activity: Golf”

Supports external assessment for:

Achievement Standard 90436 version 3

Perform a physical activity to nationally developed performance standards

Credits: 4

Student Instructions Sheet

You are to complete a round of 6 holes of golf at a time specified by your teacher.

You are to hit off the appropriate tees (men's or women's).

The teacher or other adult member of a golf club will observe your round and attest to the accuracy of your completed scorecard.

You are to submit your completed and verified scorecard to the teacher on the completion of your round.

Award of Achievement, Achievement with Merit, and Achievement with Excellence will be determined by your performance in relation to ***the course par***.

Assessment schedule – Golf

Evidence	Achievement	Achievement with Merit	Achievement with Excellence
Completed scorecard signed off by teacher or adult supervisor.	Boys: Score is 15 over par or better for the best 6 holes. Girls: Score is 20 over par or better for the best 6 holes.	Score is 12 over par or better for 6 holes. Girls: Score is 16 over par or better for the best 6 holes.	Score is 9 over par or better for 6 holes. Girls: Score is 12 over par or better for the best 6holes.

Gymnastics

Supports internal assessment for:
Achievement Standard 90436 version 3

Perform a physical activity to nationally developed performance standards

Credits: 4

Teacher Guidelines:

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

Context and setting

Students are required to participate in the required elements of gymnastics. There must be adequate opportunity for the students to demonstrate their ability to meet the set requirements.

Conditions

At the culmination of prior goal setting and teaching of safety techniques the students will be involved in a gymnastics course under the guidance of a teacher and a gymnastic coach.

Resource requirements

Gymnastic equipment at the North Shore Gymnastic Centre.

Additional information

Accuracy is essential in recording results. The Gymnastic coach will oversee all teaching of this unit and will oversee the assessment of students to ensure that the results recorded for assessment are fair and consistent.

Student Instructions Sheet

You will participate in 8 Gymnastic lessons at the North Shore Gymnastic Centre. During the lessons you will be assessed by your teacher or coach for the Achievement level. Merit and Excellence levels are assessed by the Gymnastic Coach. Indicate to the teacher when you feel you are ready to be assessed.

Year 12 Gymnastic Assessment NCEA 2.5

Achievement:

To pass students must perform 4 of the following:

1. Forward roll on floor and bench or box top.
2. Backward roll to straddle.
3. Headstand or handstand forward roll
4. Cartwheel on a line.
5. Circle over on bar
6. Short beam routine
(Forward walk on beam to $\frac{1}{2}$ way. Perform $\frac{1}{2}$ turn on toes, walk backwards to end, dismount, back jump to land)

Merit:

To pass students must perform 3 of the following:

1. Dive roll onto floor mat using spring board.
2. Handstand flat back using 2 layer box.
3. Round off on floor.
4. Forward roll on low beam.
5. Cartwheel or handstand on low beam.
6. Circle over on bar. Perform 3 casts pushing off on last one to dismount.

Excellence:

To pass students must perform 3 of the following:

1. Front somersault using mini tramp onto crash mat.
2. Handspring over low vaulting table.
3. Forward roll on medium beam.
4. Cartwheel or handstand on medium beam.
5. Circle over on bar, 3 casts, back hip circle, dismount.
6. Floor routine. Combination of 3 floor elements and 2 leaps.

Gymnastics (Mens)

Instructions: All gymnastic classes are at the North Shore Gymnastic Centre.

Apparatus	Achieved	Achieved with Merit	Achieved with Excellence
Floor/ Vault	<p>Forward roll on floor or bench-top</p> <p>Backward roll to squat position</p> <p>Headstand or Handstand forward roll</p> <p>Cartwheel on line</p>	<p>Dive roll onto floor mat using spring-board</p> <p>Handstand flat back using a 2 layer box - top or crash mat</p> <p>Round off on floor</p>	<p>Front somersault using beat-board onto crash mat</p> <p>Handspring over low vaulting table</p> <p>Floor routine – Combination of 3 floor elements a balance and a handstand/headstand held for 3 seconds.</p>
Rings	<p>Kick up to stretched inverted hang on rings, hold for 3 seconds, lower slowly to floor showing body control throughout.</p>	<p>On Rings push-up to tuck hold for 10 seconds</p>	<p>On Rings push up to L-Hold for 10 seconds</p>
Bars (parallel and High)	<p>Walk up and down Parallel bars then a swing dismount.</p> <p>On high bar perform 5 straight body chin ups then perform 3 swings showing good technique.</p>	<p>On Parallel bars, jump to front support, perform 3 straight body swings then dismount over the side.</p> <p>On high bar perform 5 straight body chin-ups then perform 5 swings showing good body technique.</p>	<p>Lift to pull over the High bar, cast back hip circle, push out to perform 2 under-swings and dismount on 2nd backswing</p>

Student Record Sheet

Name:

	Achievement Attain Achievement in 4 areas.	Merit Attain Merit in 3 areas	Excellence Attain Excellence in 3 areas
Forward roll on floor or bench-top			
Backward roll to squat position			
Headstand or Handstand forward roll			
Cartwheel on line			
Inverted hang on rings			
Walk Parallel bars - swing dismount.			
High bars:5 chin ups- 3 swings			
Dive roll onto floor mat using spring- board			
Handstand flat back			
Round off on floor			
Tuck hold on rings for 10 seconds			
Parallel bars, 3 straight body swings then dismount			
High bars:5 chin ups- 5 swings			
Front somersault			
Handspring over low vaulting table			
Floor routine-3 floor elements			
Rings push up to L-Hold for 10 seconds			
High bar, cast back hip circle, push out to perform 2 under-swings			

The final judgement of achievement, merit and excellence will be awarded as follows:

Achievement: Students must perform 4 tasks to an achieved level.

Merit: Students must perform 4 tasks at achieved level and perform 3 of the tasks at Merit level.

Excellence: Students must fulfill requirements for achievement and merit I and perform 3 of the tasks at excellence level.

Verification 1	Sign Student _____	Date _____
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Teacher Verification _____	Date _____
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Half Marathon- Waitakere City Half Course

Teacher Guidelines:

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

Context and setting:

Students are required to complete a performance in a half marathon through participation in competitive full course event. The event will be an official event whereby students will be given an official time and placing. There will be an opportunity for students to demonstrate their abilities only once through the half marathon being completed as a post-test. Pre-testing will be completed by completing a range of standardised fitness tests which could include (but not limited to) the Cooper's 12 Minute Run or the Multistage Fitness Test.

Conditions:

At the culmination of a teaching/learning programme the students will complete a competitive full course event officiated by marshals. Individual strategies are inherent in the assessment for merit and excellence levels so must be a part of a teaching learning programme.

Resource requirements:

Appropriate Running Gear (Shoes, shorts and shirt)
Stop watches, Cones, High-Visibility Vests

Additional Information

Accuracy is essential in measuring and recording results. Students will receive an official time and place as part of being an official entry. The teacher(s) will need to oversee the competitive full course event to confirm that the results recorded for assessment by peers are fair and consistent.

Performance tests are used as a formative assessment; however teacher observation during the teaching programme may be used to provide additional evidence to support the teacher judgement.

Other factors to consider in the competitive full course event are:

- Maximising opportunity for students to provide evidence (completing a diary of training sessions completed during training programme and after full course event – related to AS2.3: Task 1 – Training Logs).
- Completing the training sessions/full course event on suitable days with ideal environmental conditions (unfortunately unable to be planned for on the official half marathon date).

HALF MARATHON

- The length of the Half Marathon course is 21.1 kilometres. The official course is outlined on the website below. It is the Waitakere City Half Marathon.

Course is as follows:

1. Start at Falls Restaurant Henderson
2. Run east along nature trail until you reach Flanshaw Road
3. Flanshaw to Vodanovich.
4. Down Vodanovich to Central Park Drive.
5. Central park drive to Lincoln road
6. Lincoln Road to Sel Peacock Road
7. Sel Peacock to the Falls Restaurant.
8. Repeat the loop.

Link for map: <http://www.waitakerehalf.co.nz/default.asp?PageID=126>

Website Details are: <http://www.waitakerehalf.co.nz/>

- Evidence will be verified three ways.
 1. Peer observation/verification
 2. Teacher verification.
 3. Results from website

“HALF MARATHON”

Self/ Peer Observation Sheet – “Performance Results”

NAME _____ Peer Observer _____

GOAL AND TEST RESULTS:

	TARGET/RESULT	RESULT OBTAINED
Goal for ½ Marathon		

Verification 1: Sign Student _____ Sign Peer _____ Date _____
Verification 2: Sign Student _____ Sign Teacher _____ Date _____

Final Judgement Statement

	NOT ACHIEVED	ACHIEVEMENT	MERIT	EXCELLENCE
OVERALL TIME	Greater than 2 hours and 30 minutes	Between 2 hours and 5 mins and 2 hours 30 minutes	Between 1 hour 45 minutes and 2 hours and 5 mins	1 hour 45 minutes or less

Half Marathon- Wellington Waterfront Course

Teacher Guidelines:

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

Context and setting:

Students are required to complete a performance in a half marathon through participation in competitive full course event. The event will be an official event whereby students will be given an official time and placing. There will be an opportunity for students to demonstrate their abilities only once through the half marathon being completed as a post-test. Pre-testing will be completed by completing a range of standardised fitness tests which could include (but not limited to) the Cooper's 12 Minute Run or the Multistage Fitness Test.

Conditions:

At the culmination of a teaching/learning programme the students will complete a competitive full course event officiated by marshals.

Individual strategies are inherent in the assessment for merit and excellence levels so must be a part of a teaching learning programme.

Resource requirements:

Appropriate Running Gear (Shoes, shorts and shirt)
Stop watches, Cones, High-Visibility Vests

Additional Information

Accuracy is essential in measuring and recording results. Students will receive an official time and place as part of being an official entry. The teacher(s) will need to oversee the competitive full course event to confirm that the results recorded for assessment by peers are fair and consistent.

Performance tests are used as a summative assessment; however teacher observation during the teaching programme may be used to provide additional evidence to support the teacher judgement.

Other factors to consider in the competitive full course event are:

- Maximising opportunity for students to provide evidence (completing a diary of training sessions completed during training programme and after full course event – related to AS2.3: Task 1 – Training Logs).
- Completing the training sessions/full course event on suitable days with ideal environmental conditions (unfortunately unable to be planned for on the official half marathon date).

HALF MARATHON COURSE

- The length of the Half Marathon course is 21.1 kilometres around the Wellington Waterfront and the Bays. It is the official 'Shoe Clinic Harbour City Half Marathon'

Website Details are: <http://www.harbourcapital.org.nz/site/home/news.php>

- The course for the Half Marathon is as follows:
 - Starts at the **Westpac Stadium** main gates
 - Heads south to the end of the concrete **concourse and loops back** for a short distance before exiting down the ramp to the **Waterloo Quay** road. It continues around the waterfront as follows:
 - **Lambton Harbour to Oriental Parade**
 - **Evans Bay**
 - **Cobham Drive**
 - **Shelly Bay** - Turn-around point is **(200 metres beyond the lone green house, 78 Shelley Bay Rd**)** past the oil tanks at the Miramar cutting (Pink Stick will be inserted on bank closer to race date).



NCEA PHYSICAL EDUCATION Level Two
“HALF MARATHON”

Self/ Peer Observation Sheet – “Performance Results”

NAME _____ Peer Observer _____

Circle the square that best indicates your ability in each of the three areas

	NOT ACHIEVED	ACHIEVEMENT	MERIT	EXCELLENCE
OVERALL TIME	Greater than 2 hours & 30 minutes	Between 2 hours and 2 hours 30 minutes	Between 1 hour 30 minutes and 2 hours	1 hour 30 minutes or less

GOAL AND TEST RESULTS:

	TARGET/RESULT	LEVEL OBTAINED
Goal for ½ Marathon		
Post-Test for Half Marathon		

Verification 1 (Goal Set): Sign Student _____ Sign Peer _____ Date _____
Verification 2 (Post-test result): Sign Student _____ Sign Peer _____ Date _____

Assessment schedule PhysEd – 2.5 HALF MARATHON

Task	Evidence	Judgement towards Achievement	Judgement towards Achievement with Merit	Judgement towards Achievement with Excellence
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	Required skills are demonstrated in a competitive full course event.	Achievement is attained in target time.	Merit is attained in target time.	Excellence is attained in target time.
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Handball

Teacher Guidelines:

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

Context and setting

Students are required performance in handball through participation in competitive full court games. There must adequate opportunity for students to demonstrate their abilities in a variety of court positions.

Conditions

At the culmination of a teaching / learning programme the students will be involved in competitive handball games officiated by competent referees.

Team strategies are inherent in the assessment for merit and excellence levels so must be a part of a teaching learning programme.

Resource requirements

Standard handball court and nets

Regulation sized handballs

Bibs and cones as required

Additional Information

Accuracy is essential in measuring and recording results. The teacher will need to oversee all games to confirm that the results recorded for assessment are fair and consistent. The contribution of peer observation may also provide additional evidence to support the teacher's judgement. Pre and Post-test assessment is related to the physical activity. However skills tests used as formative assessment and teacher observation during the teaching programme may be used to provide additional evidence to support the teacher judgement

Handball

Self/ Peer Observation Sheet

		Achievement	Merit	Excellence
Offensive movement off the ball	Not yet at achievement level	Demonstrates a range of movements off the ball including: providing passing options, dodge, drawing a defender.	Consistently performs a range of movements off the ball including: providing passing options, dodge, drawing a defender, in position as pivot	Effectively and consistently demonstrates a full range of movements off the ball including: providing passing options, dodge, creating space for an attack, in position as pivot
Offensive ball skills	Not yet at achievement level	Demonstrates ability to receive a ball & successfully uses one handed passes. Can move with the ball within rules Shoots the ball from outside the circle with reasonable success.	Consistently demonstrates ball skills including: receiving the ball and successfully using one handed passes. Can move with the ball at speed, using either hand to bounce the ball. Can perform shots from outside the circle and jump shots into the goal with reasonable success	Consistently demonstrates ball skills including: receiving the ball and successfully using one handed passes. Can move with the ball at speed, using either hand to bounce the ball. Can change direction to avoid defence whilst moving. Can perform shots from outside the circle and jump shots into the goal with high level of success

<i>Defence</i> Man to man	Not yet at achievement level	Consistently picks up and marks identified player, denies ball. When opponent receives ball sets up appropriate defensive position.	Consistently picks up and marks identified player, denies ball, when opponent receives ball sets up and moves feet to maintain good defensive position.	Consistently picks up and marks identified player, denies ball, when opponent receives ball sets up and moves feet to maintain good defensive position.
Zone		Demonstrates an understanding of zone defence	Consistently adjusts to appropriate positions in zone defence	Effectively demonstrates the skills of zone defence
<i>Team Play</i>	Not yet at achievement level	Demonstrates some elements of team play. Considers passing before moving with the ball	Demonstrates a good level of team play. Consistently passes to open player in better position.	Demonstrates a high level of team play. Reads game, shows vision and passes to open player.

Verification 1 Sign student _____ sign peer _____ Date _____

Teacher verification _____ Date _____

High Ropes

Supports internal assessment for:

Achievement Standard 90436 version 3

Perform a physical activity to nationally developed performance standards

Credits: 4

Teacher Guidelines:

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

Context and setting

Students are required to participate in the required elements of a high ropes course. There must be adequate opportunity for the students to demonstrate their ability to meet the set requirements.

Conditions

At the culmination of prior goal setting and teaching of safety techniques the students will be involved in participation of a high ropes course under the guidance of a qualified instructor.

Resource Requirements

High ropes course with suitable elements.

Additional Information

Accuracy is essential in measuring and recording results. Students will need instructions and training on being a peer observer. The instructor/teacher will need to oversee all activities to confirm that the results recorded for assessment are fair and consistent. A goal setting journal will be taken into account as part of the assessment.

High Ropes Rubric

Final Performance Test

Activity	NA	Achievement	Achievement with Merit	Achievement with Excellence
Safety	Not yet at achieved level	<p>Belaying techniques are consistently correct.</p> <ul style="list-style-type: none"> • Focused • Encouragement • Positioning • Pre-activity checks completed <p>2. Consistent care demonstrated for ropes, harnesses and carabiners used for the high ropes.</p>		
Skills		<ul style="list-style-type: none"> • Completion of two challenging activities. • Achievable goals set and met with limited success. 	<ul style="list-style-type: none"> • Completion of three challenging activities • Achievable goals set and met with reasonable success. 	<ul style="list-style-type: none"> • Completion of four or more challenging activities. • Achievable, realistic goals set and met.
Trust		Some trust in self and other group members developed using the elements of the High ropes course.	Reasonable trust in self and other group members developed using the elements of the High ropes course.	A high level of trust in self and other group members developed using the elements of the High ropes course.
Communication	Not yet at achieved level	Communicates to group with some success.	Communicates and encourages group with reasonable success.	Ideas are communicated clearly and constructively with positive encouragement demonstrated.

Guidelines: To be assessed on a high ropes course with related activities, as appropriate for the skills
 Participants to have appropriate spotters and safety equipment as required
 A qualified instructor/teacher to be used at the ropes course

To gain achieved you must attain achievement in all areas

To gain merit you must attain merit in all areas
To gain excellence you must attain excellence in all areas

Hockey

Self/ Peer Observation Sheet

NAME _____ Observer _____

Activity	NA	Achievement	Achievement with Merit	Achievement with Excellence
Offensive/ Defensive Movement off the Ball	Not yet at achievement level	Demonstrates the ability to: <ul style="list-style-type: none"> • Work within team defensive patterns • Mark opposition player • Hold own position • Cover attackers running with the ball 	Consistently demonstrates the ability to: <ul style="list-style-type: none"> • Work within team defensive patterns • Communicate with others • Be aware of positional requirements • Cover attackers running with, or without, the ball 	Consistently and effectively demonstrates the ability to: <ul style="list-style-type: none"> • Work within team defensive patterns • Organise others to rearrange defensive patterns in accordance to the attack • Make decisions quickly in defence • Clear the ball from defensive situations with accuracy
Offensive Ball Skills	Not yet at achievement level	Demonstrates the ability to: <ul style="list-style-type: none"> • Hit the ball into the goal from the penalty spot • Demonstrate closed dribble • Use a hit and push pass during a game • Receive the ball from a pass 	Consistently demonstrates the ability to: <ul style="list-style-type: none"> • Shoot the ball accurately into the goal from varying distances • Demonstrate closed dribble with some control • Use a variety of passes to set up an attack (eg hit and push) • Receive the ball with some control 	Consistently and effectively demonstrates the ability to: <ul style="list-style-type: none"> • Use a reverse shot or flick to score during a game situation • Show balance and acceleration with the ball • Control a game by using passes to beat opposition players and control an attack • Receive and control the ball effectively under pressure from opposition
Defensive Skills (tackling)	Not yet at achievement level	Demonstrates the ability to: <ul style="list-style-type: none"> • Tackle using correct technique with some success • Move forward to meet the ball carrier 	Consistently demonstrates the ability to: <ul style="list-style-type: none"> • Make tackles using correct technique with reasonable success • Dislodge the ball from the attacker 	Consistently and effectively demonstrates the ability to: <ul style="list-style-type: none"> • Make tackles using the correct technique • Gain possession of the ball • Use reverse tackle

		<ul style="list-style-type: none"> • Low body position • Correct hand position • Correct feet position 		<ul style="list-style-type: none"> • Time the tackle appropriately
Team Play	Not yet at achievement level	Demonstrates a contribution to team play	Consistently demonstrates a contribution to team play	Consistently and effectively demonstrates a contribution to team play

Verification 1	Sign Student _____	Sign Peer _____	Date _____
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Teacher Verification _____	Date _____
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To gain achieved you must attain achievement in all areas

To gain merit you must attain merit in all areas

To gain excellence you must attain excellence in all areas

Indoor Bowls

ASPECT	ASPECT	NOT ACHIEVED	ACHIEVED	MERIT	EXCELLENCE
DELIVERY	BIAS	Often misjudges bias when playing.	Often judges bias correctly. There may be some instances when it is judged incorrectly.	Usually always judges bias correctly when playing. Seldom do they get it wrong.	Consistently judges bias correctly when playing.
	WEIGHT	Usually delivers bowls with incorrect weight given the condition of the head.	Can deliver bowls with correct weight but tends to under or overweight shots approximately half the time.	Can deliver bowls mostly with the correct weight given the condition of the head.	Consistently delivers bowls with the correct weight given the condition of the head.
	HAND	Cannot deliver the bowl using both forehand and backhand.	Can use the forehand and backhand as required given the condition of the head with some degree of accuracy.	Can use the forehand and backhand as required given the condition of the head with accuracy.	Can consistently use forehand and backhand as required given the condition of the head with accuracy.
TACTICS		Does not understand how to play tactically given the condition of the head.	Demonstrates a limited understanding of tactics given the condition of the head.	Demonstrates an understanding of tactics given the condition of the head.	Demonstrates a good level of understanding of tactics given the condition of the head.

Excellence Excellence in 3 of the 4 aspects of the game

Merit Merit in all 3 of the 4 aspects of the game

Achieved Achieved in 3 of the 4 aspects of the game

Ice Hockey

Self/ Peer Observation Sheet

NAME _____ Observer _____

Activity	NA	Achievement	Achievement with Merit	Achievement with Excellence
Offensive/ Defensive Movement off the puck	Not yet at Achievement level	Demonstrates the ability to: <ul style="list-style-type: none"> • Work within team defensive patterns • Mark opposition player • Hold own position • Cover attackers skating with the puck 	Consistently demonstrates the ability to: <ul style="list-style-type: none"> • Work within team defensive patterns • Communicate with others • Be aware of positional requirements • Cover attackers skaters with, or without, the puck 	Consistently and effectively demonstrates the ability to: <ul style="list-style-type: none"> • Work within team defensive patterns • Organise others to rearrange defensive patterns in accordance to the attack • Make decisions quickly in defence • Clear the puck from defensive situations with accuracy
Offensive puck Skills	Not yet at Achievement level	Demonstrates the ability to: <ul style="list-style-type: none"> • Hit the puck into the goal from the penalty spot • Demonstrate closed dribble • Use a hit and push pass during a game • Receive the puck from a pass 	Consistently demonstrates the ability to: <ul style="list-style-type: none"> • Shoot the puck accurately into the goal from varying distances • Demonstrate closed dribble with some control • Use a variety of passes to set up an attack (eg hit and push) • Receive the puck with some control 	Consistently and effectively demonstrates the ability to: <ul style="list-style-type: none"> • Use a reverse shot or flick to score during a game situation • Show balance and acceleration with the puck • Control a game by using passes to beat opposition players and control an attack • Receive and control the puck effectively under pressure from opposition
Defensive Skills (tackling)	Not yet at Achievement level	Demonstrates the ability to: <ul style="list-style-type: none"> • Tackle using correct technique with some success 	Consistently demonstrates the ability to: <ul style="list-style-type: none"> • Make tackles using correct technique with reasonable 	Consistently and effectively demonstrates the ability to: <ul style="list-style-type: none"> • Make tackles using the correct technique

		<ul style="list-style-type: none"> • Move forward to meet the puck carrier • Low body position • Correct hand position • Correct feet position 	<ul style="list-style-type: none"> • success • Dislodge the puck from the attacker 	<ul style="list-style-type: none"> • Gain possession of the puck • Time the tackle appropriately
Team Play	Not yet at Achievement level	Demonstrates a contribution to team play	Consistently demonstrates a contribution to team play	Consistently and effectively demonstrates a contribution to team play

Verification 1
 Sign Student _____
 Sign Peer _____ Date _____

Teacher Verification _____ Date _____

To gain Achieved you must attain Achievement in all areas

To gain Merit you must attain Merit in all areas

To gain excellence you must attain Excellence in all areas

Kapa Haka

Supports internal assessment for:

Achievement Standard 90436 version 3

Perform a physical activity to nationally developed performance standards

Credits: 4

Teacher Guidelines:

Tāonga is included as an aspect of movement in this Ngā Mahi ā Rēhia Kapa Haka rubric because in years 9 and 10 students will have been exposed to a Te Reo Kori programme. The use of equipment, in this case tāonga, is an important part of being able to demonstrate performance at this level.

As stated in the teaching notes for Mahi ā Rēhia at Level 1, teachers need to be sensitive to, or seek advice regarding, the appropriateness of movements associated with tāonga.

Accuracy is essential in measuring and recording results. Students will need instructions and training on being a peer observer. The teacher will need to oversee all events/games to confirm that the results recorded for assessment by peers are fair and consistent. The contribution of peer observation is primarily targeting better learning. It may also provide additional evidence to support the teacher's judgement.

Kapa Haka

<i>Circle the square that best indicates ability in each of the four areas.</i>		Achievement	Achievement with Merit	Achievement with Excellence
Body Movement	Not yet at Achievement level	<ul style="list-style-type: none"> • Demonstrates rhythm. • Can set up correct and appropriate stance. • Can move body to appropriate action of words. 	<ul style="list-style-type: none"> • Demonstrates a range of rhythm. • Demonstrates a range of correct and appropriate stances. • Can move body with ihi and wehi. 	<ul style="list-style-type: none"> • Demonstrates complex rhythm in movement. • Can link a variety of stances together. • Can display multiple body movements in Kapa Haka with ihi and wehi.
Facial Expression	Not yet at Achievement level	<ul style="list-style-type: none"> • Demonstrates pukana, whetero. • Can display appropriate head and directional movements. 	<ul style="list-style-type: none"> • Demonstrates a range of pukana, whetero. • Can use facial movements to enhance performance. 	<ul style="list-style-type: none"> • Effectively and consistently demonstrates an appropriate range of pukana, whetero.
Voice	Not yet at Achievement level	<ul style="list-style-type: none"> • Demonstrates appropriate voice responses. • Is able to demonstrate some confidence in volume. 	<ul style="list-style-type: none"> • Demonstrates a range of voice responses. • Displays mana and wana with voice. 	<ul style="list-style-type: none"> • Effectively and consistently uses an appropriate range of voice with mana and wana.
Use of Tāonga	Not yet at Achievement level	<ul style="list-style-type: none"> • Can use poi, patu, taiaha or tititoria accurately. • Demonstrates a sequence using tāonga. 	<ul style="list-style-type: none"> • Demonstrates a range of movements using poi, patu, taiaha or tititoria. • Demonstrates a complex sequence using tāonga. 	<ul style="list-style-type: none"> • Effectively and consistently uses a complex range of movements in a sequence for poi, patu, taiaha or tititoria.

Verification 1	Sign Student _____	Sign Peer _____	Date _____
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Verification 1	Teacher/Coach _____	Date _____
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Seido Karate

Supports internal assessment for: Achievement Standard 90436 Version 3
Perform a physical activity to nationally ¹ developed performance standards

Credits: 4

Teacher Guidelines:

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

Context and setting

Students are required to participate in the required elements of a karate program involving kumite and kata. There must be adequate opportunity for the students to demonstrate their ability to meet the set requirements. A minimum of (4) kata classes and (4) kumite classes are to be observed by a qualified instructor.

Conditions

At the culmination of prior goal setting and teaching of safety techniques the students will be involved in participation of a karate program involving kumite and kata under the guidance of an instructor. **This assessment is available for 4th Kyu graded students and above only. The reason for this is that only 4th Kyu graded students and above are permitted to engage in kumite.**

Resource requirements

Karate sparring equipment and safety gear (including head-gear), gi and obi

Additional information

Accuracy is essential in measuring and recording results. Students will need instructions and training on being a peer observer. The instructor will need to oversee all activities to confirm that the results recorded for assessment are fair and consistent.

FINAL PERFORMANCE TEST

The final assessment grade will be derived from the culmination of instructor and peer observations, and self-appraisal of ability.

¹ Standards are internationally developed performance standards – Seido Karate Headquarters based in New York City, USA

Physical Education
Achievement Standard 90436
Perform a physical activity to nationally developed performance standards

Karate Rubric Credits: 4

Instructor/ Peer Observation Sheet & Self-Appraisal Sheet

Final Performance Test

NAME _____

Peer Observer/Instructor ²(circle one) _____

Indicate the level that best indicates ability in each of the six areas by circling non-achieved, achieved, merit, or excellence in the "GRADE" column

In dojo class conditions				
	ACHIEVED	MERIT	EXCELLENCE	GRADE
Kumite Attack	Demonstrates: ability in using offensive sparring techniques against an opponent. To achieve, students must demonstrate a range of the following techniques in any one points sparring session: <ul style="list-style-type: none"> - (chudan gyaku tsuki) reverse punch to abdomen - chudan mae geri (front kick) to abdomen - chudan mawashi geri 	Consistently demonstrates: ability in using offensive sparring techniques against an opponent. To achieve to merit level, students must consistently demonstrate a range of the following techniques in any one points sparring session: <ul style="list-style-type: none"> - (chudan gyaku tsuki) reverse punches to abdomen - chudan mae geri (front kicks) to abdomen - chudan mawashi geri (roundhouse kicks) to 	Consistently and effectively demonstrates: ability in using offensive sparring techniques against an opponent. To achieve to excellence level, students must consistently and effectively ³ demonstrate a wide range of the following techniques in any one points sparring session: <ul style="list-style-type: none"> - (chudan gyaku tsuki) reverse punches to abdomen - mae geri (front kicks) to abdomen - chudan mawashi geri 	NA A M E

² Separate marking schedules are to be completed by peer observers and instructors

³ Controlled contact must be evident

	<ul style="list-style-type: none"> (roundhouse kick) to abdomen - chudan yoko geri (side kick) to abdomen - shita tsuki (body hook) to abdomen - (3) step sparring combination using any of the above techniques 	<ul style="list-style-type: none"> abdomen - chudan yoko geri (sidekicks) to abdomen - shita tsuki (body hooks) to abdomen - (3) step sparring combinations using any of the above techniques 	<ul style="list-style-type: none"> (roundhouse kicks) to head/neck area - chudan yoko geri (sidekicks) to abdomen - kake geri (hook kicks) to head/neck area - shita tsuki (body hooks) to abdomen - attempted take-downs/sweeps - (3) step sparring combinations using any of the above techniques - ability to force opponent to retreat/move backwards 	
Kumite Defence	<p>Demonstrates: ability in using defensive sparring techniques against an opponent. To achieve, students must demonstrate a range of the following techniques in any one points sparring session:</p> <ul style="list-style-type: none"> - counter-attack with a hand strike - counter-attack with a kick - chudan soto uke (middle outside block) - jodan uke (upper block) - deflect a strike - absorb a strike - avoid a strike - evade a strike 	<p>Consistently demonstrates: ability in using defensive sparring techniques against an opponent. To achieve to merit level, students must consistently demonstrate a range of the following techniques in any one points sparring session:</p> <ul style="list-style-type: none"> - counter-attack with a hand strike - counter-attack with a kick - chudan soto uke (middle outside block) - jodan uke (upper block) - deflect a strike - absorb a strike - avoid a strike - evade a strike 	<p>Consistently and effectively demonstrates: ability in using defensive sparring techniques against an opponent. To achieve to excellence level, students must consistently and effectively⁴ demonstrate a wide range of the following techniques in any one points sparring session:</p> <ul style="list-style-type: none"> - counter-attack with a hand strike - counter-attack with a kick - chudan soto uke (middle outside block) - jodan uke (upper block) - deflect a strike - absorb a strike - avoid a strike - evade a strike - a take-down 	N A M E

⁴ Controlled contact must be evident

Kata	<p>Demonstrates: ability and accuracy in executing most senior kata. To achieve, students must demonstrate the following during any one kata performance:</p> <ul style="list-style-type: none"> - execute kata with correct techniques including kiai 	<p>Consistently demonstrates: ability and accuracy in executing most senior kata. To achieve to merit level, students must consistently demonstrate the following during any one kata performance:</p> <ul style="list-style-type: none"> - execute kata with correct techniques including kiai - execute kata with measureable degree of 'accuracy of form' - execute kata with strength – i.e. power 	<p>Consistently and effectively demonstrates: ability and accuracy in executing most senior kata. To achieve to excellence level, students must consistently and effectively demonstrate the following during any one kata performance:</p> <ul style="list-style-type: none"> - execute kata with correct techniques including kiai - execute kata with measureable degree of 'accuracy of form' - execute kata with strength – i.e. power 	NAME
Etiquette	<p>Demonstrates: knowledge and expression of dojo etiquette, i.e. protocols and customs including a range of the following:</p> <ul style="list-style-type: none"> - bowing in and out of dojo - respect towards seniors - greet with two hands - gi well maintained - obi worn correctly 	<p>Consistently demonstrates: knowledge and expression of dojo etiquette, i.e. protocols and customs including a wide range of the following:</p> <ul style="list-style-type: none"> - bowing in and out of dojo - respect towards seniors - acknowledging sparring points - greet with two hands - knowledge of Seido history - gi well maintained - obi worn correctly 	<p>Consistently and effectively demonstrates: knowledge and expression of dojo etiquette, i.e. protocols and customs including a wide range of the following:</p> <ul style="list-style-type: none"> - bowing in and out of dojo - respect towards seniors - acknowledging sparring points - greet with two hands - knowledge of Seido history - gi well maintained - obi worn correctly 	NAME
Bushido Spirit	<p>Demonstrates: bushido spirit including the following:</p> <ul style="list-style-type: none"> - a non-quit attitude in dojo 	<p>Consistently demonstrates: bushido spirit including the following:</p> <ul style="list-style-type: none"> - a non-quit attitude in dojo 	<p>Consistently and effectively demonstrates: bushido spirit including the following:</p> <ul style="list-style-type: none"> - a non-quit attitude in dojo 	NAME

	situations - attends sparring classes	situations - attends sparring classes	situations - attends sparring classes	E
OVERALL GRADE				

Korfball Rubric

Self and Peer Observation Sheet

NAME _____ Peer Observer _____

Tick or highlight the square that best indicates your ability in each of the five areas

	ACHIEVEMENT	MERIT	EXCELLENCE
ATTACK ZONE MOVEMENT OFF THE BALL	Demonstrates competent skills in regard to movement off the ball including: <input type="checkbox"/> Providing passing options, <input type="checkbox"/> V-cuts <input type="checkbox"/> Give & go drive with a running in shot <input type="checkbox"/> Dodge	Consistently demonstrates proficient skills in regard to movement off the ball including <input type="checkbox"/> Providing passing options, <input type="checkbox"/> V-cuts <input type="checkbox"/> Give & go drive with a running in shot <input type="checkbox"/> Dodge <input type="checkbox"/> Moving into space <input type="checkbox"/> Rebounding position	Consistently demonstrates skills at an expert level in regard to movement off the ball including <input type="checkbox"/> Providing passing options, <input type="checkbox"/> V-cuts <input type="checkbox"/> Give & go drive with a running in shot <input type="checkbox"/> Dodge <input type="checkbox"/> Moving into space <input type="checkbox"/> Rebounding position
BALL SKILLS	Demonstrates competent ball skills in a game of korfbal including: <input type="checkbox"/> Makes successful and appropriate passes using a range of passes including: shoulder pass, chest pass, lob <input type="checkbox"/> Catches the ball successfully in a range of situations. <input type="checkbox"/> Shoots the ball from a range of distances with some success	Consistently demonstrates proficient ball skills in a game of korfbal including: <input type="checkbox"/> Makes successful and appropriate passes using a range of passes including: shoulder pass, chest pass, lob <input type="checkbox"/> Catches the ball successfully in a range of situations. <input type="checkbox"/> Shoots the ball from a range of distances with some success	Consistently demonstrates ball skills at an expert level in a game of korfbal including: <input type="checkbox"/> Makes successful and appropriate passes using a range of passes including: shoulder pass, chest pass, lob <input type="checkbox"/> Catches the ball successfully in a range of situations. <input type="checkbox"/> Shoots the ball from a range of distances with some success,
DEFENCE	Demonstrates competent defensive skills in a game of korfbal including: <input type="checkbox"/> Picks up and marks identified player most of the time, focusing on this personal opponent rather than ball-watching <input type="checkbox"/> When opponent receives ball moves to set up in an, appropriate, defensive position	Demonstrates proficient defensive skills in a game of korfbal including: <input type="checkbox"/> Picks up and marks identified player most of the time, focusing on this personal opponent rather than ball-watching <input type="checkbox"/> When opponent receives ball moves to set up in an, appropriate, defensive position <input type="checkbox"/> Ability to contribute to team defensive patterns	Consistently demonstrates defensive skills at an expert level in a game of korfbal including: <input type="checkbox"/> Picks up and marks identified player all of the time focusing on this personal opponent rather than ball-watching <input type="checkbox"/> When opponent receives ball moves to set up in an, appropriate, defensive position <input type="checkbox"/> Ability to contribute to team defensive patterns by calling to team-mates about what personal opponent is doing. <input type="checkbox"/> Denies shooting opportunities <input type="checkbox"/> Awareness of location of the ball as well as position of personal opponent.

TEAM PLAY	<p>Demonstrates competent team strategy skills during play including.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Are involved fully in the game and working hard for their team. <input type="checkbox"/> Taking initiative to create attacking opportunities, and/or responding appropriately when teammates do the same <input type="checkbox"/> Communicating with team-mates by calling to team-mates about what personal opponent is doing. <input type="checkbox"/> Avoiding 'invading' space of team-mates. <input type="checkbox"/> Being able to use at least one attacking system, I.e. Three-one, Four-zero or Two Two 	<p>Demonstrates proficient team strategy skills during play including.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Are involved fully in the game and working hard for their team. <input type="checkbox"/> Taking initiative to create attacking opportunities, and/or responding appropriately when teammates do the same <input type="checkbox"/> Communicating with team-mates by calling to team-mates about what personal opponent is doing. <input type="checkbox"/> Avoiding 'invading' space of team-mates. <input type="checkbox"/> Being able to use at least one attacking system, I.e. Three-one, Four-zero, or Two-two. 	<p>Demonstrates team strategy skills to an expert level during play including.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Are involved fully in the game and working hard for their team. <input type="checkbox"/> Taking initiative to create attacking opportunities, and/or responding appropriately when teammates do the same <input type="checkbox"/> Communicating with team-mates by calling to team-mates about what personal opponent is doing. <input type="checkbox"/> Avoiding 'invading' space of team-mates. <input type="checkbox"/> Being able to use at least one attacking system, I.e. Three-one, Four-zero, or Two-two.
KNOWLEDGE OF THE GAME	<p>Demonstrates competent knowledge of the game of korfball and applies the basic rules of korfball to a game setting</p>	<p>Demonstrates proficient knowledge of the game of korfball and applies the basic rules of korfball to a game setting.</p>	<p>Demonstrates knowledge of the game of korfball to an expert level and applies the rules of korfball to a game setting.</p>

The final judgement of achievement, merit and excellence will be awarded as follows:

Achievement: All areas must be at an ACHIEVED level

Merit: At least 4 of the 5 areas must be at a MERIT level

Excellence: At least 4 of the 5 areas must be at an EXCELLENCE level

Kayaking on Sheltered or Slow Moving Water

Task	Evidence	Achievement	Achievement with Merit	Achievement with Excellence
1	Select appropriate personal clothing and equipment for kayaking	Student wears clothing appropriate to the conditions including footwear, thermal garments, wet suit, helmet, buoyancy aid, spray deck		
2	Setting up a kayak	Adjust foot rests to appropriate distance to maximise efficiency in paddling		
3	Getting into and out of a kayak at shore.	Kayak parallel to shore. Paddle across back of cockpit Weight toward shore and on paddle Entry with straight legs Reverse for exit. Maintains contact with kayak at all times		
4	Demonstrate effective strokes	Fwd Paddle Hands evenly spaced on shaft Correct grip on shaft with drive hand Top hand high and punching out at eye level (Near vertical paddle) Bottom hand pulling parallel to kayak Entry at ankle and exit at hip level		

		<p>Reverse Paddle Opposite to above Looking over shoulder on every second stroke Straight Line maintained</p>		
5	Perform controlled turns	<p>Fwd and Reverse Sweep Paddle shaft low (near horizontal) Hands evenly spaced Start at ankle and stroke around in wide arc out from kayak. Watch paddle blade Finish with full torso rotation Opposite for reverse.</p> <p>Stern Rudder Initiated with sweep stroke Paddle parallel to side of kayak Elbows at right angles Eyes on paddle blade at back of the kayak and torso rotated Back of blade used Rail lifted into the turn</p>	<p>Bow Draw Initiated with sweep stroke on opposite side Correct placement at bow with good boat speed Rail lifted and held throughout turn Smooth transition to next stroke Competence demonstrated on both sides.</p>	
6	Emergency stop	Demonstrate ability to stop a kayak within two boat lengths using strong reverse strokes		
7	Wet exit with a fitted spray deck	Wearing full kayaking gear Fully capsized Calm is maintained Spray deck released Hands to rear of cockpit and push out with straight legs Keep kayak upside down and maintain possession of paddle		
8	Rescue another	Can perform a buddy rescue in the	Consistently performs a buddy	Successfully perform a buddy

	paddler	pool	rescue in pool	rescue or H-Rescue in open water
9	Screw or C to C Roll	Attempts a Screw or C to C Roll showing correct set up and maintaining calm while under water.	Can complete a roll (screw or C to C) maintaining calm while under water.	Can complete a roll (screw or C to C) on most occasions i.e. 3/5 times maintaining calm while under water.

The final judgement of achievement, merit and excellence will be awarded as follows:

To gain achieved you must attain achievement in all areas

To gain merit you must achieve in all areas and attain merit in all categories where merit is possible.

To gain excellence you must achieve in all areas and attain excellence in all categories where excellence is possible.

Flat Water Kayak – 7km

Internal Assessment Resource

Subject Reference: **Physical Education 2.5**

“Flat Water Kayak – 7km”

Supports internal assessment for:

Achievement Standard 90436 version 3

Perform a physical activity to nationally developed performance standards

Credits: 4

Student Instructions Sheet

This performance standard is intended to be run in conjunction with the “Peak to Peak” multisport race, for which the Frankton Beach to Queenstown Bay kayak (7km) is stage three. Alternatively the student(s) can paddle the same course in their own time; however this time must be verified by a teacher or a certified kayak/outdoor instructor who in turn must be approved by the teacher **before** you attempt this standard.

Task	Evidence	Achievement Guidelines	Merit Guidelines	Excellence Guidelines
Complete 7km flat water kayak from Frankton Beach to Queenstown Bay	<p>The student is to:</p> <p>Complete the 7km kayak in the required time.</p> <p>Observed and verified by teacher and/or certified kayak / outdoor instructor.</p>	55:01 – 60:00 mins	50:01 – 55:00 mins	< 50:00 mins
		<ul style="list-style-type: none"> • Demonstrating a sufficient level of performance in the elements and skills of the activity to enable full participation in the chosen activity. 	<ul style="list-style-type: none"> • Performing a physical activity with a high level of success; and consistently and effectively demonstrating a wide range of required skills. 	<ul style="list-style-type: none"> • Performing a physical activity at a specialist level of success; and, consistently, effectively, and confidently, demonstrating a comprehensive range of skills.

Name:	_____
Time Achieved:	_____
Grade Awarded:	_____
Verified by:	_____

KAYAKING moving water Grade 2

You will be required to demonstrate skills previously learned at the pool and on flat water while completing run on grade two moving water. There are a number of different skills involved at each level. You are required to be able to demonstrate these consistently and show your ability to choose the correct stroke for the situation.

The trip that you complete will be subject to the river and environmental conditions on the day.

The training and river run will be completed around the Albert town area using the following sites

- The upper Clutha river
- Hawea river
- Local Pool
- Suitable flat water sites

There will be up to 2 pool sessions and a flat water session in Gore prior to leaving for the camp. These sessions as with any session are part of the skill development process and must be attended.

Prior to departure for camp you must have successfully completed a confident wet exit from your kayak and have shown that you can swim with your kayak and equipment to the side of the lake.

Kayaking on moving water up to grade two (Level 2)

Task	Evidence	N/A	Achievement	Achievement With Merit	Achievement With Excellence
1	Clothing and equipment for white water kayaking		The student wears appropriate clothing and safety equipment for the conditions which includes Footwear, thermal garments, wet suit, helmet, Pfd, spray deck	As for achieve	As for achieve
2	Setting up kayak		The student selects an appropriate kayak for their ability and sets it up to allow them to paddle effectively and efficiently.	As for achieve	As for achieve
3	Demonstrate paddle strokes on moving water while completing the following river running skills Range: <ul style="list-style-type: none"> • Entering and exiting eddy's • Running a rapid • Ferry Glide 		The student uses an appropriate stroke while paddling on moving water and control the direction of their kayak Range <ul style="list-style-type: none"> • Fwd and reverse paddle • Sweep • Low brace 	The student uses a combination of appropriate strokes while paddling on moving water and effectively controls the kayak. Range As for achieve (plus) <ul style="list-style-type: none"> • Stern rudder • Bow rudder. 	As for merit
4	Demonstrate rolling on moving water (c-c or sweep roll)		The student goes upside down in moving water and sets up for a roll and is successfully rescued by a buddy	The student goes upside down in moving water and attempts/completes a roll which is unsuccessful or inconsistent. I.e. 1 out of 5 times	The student goes upside down in moving water and successfully completes a roll which is consistent i.e. can do it four out five times.

LAWN BOWLS

Supports internal assessment for Achievement Standard 90436, Version 3. “Perform a physical activity to nationally developed performance standards”.

TASK	EVIDENCE	NOT ACHIEVED	ACHIEVEMENT	MERIT	EXCELLENCE
<p>The student is to learn/practice the art of bowling and undertake the following ends.</p> <p>Deliver 4 jacks down the rink within the legal boundaries.</p> <p>Deliver 4 bowls, with a choice of either backhand or forehand as close as possible to the jack</p> <p>Deliver 4 bowls, as close as possible to the jack on a Long End, with the forehand</p> <p>Deliver 4 bowls, as close as possible to the jack on a Long End, with the</p>	<p>The student bowls the 6 ends as described in the Task and scores as follows:-</p> <p>The delivery of every 'legal' jack scores 5 points.</p> <p>The delivery of every bowl within a metre of the jack scores 5 points.</p> <p>The delivery of every bowl within 2 metres of the jack scores 3 points.</p> <p>The delivery of every bowl within the boundaries of</p>	<p>The student scores below 60 points</p>	<p>The student scores between 60 and 74 points Inclusive.</p>	<p>The student scores between 75 and 84 points Inclusive.</p>	<p>The student scores 85 points or better.</p>

<p>backhand</p> <p>Deliver 4 bowls, as close as possible to the jack on a Short End, with the forehand</p> <p>Deliver 4 bowls, as close as possible to the jack on a Short End, with the backhand</p>	<p>the rink scores 1 point.</p> <p>The best 20 bowls will be assessed</p>				
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Life Saving

Student Instructions Sheet

Final Performance Test

You will stand on the edge of the pool at the deep end. Your victim will be briefed as to their situation. They will then demonstrate their situation in the pool (close to the edge in front of you). This will take approximately 5 seconds. You will be timed from when you start the rescue sequence. The timing will stop when your victim is in the recovery position.

You will have one formal attempt to demonstrate proficiency in Lifesaving. You will be assessed on your ability to follow the correct sequence using the correct techniques. The sequence will include victim and safety assessment, entry into the water, swim (50m) and approach, defensive position and reassurance (or rescue of submerged victim), tow, landing, resuscitation and recovery position. There is a time component that you must perform the rescue in. The time allowed decreases as you move from achieved to merit to excellence levels. In order to exit the pool safely to perform resuscitation you must place both of your victim's hands on the pool edge, then you may release them and both of you may then get out of the pool, with your victim then lying down on the poolside on their back. You may then carry on with the sequence.

Refer to the "Peer Assessment" sheet and practice assessment for the criteria for the skills and times required to gain an achieved, merit and excellence grade

Assessment schedule Lifesaving

Task	Evidence	Judgement towards Achievement	Judgement towards Achievement with Merit	Judgement towards Achievement with Excellence
1	Completed Self/Peer Observation Sheet	Achievement is attained in all areas.	Achievement is attained in all areas at Merit level, or better.	Achievement is attained in all areas at Excellence level.

Level Two

**Lifesaving Rubric
Self/Peer Observational Sheet
Final Performance Test**

Name _____ Peer Observer _____

Tick the square that best indicates the student's ability in each of the areas

Stage of Rescue		ACHIEVEMENT	MERIT	EXCELLENCE
Victim assessment	Not yet at achieved level	<ul style="list-style-type: none"> Correctly assesses the victim verbally to the assessor. Categorises victim as non-swimmer, tired swimmer, injured swimmer or unconscious 		
Entry	Not yet at achieved level	Can demonstrate: Suitable entry technique – slide, dive, stride, compact or step-in		
Swim and approach	Not yet at achieved level	<ul style="list-style-type: none"> Can swim 50m to the victim. 	<ul style="list-style-type: none"> Can swim 50m <u>continuously</u> to the victim. Last two strokes are breaststroke. 	Merit plus Stops at least 1m from the victim
Defensive position & reassurance/submerged victim rescue	Not yet at achieved level	Can demonstrate the defensive position <u>or</u> recover submerged victim	Achieved plus Verbally reassures the victim. If victim is submerged uses correct technique to retrieve (from surface)	Merit plus <u>Assertively</u> reassures the victim. If victim is submerged, recovers with ease from above
Tow	Not yet at achieved level	Can demonstrate a suitable and safe non-assisted towing method – <u>tow arm straight most of the time</u> over 50m.	Can <u>consistently tow with straight-arm</u> , continuously over 50m. Feet do not touch the bottom of the pool apart from at the ends.	Can <u>effectively tow with straight-arm</u> , continuously over 50m. <u>Victim's head must remain above the water at all times.</u>
Landing & recovery position/ resuscitation	Not yet at achieved level	<ul style="list-style-type: none"> Anchor victims hand Position victim on back and performs an adequate version of resuscitation Puts victim into the recovery position 	Achieved plus <ul style="list-style-type: none"> Uses correct sequence for resuscitation. 	Merit plus <ul style="list-style-type: none"> Demonstrates confidence in the procedure
Total time to perform complete sequence	Not yet at achieved level	<ul style="list-style-type: none"> Can perform the rescue in under 4 min and 10 sec 	<ul style="list-style-type: none"> Can perform the rescue in under 3 min and 30 sec 	<ul style="list-style-type: none"> Can perform the rescue in under 2 min and 50 sec
Verification Sign Student _____ Teacher Sign _____				
Date _____				

Low Ropes

Supports internal assessment for:

Achievement Standard 90436 version 3

Perform a physical activity to nationally developed performance standards

Credits: 4

Teacher Guidelines:

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

Context and setting

Students are required to participate in the required elements of a low ropes course. There must be adequate opportunity for the students to demonstrate their ability to meet the set requirements.

Conditions

At the culmination of prior goal setting and teaching of safety techniques the students will be involved in participation of a low ropes course under the guidance of a qualified instructor.

Resource Requirements

Low ropes course with suitable elements.

Additional Information

Accuracy is essential in measuring and recording results. Students will need instructions and training on being a peer observer. The instructor/teacher will need to oversee all activities to confirm that the results recorded for assessment are fair and consistent. A goal setting journal will be taken into account as part of the assessment.

Low Ropes Rubric Final Performance Test

Activity	NA	Achievement	Achievement with Merit	Achievement with Excellence
Safety	Not yet at achieved level	Can apply safe spotting techniques with effective and consistent success <ul style="list-style-type: none"> • Using holds as appropriate • Shifting position to match fall line • Focused • Trustworthy. 		
Skills	Not yet at achieved level	<ul style="list-style-type: none"> • Completion of two challenging activities • Achievable goals set and met with some success. 	<ul style="list-style-type: none"> • Completion of three challenging activities • Achievable goals set and met with reasonable success. 	<ul style="list-style-type: none"> • Completion of four or more challenging activities • Achievable, realistic goals set and met.
Communication	Not yet at achieved level	Communicates to group with some success.	Communicates and encourages group with reasonable success.	Ideas are communicated clearly and constructively with positive encouragement demonstrated.
Trust	Not yet at achieved level	Some trust in self and other group members developed using the elements of the low ropes course.	Reasonable trust in self and other group members developed using the elements of the low ropes course.	A high level of trust in self and other group members developed using the elements of the low ropes course.

Guidelines: To be assessed on a low ropes course with related activities, as appropriate for the skills
Participants to have appropriate spotters and safety equipment as required
A qualified instructor/teacher to be used at the ropes course

To gain achieved you must attain achievement in all areas

To gain merit you must attain merit in all areas

To gain excellence you must attain excellence in all areas

Mountain Biking – McLeans Island, Christchurch

Supports assessment for:

Achievement Standard 90436 version 3,

Perform a physical activity to meet the Physical Performance Standards for Level 2

Credits: 4

Teacher Guidelines

Setting:

Students are required to demonstrate performance in Mountain Biking by completing the 5 km Coringa Track of the McLeans Island Forest Mountain Bike Park in as fast a time as possible.

See the attached McLeans Island Map for the exact course.

Conditions:

Students will have completed a teaching and learning programme covering but not limited to an introduction to mountain biking, equipment required for mountain biking, maintenance, and basic mountain biking skills.

Students will complete a 3 day mountain biking experience. These rides will include various mountain bike tracks in McLeans Island Forest, Bottle Lake Forest and the Port Hills. This experience will give students opportunities to practice their mountain biking skills.

Finally students will complete the mountain biking performance time trial. This will take place on the Coringa Loop Mountain Bike Track at McLeans Island Forest. Students will set off at 1 minute intervals, roughly from fastest to slowest.

Time Trial Course:

The course is 5km in length. It is a dirt, single track in an exposed and forest environment. The terrain includes both straight and twisting trails and a mixture of undulating terrain with short easy climbs where it is necessary to change gear. The track includes exposed trees roots, bumps, rocks and tight cornering where the students will be required to brake, change gears and turn with skill.

Achievement Criteria:

Evidence	Achievement	Achievement with Merit	Achievement with Excellence
Mountain biking time trial completed under teacher supervision	Boys: Time is under 17min 45sec	Boys: Time is under 14min 35sec	Boys: Time is under 11min 30sec
	Girls: Time is under 18min 45sec	Girls: Time is under 15min 40sec	Girls: Time is under 12min 30sec

Justifications and Specifications:

The 5km Coringa Loop Mountain Bike Track Time Trial has been adapted using the Naseby Forest Mountain Biking rubric for Achievement Standard 90436 version 3.

The achievement criteria is directly based on the Naseby Forest times with no extra time taken off or added in relation to distance.

The Naseby Forest Mountain Biking rubric was selected for adaptation in this setting because the terrain specified is the closest to the Coringa Loop Mountain Bike Track at McLeans Island, Christchurch.

Professional Advice on the Times Selected for Achieved, Merit and Excellence for Boys and Girls

Assessment time trial times for the Coringa Loop Track at McLeans Island were discussed and approved by Andrea Murray as being specific and appropriate for Year 12 students over the course selected.

Andrea Murray: Secretary of Huxster Regional Provider for Junior Development and Events Canterbury, Affiliated to BikeNZ, MTBNZ, School Sport Canterbury.

Andrea is also a UCI (International Cycling Body) Commissarie for Mountain Bike Events in NZ.

Signed: *Andrea Murray*

Date: 4/04/11

Contact: andrea.murray@paradise.net.nz

This submission has been developed and adapted by Clare Register and Ann-Maree Craighead for St Andrew's College Year 12 NCEA Physical Education 2011.

Mountain Biking- Naseby Forest

Supports assessment for:

Achievement Standard 90436 version 3,

Perform a physical activity to meet the Physical Education Performance Standards for Level 2,

Credits: 4.

Teacher Guidelines

Setting:

Students are required to demonstrate performance in Mountain Biking by completing the Hog Burn Water Race mountain bike trail in the Naseby Forest, in as fast a time as possible.

See the Naseby Forest Recreation Area map for the exact course.

Conditions:

Students will have completed a teaching and learning programme in class covering outdoor education, risk management, crisis management, an introduction to mountain biking, equipment required for a mountain biking expedition, maintenance, and a look at the basic skills of mountain biking.

Students will have completed a minimum of one class ride from Kavanagh College, to Jubilee Park, and around the Jubilee Park mountain biking trails. This ride will introduce students to the skills of mountain biking.

Students will then participate in a three day mountain biking expedition at Naseby. Each group will complete four 2 – 3 hour rides over the first two days. These rides will cover four sections of the Naseby Forest – the Hog Burn, the Gold Claims, the Middle Water Race and the Dams. These rides will give students the opportunity to practice their mountain biking skills.

Finally students will complete the mountain biking performance time trial. This will take place on the morning of the third day of the expedition. Students will be set off at one minute intervals, roughly from fastest to slowest.

Time Trial Course:

The course is 2.4km in length. It is a combination of open 4 wheel drive gravel road, closed dirt single trails, and short sections of off trail.

There are both straight and twisting trails.

The course contains a mix of gentle up hill, steep up hill, flat, undulating, down hill sections and water crossings.

There are several obstacles on the course including exposed roots, bumps, rocks and small drop offs.

Achievement Criteria:

Evidence	Achievement	Achievement with Merit	Achievement with Excellence
Mountain biking time trial completed under teacher supervision.	Boys: Time is under 8min 30sec. Girls: Time is under 9min.	Boys: Time is under 7min. Girls: Time is under 7min 30sec.	Boys: Time is under 5min 30sec. Girls: Time is under 6min.

Mountain Biking – Whakarewarewa Forest

Setting

Students are required to demonstrate performance in Mountain Biking by completing the following 'trail' in the Whakarewarewa Forest: Start from Radio Hut Road, complete top section of Genesis trail crossing over Hutt Road then linking onto Challenge downhill trail and link back onto Nursery Road finishing on the intersection of Radio Hut Road.

Conditions

Students will be taught a series of skill and bike maintenance/safety sessions at the Whakarewarewa Forest including guided rides and practice on the assessment track over a two day period of time. The assessment will occur on the last afternoon of the camp. Students will have one attempt and their time will be recorded.

Resources

Mountain bikes hired from The Outdoorsman with front suspension and helmets, stopwatches and lap top for recording times, cones, tape and spray paint for course marking.

Additional Information

It is expected that this assessment activity will follow a program of teaching and learning of mountain biking skills including:

- Bike set up
- Changing gears and appropriate use of gears
- Braking
- Climbing
- Descending
- Cornering
- Riding over obstacles eg; drop offs, roots, bridges, step ups, jumps, low branches, stony surfaces, mud.

Assessment Course

The course is 2.5km in length. The course is Grade 2/3. The surface is mostly dirt singletrack.

The course contains a mix of small drop offs of up to 30cm, exposed roots, bumps, small step ups of up to 10cm, short easy climbs where it is necessary to change gear, smooth dirt trail and twisting trail where the students are required to brake, turn and change gears with skill and finishing with a challenging steep climb.

Task: To complete the trail (2.5km) as fast as possible.

Time	Grade
<9.30	Excellence
9.30-10.59	Merit
11.00-13.29	Achieved
>13.30	Not Achieved

Mountain biking

Activity	NA	Achievement	Achievement with Merit	Achievement with Excellence
Downhill Riding	Not yet at achieved level	Weight over back of the seat. Uses breaks competently. Appropriate speed selected. Appropriate body position (Elbows bent, pedals @ 9 & 3, head up).	Controlled drop-offs less than 25cm. Weight over back of the seat. Uses breaks proficiently. Appropriate speed selected. Appropriate body position (Elbows bent, pedals @ 9 & 3, head up).	Controlled drop-offs more than 25cm. Weight over back of the seat. Uses breaks with expertise. Is able to ride down hills at speed and in a controlled fashion. Appropriate body position (Elbows bent, pedals @ 9 & 3, head up).
Uphill Riding	Not yet at achieved level	Gear changes in advance. Correct gear selected. Weight distribution correct.	Changes gear in advance. Able to select and ride to the correct line with correct gear selected.	Changes gear in advance. Able to select and ride to the correct line with correct gear selected. Able to position body to avoid front wheel lift or loss of traction.
Cornering	Not yet at achieved level	Correct speed. Weight distribution correct (weight over back wheel into corner and front wheel exiting the corner).	Is able to ride the bike into corners using correct line and gear. Weight distribution correct. No front-wheel wash out.	Is able to ride the bike into corners at speed in a controlled manner, selecting the correct line and gear.
Technical skills	Not yet at achieved level	Rides competently according to the conditions. Eg bunny hopping, lifting back wheel, jumping.	Rides proficiently according to the conditions. Eg bunny hopping, lifting back wheel, jumping.	Rides with expertise according to the conditions Eg bunny hopping, lifting back wheel, jumping

Mountain Biking – Mavora Lakes

Achievement Standard 90436 version 3

Perform a physical activity to nationally developed performance standards

Credits: 4

Student Instructions Sheet

Read through all the information given to you before starting this assessment activity. Make sure that you understand what you are being asked to do. Ensure that you know what level of performance will be required to obtain an achieved, merit or excellence grade for this achievement standard.

You are to complete a mountain biking skills learning programme which will teach you all the essential skills needed to successfully complete a timed mountain bike course. These skills will include items such as bike set up, changing gears, braking, climbing, descending, cornering, and riding over obstacles. The course itself is based in the Mavora Lakes.

Assessment Course

The course is 4.8km in length with undulating terrain. The surface consists of a walking track through bush, angles gravel bank, gravel road with a slight incline into a downhill, a 4WD track and two creek crossings, one at the end of a downhill section. The course contains small drop offs to 20cm, exposed roots, creek crossings, one at the bottom of a steep descent where braking skills are paramount, deep pot holes, an inclining climb where students are required to go from low gears through to high, numerous linking bends through undulating terrain in the 4WD track where cornering, braking and gear changing are all essential.

Assessment Tasks for 2.5

- Task 1 You will be attending a four hour Mt Biking session in the Kaiwera hills. You will practice skills and be recorded demonstrating each skill. Skills not demonstrated at Kaiwera will be developed further and assessed on the assessment track at the Mavora Lakes.
- Task 2 You will race around the set track on two official occasions. The times will be averaged to give you your overall time, which will be used to determine your assessment grade.

Task 1	<ul style="list-style-type: none"> ➤ Demonstrate a vast range of mountain biking skills and techniques, including each skill under the headings of ascending, descending, cornering and general 		
Task 2	<ul style="list-style-type: none"> ➤ Applied motor skills to complete assessment track in the specified time <p>Males - under 18 minutes</p> <p>Females - under 19 minutes</p>	<ul style="list-style-type: none"> ➤ Applied motor skills to complete assessment track in the specified time <p>Males - between 15min 15sec and 16 minutes 30</p> <p>Females - between 16 minutes and 17minutes 30 seconds</p>	<ul style="list-style-type: none"> ➤ Applied motor skills to complete assessment track in under the specified time <p>Males - Under 15 minutes 14 seconds</p> <p>Females - under 16 minutes</p>

To gain achieved you must attain achievement in Task 1 and Task 2
To gain merit you must gain an achieved in Task 1 and merit in Task 2
To gain excellence you must gain achieved in Task 1 and excellence in Task 2

Mountain Biking – Whakarewarewa Forest (Repco trail)

Setting

Students are required to demonstrate performance in Mountain Biking by completing the Repco mountain bike trail in the Whakarewarewa Forest, Rotorua in as fast a time as possible.

Conditions

Students will be taught a series of 6 lessons as an introduction to the skills of mountain biking. Included will be 2 time trials at Days Park over a similar course to the Repco Trail in Rotorua to simulate the assessment task. Each student will be expedited to have access to a bike for these lessons and additional practise in their own time. Students will be required to attend 2 days of preparation in Rotorua over a weekend. These lessons will be taught by the professionals at Planetbike. Students will return to Rotorua 4 weeks later to complete their assessment.

Resources

Availability of mountain bikes preferably with front suspension, helmets, a stopwatch, writing material for recording times, cones and spray paint for course marking.

Additional Information

It is expected that this assessment activity will follow a program of teaching and learning of mountain biking skills including:

- Bike set up
- Changing gears and appropriate use of gears
- Braking
- Climbing
- Descending
- Cornering
- Riding over obstacles eg; drop offs, roots, bridges, step ups, jumps, low branches, stony surfaces, mud.

Assessment Course

The course is 3.2km in length and gently undulating terrain. The surface is mostly dirt singletrack with 400m of open 4 wheel drive gravel and dirt track to finish.

The course contains a mix of small drop offs of up to 30cm, exposed roots, bumps, small step ups of up to 10cm, short easy climbs where it is necessary to change gear, smooth dirt trail and twisting trail where the students are required to brake, turn and change gears with skill.

NB: While this task has been written specifically for use on the Repco Trail. The assessment task could be easily adopted for the Diamondback Trail, a very similar trail close by. This area is used by a large number of schools over the North Island as a venue for the teaching and assessment of mountain biking because of its superb trails.

Task: To complete the Repco Trail (3.2km) as fast as possible.

Girls

Time	Grade
<9.30	Excellence
9.30-10.29	Merit
10.30-12.29	Achieved
>12.30	Not Achieved

Boys

Time	Grade
<8.00	Excellence
8.00-8.59	Merit
9.00-10.29	Achieved
>11.00	Not Achieved

Mountain Biking Race - Bethunes Gully

Students are required to demonstrate performance in Mountain Biking by completing the Bethune's figure 8 as fast as possible.

Conditions

Students will be taught a series of lessons around Dunedin as an introduction to the skills of mountain biking. Included will be 2 time trials at Bethune's Gully, to simulate the assessment task. Each student will be expedited to have access to a bike for these lessons and additional practise in their own time. Students will complete the assessment at the end of term after an extensive time riding over the term.

Resources

Availability of mountain bikes preferably with front suspension, helmets, a stopwatch, writing material for recording times, cones and spray paint for course marking.

Additional Information

It is expected that this assessment activity will follow a program of teaching and learning of mountain biking skills including:

- Bike set up
- Changing gears and appropriate use of gears
- Braking
- Climbing
- Descending
- Cornering
- Riding over obstacles eg; drop offs, roots, bridges, step ups, jumps, low branches, stony surfaces, mud

Assessment

You will be assessed on your mountain bike skills on **Bethune's figure 8**

Not Achieved	.>23:46 mins
Achieved	23:45 – 21:45 mins
Merit	21:14 – 18:45 mins
Excellence	<18:44 mins

The course contains a mix of small drop offs of up to 30cm, exposed roots, bumps, small step ups of up to 10cm, short easy climbs where it is necessary to change gear, smooth dirt trail and twisting trail where the students are required to brake, turn and change gears with skill.

There will be one reassessment at Bethune's Gully during the term.

Mountain Biking - Waharau

Achievement Standard 90436 version 3

Perform a physical activity to nationally developed performance standards

Credits: 4

Student Instructions Sheet

Read through all the information given to you before starting this assessment activity. Make sure that you understand what you are being asked to do. Ensure that you know what level of performance will be required to obtain an achieved, merit or excellence grade for this achievement standard.

You are to complete a mountain biking skills learning programme which will teach you all the essential skills needed to successfully complete a timed mountain bike course. These skills will include items such as bike set up, changing gears, braking, climbing, descending, cornering, and riding over obstacles. The course itself is through forest and pasture land on a farm near our Outdoor Education centre at Waharau. This timed course will be completed while you are on the 12PEO Leadership camp.

Task

To complete the timed farm and forest mountain bike course as fast as possible

Time (Boys)	Grade
< 1.25	Excellence
1.25 – 1.50	Merit
1.50 – 2.10	Achieved
> 2.10	Not Achieved

Time (Girls)	Grade
< 1.35	Excellence
1.35 – 2.00	Merit
2.00 – 2.20	Achieved
> 2.20	Not Achieved

Timed Mountain Biking Assessment - Cougar park

Instructions: The assessment will follow 8 weeks of class time biking various tracks and learning and applying new skills and mountain bike safety technique. Students will be allocated staggered start times and will be required to bike the 3.6km marked assessment track under the allocated time requirement set for Achieved, Merit and Excellence.

Physical Education teachers will be present at allocated sections of the track to ensure students safety and that they are completing the course correctly.

Times will be taken from the time you leave the start gates until you return to the set finish line.

Guidelines for Assessment:

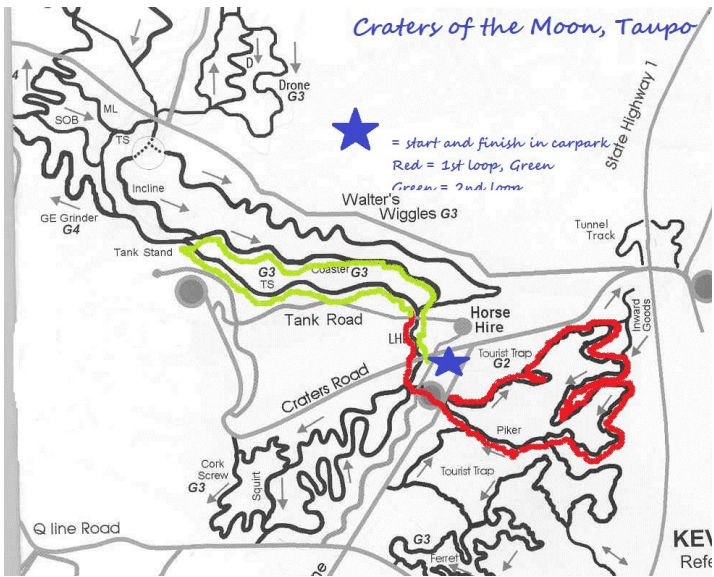
Task	Evidence	Achievement Guidelines	Merit Guidelines
To complete the marked 3.6km Mountain Biking Track in Cougar Park, Tokoroa within the specified time frame allocated.	<p>Mountain Bike time trials.</p> <p>Students complete set Forest View High School Mountain Bike trail course in Cougar Park, Tokoroa.</p> <p>Students complete marked course which consists of part of Three Blind Mice, part of the Entrance track and Go Gadget Long.</p>	<p>Mountain Bike trail course- Cougar Park.</p> <ul style="list-style-type: none"> • Boys- 11 mins 30 secs to 8 mins 51 secs. • Girls- 12 mins 50 secs to 10 mins 21 secs. 	<p>Mountain Bike trail course- Cougar Park.</p> <ul style="list-style-type: none"> • Boys- 8 mins 50 secs to 5 mins 31 secs. • Girls- 10 mins 20 secs to 7.01 secs.

The final judgement of achievement, merit and excellence will be awarded as follows:

Achievement: Achievement of the Nationally developed standards, in an applied setting.

Merit: Achievement with Merit of the Nationally developed standards, in an applied setting.

Excellence: Achievement with Excellence of the Nationally developed standards, in an applied setting



Mountain Biking Craters of the moon Taupo

Setting

Students are required to demonstrate performance in Mountain Biking by completing the TNT Year 12 Mountain bike course set in Craters of the Moon, Taupo. The course consists of the following mountain bike tracks: tourist trap, piker, tank stand, and the coaster.

Conditions

Students will be taught a series of 10 lessons at school and Spa Park as an introduction to the skills of mountain biking. Included will be the Rotary ride from Spa Park to Huka Falls to simulate the assessment task as well as riding the track at Craters of the Moon. Each student will be expedited to have access to a bike for these lessons and additional practise in their own time. Students will be required to attend half a day of assessment in Taupo during Week 9, Term One. Dates and time to be advised with letter sent home to inform parents.

Resources

Availability of mountain bikes preferably with front suspension, helmets, a stopwatch, writing material for recording times, time sheets, cones/arrows and spray paint for course marking. In addition to this, walkie talkies on the day of assessment is an advantage. EOTC forms in accordance with EOTC guidelines and the teacher in charge of EOTC.

Additional Information

It is expected that this assessment activity will follow a program of teaching and learning of mountain biking skills including:

- Bike set up
- Changing gears and appropriate use of gears
- Braking
- Climbing
- Descending
- Cornering
- Riding over obstacles eg; drop offs, roots, bridges, step ups, jumps, low branches, stony surfaces, mud.

Assessment Course

The course is undulating in terrain. The surface for the course are mostly dirt, singletracks. This course contains a mix of small drop offs of up to 30cm, exposed roots, bumps, short easy climbs where it is necessary to change gear, smooth dirt trail and twisting trail where the students are required to brake, turn and change gears with skill. There will be marshals on the course to ensure students stay on the correct path, as well as to cater for EOTC and safety guidelines.

Reassessment Opportunity

This will take place in Term 10, week 1. Dates and times to be advised.

Assessment schedule PhysEd/2/5 – A version 5
Mountain Biking – Craters of the Moon

Task	Evidence	Judgement towards Achievement	Judgement towards Achievement with Merit	Judgement towards Achievement with Excellence
Task 1	<p>Mountain bike time trials Students complete set TNT Mountain Bike trail course in Craters of the Moon, Taupo.</p> <p>See course maps attached.</p> <p>Students complete follow course which consists of tourist trap, piker, tank stand and coaster.</p>	<p>TNT Craters of the Moon Year 12 PE Mountain Bike Trail</p> <ul style="list-style-type: none"> ● Boys: 25 - 32 minutes ● Girls: 28 - 34 minutes 	<p>TNT Craters of the Moon Year 12 PE Mountain Bike Trail</p> <ul style="list-style-type: none"> ● Boys: 21 – 24.59 minutes ● Girls: 24 – 27.59 	<p>TNT Craters of the Moon Year 12 PE Mountain Bike Trail</p> <ul style="list-style-type: none"> ● Boys: less than 21 minutes ● Girls: less than 24 minutes

Overall judgement

Achievement: achievement level of the nationally developed standards, in an applied setting

Achievement with Merit: Achievement with Merit level of the nationally developed standards, in an applied setting

Achievement with Excellence: Achievement with Excellence level of the nationally developed standards, in an applied setting

Movement to Music

School/Institution	
Student Name	
Teacher or class	
Date	

Read through all the information given to you before starting this assessment activity. Make sure that you understand what you are being asked to do. Ensure that you know what level of performance will be required to obtain an Achieved, Merit or Excellence grade for this Achievement standard.

Achievement Criteria for 2.5: Movement to Music

Achievement	Achievement with Merit	Achievement with Excellence
Perform the physical activity to Achievement level of the nationally developed performance standards, in an applied setting.	Perform the physical activity to Achievement with Merit level of the nationally developed performance standards, in an applied setting.	Perform the physical activity to Achievement with Excellence level of the nationally developed performance standards, in an applied setting.
The student will be assessed on artistic quality of movement and technical accuracy of movement.	The student will be assessed on artistic quality of movement and technical accuracy of movement	The student will be assessed on artistic quality of movement and technical accuracy of movement
Artistic Quality includes: <ul style="list-style-type: none"> • Fullness • Sharpness • Flow 	Artistic Quality includes: <ul style="list-style-type: none"> • Fullness • Sharpness • Flow 	Artistic Quality includes: <ul style="list-style-type: none"> • Fullness • Sharpness • Flow
Technical quality includes: <ul style="list-style-type: none"> • Timing • Rhythm • Accuracy of moves • Smooth transitions 	Technical quality includes: <ul style="list-style-type: none"> • Timing • Rhythm • Accuracy of moves • Smooth transitions 	Technical quality includes: <ul style="list-style-type: none"> • Timing • Rhythm • Accuracy of moves • Smooth transitions
The student must attain Achieved or better in both categories.	The student must attain Merit or better in both categories.	The student must attain Excellence or better in both categories.

Task:

- You are to develop and learn a movement sequence to music and perform it to an audience of junior students.

- Your movement sequence will be at least 3 minutes long and include a range of movement patterns from dances we have completed in class time as well as new movements.
- You will need to show both artistic quality of movement and technical accuracy of movement within your chosen routine.
- You are to source what you believe is appropriate music to perform your dance to.
- You will have 12 class periods to develop and learn your dance and prepare for your performance.
- Your performance will be videoed and assessed against the attached criteria which will include:

Assessment Schedule: Moving to Music

Task	Evidence	Achievement	Merit	Excellence
Movement to Music performance	The student will complete the performance of a movement routine to music.	Demonstrates appropriate artistic quality though some fullness, flow, and sharpness of the movements.	Demonstrates effective and proficient artistic quality though some fullness, flow, and sharpness of the movements	Demonstrates consistently effective and artistic quality though some fullness, flow, and sharpness of the movements To achieve excellence the student displays autonomy of movement that allows them to display extra expression
	The student will be assessed in both artistic quality of movement and technical accuracy of movement and must attain Achieved or better in both categories.	Demonstrates competent performance with appropriate timing, rhythm, correct moves, memory of the movements and transitions.	Demonstrates good levels of competency of performance through good timing, rhythm, correct moves, memory of the movement and transitions	Demonstrates proficient and skilful performance with consistently high level of competence and timing, rhythm, correct moves, memory of the movements and transitions. To achieve excellence this level the student displays autonomy of movement that allows them to display extra expression

The final judgement of Achievement, Merit and Excellence will be awarded as follows:

- Achieved= Achieved in both the artistic quality of movement and the technical accuracy of movement.
 Merit = Merit in both the artistic quality of movement and the technical accuracy of movement.
 Excellence = Excellence in both the artistic quality of movement and the technical accuracy of movement.

Assessment Criteria on detail:

You will be scored on two key aspects:

- 1. artistic quality of movement and**
- 2. technical accuracy of movement**

1. Artistic Quality of Movement includes the following aspects:

Fullness:

This is how big and bold each of your movements are. Each movement should use a full range of movements for the body part/s involved in the movement.

Flow:

This is how well your routine fits with your music and looks like a routine rather than a group of unrelated movements. The routine should show an ease of movement and control.

Sharpness of movements:

This is how clean and sharp you make your movements look. Your body form should enhance the sharpness of the movements and be controlled.

Overall:

The routine will show originality, creativity and innovation within the movements, and the performance will be expressive and show interpretation of the music.

2. Technical Accuracy of Movement includes the following aspects:

Timing and rhythm:

This is how well you perform your movements to the beat and rhythm of the music. Movements should emphasise the beat, include actions that are on the beat and keep up with the rhythm of the music.

Correctness and memory of movements:

This is how well you remember all the moves within your routine and execute them correctly as planned.

Transitions:

This is how well your movements are designed to transition from one part of your routine to the next. Transitions should be smooth, in time with music and keep the routine 'seamless'.

Overall Execution:

This is how well you technically execute each move you have in your routine as a whole.

Moving to Music: Evidence collection Sheet

Name		Artistic Quality of Movement				Technical Accuracy of Movement			
		Fullness	Sharpness	Flow	Overall impression	Timing and rhythm	Correctness /memory	Transitions	Overall Execution
	A								
	M								
	E								
	A								
	M								
	E								
	A								
	M								
	E								
	A								
	M								
	E								
	A								
	M								
	E								
	A								
	M								
	E								
	A								
	M								
	E								

Netball

Achievement Standard 90436 version 3

Perform a physical activity to nationally developed performance standards

Credits: 4

Teacher Guidelines:

Context and setting

Students are required to demonstrate performance in netball through participation in competitive full-court games. There must be adequate opportunity for students to demonstrate their abilities in a variety of court positions.

Conditions

At the culmination of a teaching/learning programme the students will be involved in competitive netball games officiated by competent referees.

Team strategies are inherent in the assessment for Merit and Excellence levels, so these must be a part of a teaching-learning programme.

Resource requirements

Standard netball court and goals.

Playing bibs and balls.

Additional Information

Pre and Post-test assessment is related to the physical activity. However skills tests used as formative assessment and teacher observation during the teaching programme may be used to provide additional evidence to support the teacher judgement.

Other factors to consider in modified game situations:

- balance of skill level between teams;
- maximising opportunity for students to provide evidence; and
- structuring teams and competition to allow all players to demonstrate their ability.

Netball Rubric

<i>Circle the square that best indicates ability in each of the four areas.</i>		Achievement	Achievement with Merit	Achievement with Excellence
DEFENCE	Not yet at Achievement level	Demonstrates an ability to pick up and mark identified player, denies ball, when opponent receives ball moves to set up in an, appropriate, defensive position.	Consistently uses defensive skills that successfully contribute to team defensive patterns. Should include zone defence skills and man-to-man defence skills.	Consistently and effectively demonstrates defensive skills that successfully contribute to team defensive patterns. Should include zone defence skills and man-to-man defence skills.
Offensive movement of the ball	Not yet at Achievement level	Demonstrates a range of movements off the ball including: <ul style="list-style-type: none"> • providing passing options • driving • dodging • holding the space • moving into position to rebound. 	Consistently performs a range of movements off the ball to contribute to team offensive patterns. May include; <ul style="list-style-type: none"> • holding and creating space • providing passing options • rebounding positioning. 	Consistently and effectively demonstrates a full range of movements off the ball that contribute to team offensive patterns. May include: <ul style="list-style-type: none"> • holding and creating space • providing passing options • rebounding positioning.
Offensive ball skills	Not yet at Achievement level	Demonstrates ability to receive a ball, pivot, and make successful and appropriate passes using a range of passes including: chest pass, lob, shoulder pass, under-arm pass, ball fakes. Shoots the ball from a range of distances with some success.	Consistently demonstrates passing and receiving of the ball that successfully contributes to the team offensive patterns and adapts to opposition's defensive patterns. Shoots the ball from a range of distances with some success.	Consistently and effectively demonstrates passing and receiving of the ball that successfully contributes to the team offensive patterns and adapts to opposition's defensive patterns. Shoots the ball from a range of distances with a reasonable level of success.
Team play	Not yet at Achievement level	Demonstrates a contribution to team strategies during play.	Consistently demonstrates a good level of contribution to team strategies during play.	Consistently and effectively demonstrates a high level of contribution to team strategies during play.

Oe Vaka / Waka Ama

Perform a physical activity to nationally developed performance standards

Credits: 4

Student Instructions Sheet

School/Institution	Tereora College
Student Name	
Teacher or class	
Date	

Read through all the information given to you before starting this assessment activity. Make sure that you understand what you are being asked to do. Ensure that you know what level of performance will be required to obtain an achieved, merit or excellence grade for this achievement standard.

Achievement Criteria for 2.5

Achievement	Achievement with Merit	Achievement with Excellence
Perform the physical activity to achievement level of the nationally developed performance standards, in an applied setting.	Perform the physical activity to achievement with merit level of the nationally developed performance standards, in an applied setting.	Perform the physical activity to achievement with excellence level of the nationally developed performance standards, in an applied setting.

You are to complete Oe Vaka / Waka Ama practical training sessions over 4 weeks during class time. Students will undertake training and instruction from paddling club members and teachers. Teachers and instructors will assess students competency at the end of the sessions and award a grade for this practical performance on the assessment schedule

Conditions: Students will be assessed verbally through individual interviews and questioning by the teacher. Students will be assessed practically by paddling instructors and teacher. Final grades will be awarded and verified by teacher

Tereora College will undertake Oe Vaka training at Muri lagoon

Assessment Schedule - PhysEd/2.5 Oe Vaka/ Waka Ama

Instructions: Students need to attend and actively participate in Paddling sessions and display competencies in outlined areas to gain this achievement standard in an applied setting. Students will be required to undertake a verbal assessment and a practical performance assessment at the end of the unit to display their ability. This will be assessed and verified by paddling instructions and finally by the teacher.

Guidelines for Assessment:

Task	Evidence	Achievement Guidelines	Merit Guidelines	Excellence Guidelines
Equipment		Verbally name parts of a Vaka including <ul style="list-style-type: none"> - Paddle - ama/outtrigger - hull/vaka - bailer - bow - stern 	Verbally name parts of a Vaka and describe their role	Verbally name parts of a Vaka and describe in specific detail their role and function
Paddling calls		Student follows and uses paddling calls such as <ul style="list-style-type: none"> - hip (change) 	Student consistently follows and uses paddling calls and understands their meaning	Student consistently leads paddling calls and can accurately decide when to use them
Safety		Student can describe safety issues relevant to paddling	Student can describe safety issues relevant to paddling and can verbally demonstrate safety checks prior to paddling Student can capsize and re-enter Vaka with assistance	Student can describe safety issues in specific detail that are relevant to paddling and can verbally demonstrate safety checks prior to paddling Student can capsize and re-enter Vaka without any assistance

Paddling strokes		<p>Can demonstrate strokes in applied settings:</p> <p>Forward paddle in time</p> <ul style="list-style-type: none"> - front arm extended - elbow locked throughout most of the movement - reach far forward as possible - paddle exit from hip 	<p>Can consistently demonstrate strokes in applied settings:</p> <p>Forward paddle in time</p> <ul style="list-style-type: none"> - front arm extended - elbow locked consistently throughout movement - reach far forward as possible - some rotation of upper body and torso - pull water to hip only - paddle exit from hip 	<p>Can consistently and effectively demonstrate strokes in applied settings:</p> <p>Forward paddle in time</p> <ul style="list-style-type: none"> - front arm extended - elbow always locked throughout movement - reach far forward as possible - full rotation of upper body and torso - use of back muscles rather than arms - pull water to hip only - paddle exit from hip - able to switch legs in sitting position <p>Able to steer the Vaka from stern</p>
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The final judgement of achievement, merit and excellence will be awarded as follows:

- Achievement: Student must gain Achievement in all areas as judged by instructors and teacher
Merit: Student must gain Merit or above in all areas as judged by instructors and teacher
Excellence: Student must gain Excellence in all areas as judged by instructors and teacher

Note that this performance must be assessed/verified/signed by the teacher

Signed by Teacher: _____ **Date:** _____

Signed by Student: _____ **Date:** _____

Orienteering – Wellington

COURSE	ACHIEVED	MERIT	EXCELLENCE
TINAKORI HILL	-8 CONTROLS -COMPLETED UNDER 50 MINS	-9 CONTROLS -COMPLETED UNDER 40 MINS	-10 CONTROLS -COMPLETED UNDER 30 MINS
HATAITAI	-8 CONTROLS -COMPLETED UNDER 50 MINS	-9 CONTROLS -COMPLETED UNDER 35 MINS	-10 CONTROLS -COMPLETED UNDER 22 MINS
CENTRAL PARK	-8 CONTROLS -COMPLETED UNDER 40 MINS	-9 CONTROLS -COMPLETED UNDER 30 MINS	-10 CONTROLS -COMPLETED UNDER 21 MINS
WAIKANAЕ	-10 CONTROLS -COMPLETED UNDER 50 MINS	-11 CONTROLS -COMPLETED UNDER 38 MINS	-11 CONTROLS** -COMPLETED UNDER 28 MINS (POSTS) OR 12 CONTROLS UNDER 26*MINS(FLAGS)

Road Bike – 42km Wellington Course

Teacher Guidelines:

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

Context and setting:

Students are required to complete a performance in a road bike time trial through participation in modified 42 kilometre event. The event will be an in-school event whereby students will be given a time by their teacher(s). Pre-testing will be completed by completing a range of modified fitness tests which can be developed to suit the equipment (bike) being utilised.

Conditions:

At the culmination of a teaching/learning programme the students will complete the modified road bike time trial which will be officiated by teacher and student marshals. Individual strategies are inherent in the assessment for merit and excellence levels so must be a part of a teaching learning programme.

Resource requirements:

Appropriate Clothing (Shoes, shorts and shirt)
Appropriate Road Bike and Helmet
Stop watches, Cones, High-Visibility Vests

Additional Information

Accuracy is essential in measuring and recording results. Students will receive a teacher recorded time. The teacher(s) will need to oversee the modified 42 Kilometre event to confirm that the results recorded for assessment by peers are fair and consistent.

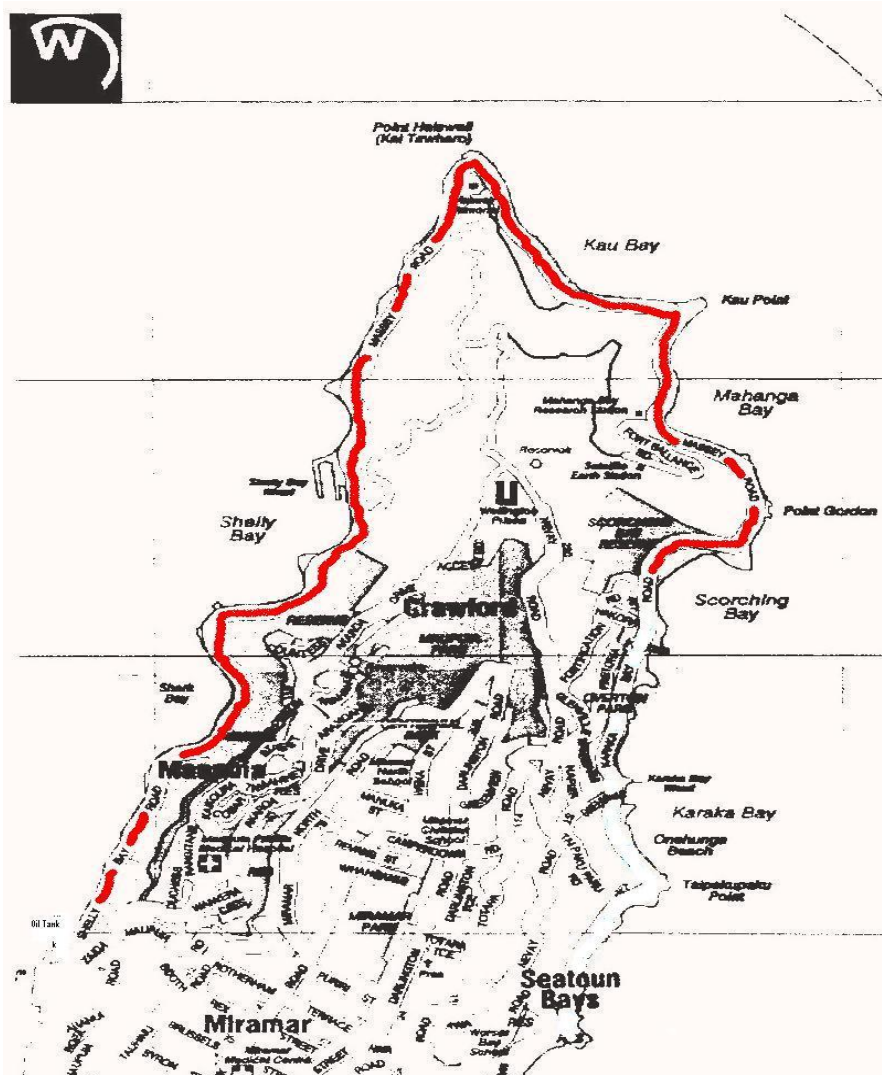
Performance tests are used as a summative assessment, however teacher observation during the teaching programme may be used to provide additional evidence to support the teacher judgement.

Other factors to consider in the competitive full course event are:

- Maximising opportunity for students to provide evidence (completing a diary of training sessions completed during training programme and after full course event – related to AS2.3: Task 1 – Training Logs).
- Completing the training sessions/full course event on suitable days with ideal environmental conditions.

ROAD BIKE TIME TRIAL COURSE

- The length of the Road Bike Time Trial Course is 42 kilometres.
- The course is as follows:
 - Beginning at the “**Scorching Bay Reserve**”, cycle NORTH from the start/finish line along **Massy Road**.
 - Continue to follow the road around the point (it will change into **Shelly Bay Road**) and cycle SOUTH.
 - Continue past the **Naval Base** until you reach the turn around point (the first big white **Oil Tank**) and cycle back NORTH (the 10 ½ kilometre turnaround point).
 - Continue to cycle all the way back to **Scorching Bay Reserve** where the start/finish line is located.



“ROAD BIKE TIME TRIAL”

Self/ Peer Observation Sheet – “Performance Results”

NAME _____ Peer Observer _____

Circle the square that best indicates your ability in each of the three areas

	NOT ACHIEVED	ACHIEVEMENT	MERIT	EXCELLENCE
OVERALL TIME	Greater than 1 hours and 25 minutes	Between 1 hour 20 minutes and 1 hour 25 minutes	Between 1 hour 10 minutes and 1 hour 15 minutes	1 hour 10 minutes or less

GOAL AND TEST RESULTS:

	TARGET/RESULT	LEVEL OBTAINED
Goal for Time Trial		
Post-Test for Time Trial		

Verification 1 (Goal Set): Sign Student _____ Sign Peer _____ Date _____
Verification 2 (Post-test result): Sign Student _____ Sign Peer _____ Date _____

Road Bike time trial- 16km/Auckland

TEACHER GUIDELINES:

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

Context and setting:

Students are required to complete a performance in a 16km road bike time trial .

Conditions:

The time trial will take place on Tamaki Drive water front or a suitable venue that is flat in terrain in an official school time trial or another school cycling club time trial. Times will administered by cycling coach or teacher and time trial rules will apply.

Completing the training sessions and the time trail should be completed on suitable days with ideal environmental conditions – fine and calm

ROAD BIKE TIME TRIAL COURSE

- The length of the Road Bike Time Trial Course is 16 kilometres.
- The course is as follows: the Auckland secondary school course from Mechanics Bay to St Heliers return or a similar course.

Self/ Peer Observation Sheet – “Performance Results”

NAME _____ **Coach/ teacher observer** _____

Task	Achievement	Achievement with Merit	Achievement with Excellence
16km time trial	Between 28 mins 38 secs and 32 mins 24 secs	Between 26 mins 41 sec and 28mins 37sec	Under 26 mins 36 sec

Time taken: _____

Student verification: _____

Teacher/coach verification : _____

RockClimbing (Indoor/Sport Climbing only)

NAME: _____

Instructor: _____

	<i>NYA</i>	ACHIEVEMENT	MERIT	EXCELLENCE
BELAYING TECHNIQUE		<ul style="list-style-type: none"> • Can belay partner without compromising safety • Consistently uses prescribed hand sequence • Uses two hands on brake end of rope • Can hold the climber in a fall or a rest 	As for achieved, but includes: <ul style="list-style-type: none"> • Awareness of rope ie appropriately tensioned, not in climbers way • Uses two hands in a shuffling motion to lower the climber in a smooth and controlled manner 	As for merit, but includes: <ul style="list-style-type: none"> • Can describe belaying techniques and reasons behind them • Is focussed and responsive to climber • Can role model skills and techniques to others
MOVEMENT SKILL		<ul style="list-style-type: none"> • completes traverse using prescribed body position • attentive mostly to hand holds • efficiency gained mostly through pace • Completes a “simple” climb without external aid or falling (approx grade 14-15) 	<ul style="list-style-type: none"> • Organised movement patterns in traverse • Good awareness advantages of key techniques • Efficiency gains through coordination of techniques • Can correct errors on wall • Completes an “average” climb without external aid or falling (between grade 16-17) 	<ul style="list-style-type: none"> • Traverse is conducted efficiently, and movements appear fluid and comfortable • Excellent awareness of balance, and can coordinate movements with precision and flair • Completes a “difficult” climb without external aid or falling (greater than grade 18+)
SAFETY CHECKS & COMMUNICATION		<ul style="list-style-type: none"> • Can tie the re-threaded fig 8 knot successfully • Can perform appropriate safety checks making necessary corrections • Uses prescribed climbing calls at correct times (near enough and clear enough) 	<ul style="list-style-type: none"> • Can tie the re-threaded fig 8 knot successfully • Can perform appropriate safety checks consistently • Uses climbing calls as for achievement, but also makes changes in volume, is directive and reassuring, and clarifies confusion 	<ul style="list-style-type: none"> • Can tie the re-threaded fig 8 knot successfully • Can perform appropriate safety checks consistently and confidently • Uses climbing calls as for merit, but includes ability to role model these things to others

RockClimbing (Rock face)

THIS PERFORMANCE STANDARD TO BE USED FOR OUTDOOR ROCK FACE CLIMBING ONLY. THERE IS A SEPARATE STANDARD FOR INDOOR/WALL CLIMBING

NAME: _____ **Instructor:** _____

	<i>NYA</i>	ACHIEVEMENT	MERIT	EXCELLENCE
BELAYING TECHNIQUE		<ul style="list-style-type: none"> • Can belay partner without compromising safety • Consistently uses prescribed hand sequence • Uses two hands on brake end of rope • Can hold the climber in a fall or a rest 	As for achieved, but includes: <ul style="list-style-type: none"> • Awareness of rope ie appropriately tensioned, not in climbers way • Uses two hands in a shuffling motion to lower the climber in a smooth and controlled manner 	As for merit, but includes: <ul style="list-style-type: none"> • Can describe belaying techniques and reasons behind them • Is focussed and responsive to climber • Can role model skills and techniques to others
MOVEMENT SKILL		<ul style="list-style-type: none"> • completes traverse using prescribed body position • attentive mostly to hand holds • efficiency gained mostly through pace • Completes a “simple” climb without external aid or falling (approx grade) 12-13 	<ul style="list-style-type: none"> • Organised movement patterns in traverse • Good awareness advantages of key techniques • Efficiency gains through coordination of techniques • Can correct errors on rock • Completes an “average” climb without external aid or falling (between grade)14-15 	<ul style="list-style-type: none"> • Traverse is conducted efficiently, and movements appear fluid and comfortable • Excellent awareness of balance, and can coordinate movements with precision and flair • Completes a “difficult” climb without external aid or falling (greater than grade 1+)16
SAFETY CHECKS & COMMUNICATION		<ul style="list-style-type: none"> • Can tie the re-threaded fig 8 knot successfully • Can perform appropriate safety checks making necessary corrections • Uses prescribed climbing calls at correct times (near enough and clear enough) 	<ul style="list-style-type: none"> • Can tie the re-threaded fig 8 knot successfully • Can perform appropriate safety checks consistently • Uses climbing calls as for achievement, but also makes changes in volume, is directive and reassuring, and clarifies confusion 	<ul style="list-style-type: none"> • Can tie the re-threaded fig 8 knot successfully • Can perform appropriate safety checks consistently and confidently • Uses climbing calls as for merit, but includes ability to role model these things to others

Royal New Zealand Navy Fitness

Subject Reference: **Physical Education 2.5 (Replacing 2.4 in 2012)**

Internal assessment resource reference number: **Generic version 3**

“Are you Royal New Zealand Navy Fit??”

Supports internal assessment for:

Achievement Standard 90436 v 3

Perform a physical activity to nationally developed performance standards

Credits: 4

ADMINISTRATIVE INFORMATION

TEACHER GUIDELINES:

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

Students will be assessed against the fitness standards set in the Multi Stage Fitness Test (MSFT) and Press up areas of the Royal New Zealand Navy (RNZN) fitness test.

At least 7.1 MSFT and 10 Press Ups minimum (Seagoing standard requirements)

At least 10.7 MSFT and 30 Press Ups minimum (Physical Training Instructor requirements)

At least 11.1 MSFT and 40 Press Ups minimum (Operational Diver requirements)

Context/setting

This achievement standard assesses the student's performance in a physical activity against nationally developed performance standards, in an applied setting.

Students VO2 Max and Local Muscular Endurance of the upper body will be tested against RNZN fitness standards. All activities are to be conducted correctly as per the RNZN requirements. Assessment is to be conducted utilising Defence Force recruiters/ Physical trainers or personnel that have been approved through Defence Force courses (i.e. Assistant PTI etc.)

Conditions

Student's levels of fitness will be measured against RNZN performance standards. Students will be assessed in a formal testing situation at the end of an eight week practical module by an approved assessor at a pre-determined time. The assessor will demonstrate correct technique and issue assessment protocol.

Injury or illness

If a student is unable to participate in the final assessment, a medical certificate citing the reason must be given to the provider. If possible an opportunity for reassessment should be provided. When this is not possible and sufficient evidence is available from the student's participation in the module, the provider may use their professional judgement. In this situation judgement should lean toward the conservative.

Resource Requirements:

RNZN Fitness requirements

Additional information:

It is expected that this assessment activity will follow a programme of teaching and learning, which will assist in helping students develop an understanding of the relationship between physical activity and health and the implications for self and society (2.1)

Internal Assessment Resource

Subject Reference: **Physical Education 2.5 (Replacing 2.4 in 2012)**

Internal assessment resource reference number: **PhysEd/3/4 –
“Are you Royal New Zealand Navy fit?”**

Supports internal assessment for:

Achievement Standard 90436 version 3

Perform a physical activity to nationally developed performance standards

Credits: 4

Student Instructions Sheet

School/Institution	
Student Name	
Teacher or class	
Date	

Read through all the information given to you before starting this assessment activity. Make sure that you understand what you are being asked to do. Ensure that you know what level of performance will be required to obtain an achieved, merit or excellence grade for this achievement standard.

Achievement Criteria for 2.5 (2.4 in 2012)

Achievement	Achievement with Merit	Achievement with Excellence
Achieve at least 7.1 on the Multi Stage Fitness Test and complete 10 Press Ups minimum. (Seagoing Requirement for the RNZN)	Achieve at least 10.7 on the Multi Stage Fitness Test and conduct 30 Press Ups minimum. (Physical Training Instructor Requirement for the RNZN)	Achieve at least 11.1 on the Multi Stage Fitness Test and conduct 40 Press Ups minimum. (Operational Diver Requirement for the RNZN)

You are to complete the above performance standards in a formal testing situation at the completion of an 8 week practical training regime. Relevant data will be recorded and compared against Royal New Zealand Navy performance fitness criteria.

Assessment Schedule - PhysEd/2.5 generic: (Are you Royal New Zealand Navy Fit?)

Instructions: (Evidence will be collected through a formal testing situation. Final results will be recorded for the Multi Stage Fitness Test and Press Ups. These will be compared to Royal New Zealand Navy fitness performance standards.)

Guidelines for Assessment:

Task	Evidence	Achievement Guidelines	Merit Guidelines	Excellence Guidelines
Perform the Royal New Zealand Navy fitness performance standards in a formal testing situation.	<p>The test results for the Multi Stage Fitness Test will be formally recorded and compared to Royal New Zealand Fitness standards.</p> <p>The test results for the Press Ups will be formally recorded and compared to Royal New Zealand Fitness standards.</p>	<p>Achieve at least 7.1 on the Multi Stage Fitness Test and complete 10 Press Ups minimum.</p> <p>(Seagoing Requirement for the RNZN)</p>	<p>Achieve at least 10.7 on the Multi Stage Fitness Test and conduct 30 Press Ups minimum.</p> <p>(Physical Training Instructor Requirement for the RNZN)</p>	<p>Achieve at least 11.1 on the Multi Stage Fitness Test and conduct 40 Press Ups minimum.</p> <p>(Operational Diver Requirement for the RNZN)</p>

Rowing

NAME _____

Coach _____

Activity	NA	Achievement	Achievement with Merit	Achievement with Excellence
Stroke Preparation	Not yet at achieved level	<p>Can demonstrate basic stroke preparation skills in applied settings:</p> <ul style="list-style-type: none"> Utilizes natural height Body angle at approximately 45 degrees (shoulders not too far forward) Adequate use of slide, to transmit force in to the stroke 	<p>Can consistently demonstrate stroke preparation skills in applied setting:</p> <ul style="list-style-type: none"> Utilizes natural height Body angle at approximately 45 degrees (shoulders not too far forward) Adequate use of slide, to transmit force in to the stroke 	<p>Can consistently demonstrate appropriate and successful stroke preparation skills in applied settings:</p> <ul style="list-style-type: none"> Utilizes natural height Body angle at approximately 45 degrees (shoulders not too far forward) Adequate use of slide, to transmit force in to the stroke
The Catch & Drive	Not yet at achieved level	<p>Can demonstrate the drive in applied settings:</p> <ul style="list-style-type: none"> Smooth and controlled oar-to-water entry Early 'catch' and correct/effective power transmission Effective and appropriate stroke length and rhythm Weight transmitted to the foot stretcher through the legs initially, then... Secondary use of the back muscles, the... Thirdly, the use of shoulders, then... Fourth, the use of the arms Smooth summation of the above force (For sculling the left hand is in front of the right hand) 	<p>Can consistently demonstrate the drive in applied settings:</p> <ul style="list-style-type: none"> Smooth and controlled oar-to-water entry Early 'catch' and correct/effective power transmission Effective and appropriate stroke length and rhythm Weight transmitted to the foot stretcher through the legs initially, then... Secondary use of the back muscles, the... Thirdly, the use of shoulders, then... Fourth, the use of the arms Smooth summation of the above force (For sculling the left hand is in front of the right hand) 	<p>Can consistently and effectively demonstrate drive skills in applied settings:</p> <ul style="list-style-type: none"> Smooth and controlled oar-to-water entry Early 'catch' and correct/effective power transmission Effective and appropriate stroke length and rhythm Weight transmitted to the foot stretcher through the legs initially, then... Secondary use of the back muscles, the... Thirdly, the use of shoulders, then... Fourth, the use of the arms Smooth summation of the above force (For sculling the left hand is in front of the right hand)
The Finish & Release	Not yet at achieved level	<p>Can demonstrate finish and release skills in applied settings:</p> <ul style="list-style-type: none"> Shoulders and arms closing the drive Body weight remains behind the oars Oar is removed smoothly and ready for the recovery please (For sculling the left hand is in front of the right hand) 	<p>Can consistently demonstrate finish and release skills in applied settings:</p> <ul style="list-style-type: none"> Shoulders and arms closing the drive Body weight remains behind the oars Oar is removed smoothly and ready for the recovery please (For sculling the left hand is in front of the right hand) 	<p>Can consistently and effectively demonstrate finish and release skills in applied settings:</p> <ul style="list-style-type: none"> Shoulders and arms closing the drive Body weight remains behind the oars Oar is removed smoothly and ready for the recovery please (For sculling the left hand is in front of the right hand)
Stroke Recovery	Not yet at achieved level	<p>Can demonstrate stroke recovery in applied settings:</p> <ul style="list-style-type: none"> Hands lead the recovery advance Recovery starts with arms fully extended Body position, smoothly moves forward, until it reaches 45 degrees (ready to repeat the stroke preparation phase) When arms are forward and body is at 45 degrees, the athlete starts to move the seat forward to initiate the new stroke (For sculling the left hand is in front of the right hand) The 'blade' is carried at an effective and efficient level throughout 	<p>Can consistently demonstrate stroke recovery in applied settings:</p> <ul style="list-style-type: none"> Hands lead the recovery advance Recovery starts with arms fully extended Body position, smoothly moves forward, until it reaches 45 degrees (ready to repeat the stroke preparation phase) When arms are forward and body is at 45 degrees, the athlete starts to move the seat forward to initiate the new stroke (For sculling the left hand is in front of the right hand) The 'blade' is carried at an effective and efficient level throughout 	<p>Can consistently and effectively demonstrate stroke recovery in applied settings:</p> <ul style="list-style-type: none"> Hands lead the recovery advance Recovery starts with arms fully extended Body position, smoothly moves forward, until it reaches 45 degrees (ready to repeat the stroke preparation phase) When arms are forward and body is at 45 degrees, the athlete starts to move the seat forward to initiate the new stroke (For sculling the left hand is in front of the right hand) The 'blade' is carried at an effective and efficient level throughout

Competition/Race Skills	Not yet at achieved level	Show appropriate skills that contribute to effective results during competition: <ul style="list-style-type: none"> The athlete can utilise all of the above skills/criteria fluidly and continuously in an applied setting 	Consistently shows appropriate skills during competition, that benefits the rower: <ul style="list-style-type: none"> The athlete can utilise all of the above skills/criteria fluidly and continuously in an applied setting 	Can consistently demonstrate highly effective skills during competition that significantly benefits the rower <ul style="list-style-type: none"> The athlete can utilise all of the above skills/criteria fluidly and continuously in an applied setting
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Verification 1	Sign Coach _____	Date
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To gain Achieved, Achievement or better is attained in all areas.
To gain Merit, Achievement is attained in all areas at Merit level or better
To gain Excellence, Achievement is attained in all areas at Excellence

Rugby

Activity	NA	Achievement	Achievement with Merit	Achievement with Excellence
Movement Off the Ball (Defence)	Not yet at achieved level	Demonstrates the ability to work within the team defensive pattern <ul style="list-style-type: none"> • Stays in the line of defence • Holds own position. 	Consistently demonstrates the ability to work within the team defensive pattern <ul style="list-style-type: none"> • Communicating with others his position in the line of defence • Points out the attacker that he is covering • Stays in line of defence. 	Consistently and effectively demonstrates the ability to work within the team defence pattern. Communicates with others his position in the line of defence, and organises other to rearrange defence pattern in accordance to attack.
Tackling	Not yet at achieved level	Demonstrates the ability to tackle using correct technique with some success <ul style="list-style-type: none"> • Move forward to meet ball carrier • Head up and to side or behind impact • Contact with shoulder, wrap arms • Drive with legs. 	Consistently demonstrates the ability to make an offensive tackle using correct technique with reasonable success <ul style="list-style-type: none"> • Drives opponent back in the tackle. 	Consistently and effectively makes offensive tackle using correct technique, occasionally leading to a turnover <ul style="list-style-type: none"> • Drives opponent back in the tackle • Regularly secures the ball.
Offensive Balls Skills (Passing and Catching)	Not yet at achieved level	Demonstrates the ability to receive and pass the ball in one fluid movement with some accuracy. This includes: <ul style="list-style-type: none"> • Two hands up to receive the ball (target) • Swings ball across body. 	Consistently receives the ball, draws in defenders and passes with considerable accuracy <ul style="list-style-type: none"> • Two hands up to receive ball (target) • Uses appropriate pass. 	Consistently and effectively receives the ball, draws in defenders, and creates space for an open pass with a high level of accuracy <ul style="list-style-type: none"> • Two hands up to receive ball (target) • Straightens up by running at defenders • Uses appropriate pass.
Team Play	Not yet at achieved level	Demonstrates some elements of team play <ul style="list-style-type: none"> • Is involved in both offence and 	Consistently demonstrates a good level of team play <ul style="list-style-type: none"> • Is involved in both offence and 	Consistently and effectively demonstrates a high level of team play

		defence.	defence <ul style="list-style-type: none"> • Shows vision • Passes to player in better position. 	<ul style="list-style-type: none"> • Is involved in both offence and defence • Shows vision • Passes to player in better position • Reads game and shows leadership.
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To gain achieved you must attain achievement in all areas

To gain merit you must attain merit in all areas

To gain excellence you must attain excellence in all areas

Running - 'The Gut Buster'

Assessment Conditions

This assessment has one task:

You are to complete a cross trail run in the Redwoods Forest at the conclusion of your 6-week training programme.

You will complete two laps of the green track in the Redwoods Forest (9.6Km). –see map

You are to comply with the appropriate rules and course instructions as given at the pre-race briefing.

The teacher will observe your run and attest to the accuracy of your time.

Award of Achievement, Achievement with Merit, and Achievement with Excellence will be determined by your performance in relation to **the schedule below**.

Assessment schedule

Task	Evidence	Achievement	Achievement with Merit	Achievement with Excellence
1	Timed run signed off by teacher	Run is completed under 65 Minutes and 30 Seconds	Run is completed under 54 Minutes and 30 Seconds	Run is completed under 46 Minutes

The Gut Buster



The course is two laps of the Quarry Lookout track (Green track) which totals 9.6km. The Quarry Lookout Track is a variation on the WaitawaTrack and ventures a bit further into the forest. One loop of the track is 4.8km and the recommended walk time allowance is one hour and thirty minutes. The track is undulating terrain and ascends approximately 450m above sea level at the highest point.

Before completing this assessment the students underwent a six week training programme to prepare them for this event.

Running – 4km (Tereora course)

Instructions: Students will complete the running course on the assessment day chosen by your PE teacher. In order to achieve this Achievement Standard, Students must complete the Aerobic Running course within Allowed times.

<p>Guidelines for Assessment: Students will have 9 weeks of Physical Education Class time in order to train for the day. They have also been made aware of the times required to achieve in the Aerobic Run so they can undertake their own training prior to the event if they choose. Times required are specific to the Tereora College course and have been developed from the national standards that are already in use. The distance of the course is 4 km</p>	<p>Evidence</p>	<p>Achievement Guidelines</p>	<p>Merit Guidelines</p>	<p>Excellence Guidelines</p>
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<p>over undulating ground, there is a hill to finish the course that will be hard for students and slow them down at the end of their run. The course is mostly on sealed footpath. Students will practice and train on the course so they will be familiar with expectations.Task</p>				
<p>Complete Tereora College Aerobic Run</p>	<p>Student is to: Completes the Aerobic Run in the required time.</p>	<p>Male: 21:20 – 17:21 mins</p>	<p>Male: 17:20 – 16:01 mins</p>	<p>Male: < 16:00 mins</p>
		<p>Females: 22:50 – 18:31 mins</p>	<p>Females: 18:30 – 17:21 mins</p>	<p>Females: < 17:20 mins</p>
		<ul style="list-style-type: none"> • Demonstrate competent performance of a physical activity in an applied setting. 	<ul style="list-style-type: none"> • Demonstrate proficiency in performance of a physical activity in an applied setting. 	<ul style="list-style-type: none"> • Demonstrate expertise in performance of a physical activity in an applied setting.

The final judgement of achievement, merit and excellence will be awarded as follows:

Achievement: Completes and has time recorded as an Achieved Time
Merit: Completes and has time recorded as a Merit Time
Excellence: Completes and has time recorded as an Excellence Time

Student Sign _____ Date _____

Teacher Sign _____ Date _____

5 km Road Run

Instructions:

In order to achieve this Achievement Standard, students must complete the 5km Road Run within allowed times.

Guidelines for Assessment:

Students will have time during study for AS 90434 in order to train for the day. They have also been made aware of the times required to achieve in the run so they can undertake their own training prior to the event if they choose. Times required are specific to the NPBHS course and have been developed from times run in previous years. The course consists of 3 $\frac{3}{4}$ laps of a circuit over an undulating sealed path.

Task	Evidence	Achievement Guidelines	Merit Guidelines	Excellence Guidelines
Complete school cross country	The student is to: Complete the 5km Road Run course in the required time.	21:31 – 25:00 mins	19:31 – 21:30 mins	< 19:30 mins
		<ul style="list-style-type: none"> • Demonstrate competent performance of a physical activity in an applied setting. 	<ul style="list-style-type: none"> • Demonstrate proficiency in performance of a physical activity in an applied setting. 	<ul style="list-style-type: none"> • Demonstrate expertise in performance of a physical activity in an applied setting.

The final judgement of achievement, merit and excellence will be awarded as follows:

Achievement: Completes cross country within set times for Achieved standard.
 Merit: Completes cross country within set times for Merit standard
 Excellence: Completes cross country within set times for Excellence standard

XTERRA 11km Trail Run

Instructions: You are to complete an 11km trail run at the XTERRA event. This event is held at the Blue Lake, Rotorua. Your official results will be downloaded from the XTERRA website following the event.

- **Guidelines for Assessment:** The below standards are based on the event being run in dry conditions. Results may need to be adjusted if weather conditions are poor and the track is slippery and muddy. These results will be adjusted based on a comparison to other results.

Task	Evidence	Achievement Guidelines	Merit Guidelines	Excellence Guidelines
11km trail run	Students will complete the 11km trail run at the XTERRA event in Rotorua.	Girls complete the 11km trail run in under 1hr 32min 31secs. Boys complete the 11km trail run in under 1hr 27min 31secs.	Girls complete the 11km trail run in under 1hr 19min 30secs. Boys complete the 11km trail run in under 1hr 14min 30secs	Girls complete the 11km trail run in under 1 hr 12 min 52 secs. Boys complete the 11km trail run in under 1 hr 7 min 52 secs.

Running – 10km Sir Barry Curtis Classic

You are to complete a 10km run held by the Pakuranga Athletic Club on Sunday 14th October.

You are to comply with the appropriate rules and course instructions.

The teacher will observe your run and attest to the accuracy of your time. The Pakuranga Athletic Club will provide you with a running sensor that will be attached to your ankle to provide feedback on the time it took you to run 10km. You are responsible for attaching this accurately and must complete your run by crossing the finishing line to record a time.



Feedback towards achievement, merit and excellence will be determined by your performance in relation to the schedule below.

Task	Evidence	Criteria for an Achieved	Criteria for a Merit		Criteria for an Excellence	
10km Run (Males)	Timed run signed off by teacher or Athletic Club	Can run 10km in under 65 mins	Can run 10km in under 50 mins	Can run 10km in under	Can run 10km in under 40 mins	Can run 10km in under
(Females)	Timed run signed off by teacher or Athletic Club	Can run 10km in under 75 mins	Can run 10km in under 60 mins	Can run 10km in under	Can run 10km in under 50 mins	Can run 10km in under

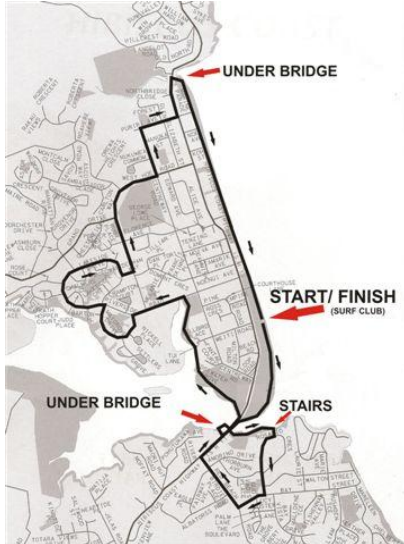
- Weather Conditions need to be considered.

Running – 10.5km Orewa Beach Fun Run

You are to complete a 10.5km run held at Orewa Beach by Orewa Events.

You are to comply with the appropriate rules and course instructions.

The teacher will observe your run and attest to the accuracy of your time.



Feedback towards achievement, merit and excellence will be determined by your performance in relation to **the exemplar below.**

Task	Evidence	Criteria for an Achieved		Criteria for a Merit		Criteria for an Excellence	
10.5km Run (Males)	Timed run signed off by teacher or Athletic Club	Can run 10.5km in under 69 mins	Can run 10.5km in under	Can run 10.5km in under 54 mins	Can run 10.5km in under	Can run 10.5km in under 44 mins	Can run 10.5km in under
(Females)	Timed run signed off by teacher or Athletic Club	Can run 10.5km in under 79 mins	Can run 10.5km in under	Can run 10.5km in under 64mins	Can run 10.5km in under	Can run 10.5km in under 54 mins	Can run 10.5km in under

- Weather Conditions need to be considered.

Running – 10.1km Whenuapai Fun Run

You are to complete a 10.1km run held in Whenuapai by Club Physical.

You are to comply with the appropriate rules and course instructions.

The teacher will observe your run and attest to the accuracy of your time.

Feedback towards achievement, merit and excellence will be determined by your performance in relation to **the exemplar below.**

Task	Evidence	Criteria for an Achieved		Criteria for a Merit		Criteria for an Excellence	
10.1km Run (Males)	Timed run signed off by teacher or Athletic Club	Can run 10.1km in under 67 mins	Can run 10.1km in under	Can run 10.1km in under 52 mins	Can run 10.1km in under	Can run 10.1km in under 42 mins	Can run 10.1km in under
(Females)	Timed run signed off by teacher or Athletic Club	Can run 10.1km in under 77 mins	Can run 10.1km in under	Can run 10.1km in under 62mins	Can run 10.1km in under	Can run 10.1km in under 52 mins	Can run 10.1km in under

- Weather Conditions need to be considered.

Sailing

Teacher Guidelines:

Context and setting

Students are required to demonstrate performance in Sailing through participation in flat water sailing. There must be adequate opportunity for students to demonstrate their abilities in a variety of wind and weather conditions over a number of lessons.

Conditions

At the culmination and during the teaching / learning phase the students will be able to show their competence within a range of sailing skills. For achievement at excellent level the students must have the opportunity to show competence within a competitive sailing setting.

Resource requirements

Sailing yachts suitable for individual sailing and appropriate for a range of abilities from beginners to advanced sailors. Yachts.

Suitable area for sailing, safe and sheltered.

Motorised safety boat.

Life jackets and appropriate safety equipment.

Additional Information

Accuracy is essential in measuring and recording results. Students will need instructions and training on peer and individual assessment. The teacher will need to be overly responsible for final assessment results to ensure results are fair and consistent. The contribution of peer and individual observation is primarily targeting better learning. It may also provide additional evidence to support the teacher's judgment.

Skills tests used as formative assessment and teacher observation during the teaching programme may be used to provide additional evidence to support the teacher judgment.

Physical Education
Achievement Standard 90436 version 3
Perform a physical activity to nationally developed performance standards
Credits: 4

Sailing Rubric

Self/ Peer Observation Sheet
Final Performance Test

NAME _____ **Peer Observer** _____

Circle the square that best indicates your ability in each of the four areas

Activity	NA	Achievement	Achievement with Merit	Achievement with Excellence
Safety	Not Yet at Achievement Level	<ul style="list-style-type: none"> Demonstrates the correct use of a life jacket Undertakes the correct safety checks on the boat with assistance Shows basic boat care skills, including washing and stowing boats 	<p style="text-align: center;"><i>(as for achieved plus)</i></p> <ul style="list-style-type: none"> Swim 50m in a lifejacket and light clothing Undertakes the correct safety checks on the boat without assistance 	<p style="text-align: center;"><i>(as for merit plus)</i></p> <ul style="list-style-type: none"> Pick up a sailor overboard with control
Wind awareness		Shows limited methods of finding wind direction	Shows a range of methods of finding wind and direction	Shows a range of methods of finding wind and direction
Knots		<ul style="list-style-type: none"> Tie the following knots... <ul style="list-style-type: none"> - Figure eight - Reef Knot - Round turn and two half hitches 	<p style="text-align: center;"><i>(as for achieved plus)</i></p> <ul style="list-style-type: none"> Tie the following knots... <ul style="list-style-type: none"> - bowline - sheetbend 	<i>(as for merit)</i>
Capsize		Swim around boat and right with assistance	Swim around boat and right boat without assistance	<i>(as for merit)</i>

Sailing		<ul style="list-style-type: none"> • Can rig boat correctly with assistance • Demonstrates tiller extension, sitting position and basic boat control • Can launch and retrieve boat correctly with assistance • Demonstrates understanding of basic points of sail 	<p style="text-align: center;"><i>(as for achieved plus)</i></p> <ul style="list-style-type: none"> • Can rig boat correctly without assistance • Can launch and retrieve boat correctly without assistance • Demonstrate all points of sail on the water • Can come alongside another boat with control 	<p style="text-align: center;"><i>(as for merit plus)</i></p> <ul style="list-style-type: none"> • Sail in close quarters with other boats showing confidence in race conditions • Bail the boat while sailing
Boat Handling		<ul style="list-style-type: none"> • Sail upwind using the correct technique • Sail down wind using the correct technique 	<ul style="list-style-type: none"> • Sail upwind and demonstrate the correct technique for tacking • Sail downwind and demonstrate the correct technique for gybing. 	<ul style="list-style-type: none"> • Demonstrate the correct tacking technique while sailing around a course • Demonstrate the correct gybing technique while sailing around a course
Rules		Demonstrates a basic understanding of the rules of sailing	Show a good understanding of the rules of sailing on the water	<i>(as for merit)</i>

Verification 1	Sign Student _____	Sign Peer _____	Date _____
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Teacher Verification _____	Date _____
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Teacher recording sheet

Category	Skill being observed							
Safety	Demonstrates the correct use of a life jacket							
	Undertakes the correct safety checks on the boat with assistance							
	Shows basic boat care skills, including washing and stowing boats							
	Swim 50m in a lifejacket and light clothing							
	Undertakes the correct safety checks on the boat without assistance							
	Pick up a sailor overboard with control							
Wind Awareness	Shows limited methods of finding wind direction							
	Shows a range of methods of finding wind direction							
Knots	Figure eight Reef Knot Round turn and two half hitches							
	Bowline Sheetbend							
	Name all the parts of the rig and boat							
Capsize	Swim around boat and right with assistance							
	Swim around boat and right boat without assistance							
Sailing	Can rig boat correctly with assistance							
	Demonstrates tiller extension, sitting position and basic boat control							
	Can launch and retrieve boat correctly with assistance							
	Demonstrates understanding of basic points of sail							
	Can rig boat correctly without assistance							
	Can launch and retrieve boat correctly without assistance							
	Demonstrate all points of sail on the water							

	Can come alongside another boat with control							
	Sail in close quarters with other boats showing confidence in race conditions							
	Bail the boat while sailing							
Boat Handling	Sail upwind using the correct technique							
	Sail down wind using the correct technique							
	Sail upwind and demonstrate the correct technique for tacking							
	Sail downwind and demonstrate the correct technique for gybing.							
	Demonstrate the correct tacking technique while sailing around a course							
	Demonstrate the correct gybing technique while sailing around a course							
Rules	Demonstrates a basic understanding of the rules of sailing							
	Show a good understanding of the rules of sailing on the water							

Ski/Snowboard Slalom

Teacher Guidelines:

Completing a modified ski / snowboard assessment in an appropriate outdoor environment.

Performance Standards for Level 2 Ski / Snowboard assessment

Context/setting:

Students are required to demonstrate performance during a 3 day skiing / snowboarding trip and will be assessed during lessons by instructors, and must also complete a 10 gate slalom course at the completion of the 3 days where they will be marked on technique and proficiency. If they are not able to complete the course (weather / injuries), evidence gathered from instructors regarding technique during lessons will be used.

Instructors are given criteria cards at start of 3 days.

Slalom course is set up on a gradient slope – intermediate graded slope – easy terrain graduating to more difficult.

If weather does not permit 3 days of skiing / snowboarding, assessment can be done on current ski / boarding ability at end of one day's activity, using the slalom course. Evidence can be gathered by staff and instructors throughout the day to back this up. Priority would be to have 3 days skiing / snowboarding but NZ weather does not always permit this!

Conditions:

Students participate in a 3 day ski / snowboard trip. Each day student's have a one hour lesson with qualified field instructors, who will be collecting information on their technique. They have the rest of the 3 days to practise in their own time. At the completion of the final day, students are required to ski / snowboard a 10 gate slalom course and will be assessed on their technique and proficiency. (Technique to carry the greater weighting)

Students are given 2 chances to complete the slalom course.

Levels of Achievement, Achievement with Merit, and Achievement with Excellence will be awarded according to the criteria.

Resource requirements:

Ski field with snow! Qualified instructors, correctly fitted skis / snowboards, slalom gates, recording cards for instructors.

Additional information:

It is expected that this assessment activity will follow a programme of learning and practise (3 days) on the skifield. If students are injured or weather does not permit slalom course being completed, evidence gathered by instructors regarding technique will be used.

A safety and risk management learning programme will proceed the ski trip.

PERFORMANCE OF SKILLS - SUCCESS/PROFICIENCY

Achieved	Can ski/snowboard continuously from the start, around the first five poles without falling or stopping
Merit	Can ski/snowboard continuously from the start, around the first eight poles without falling or stopping
Excellence	Can ski/snowboard continuously from the start to the finish without falling or stopping

Performed on an Intermediate slope progressing from easy terrain to difficult

PERFORMANCE OF SKILLS - SKI TECHNIQUE

Not Achieved	Is not able to reach the Achieved standard
Achieved	While moving, completes the wedge turns, consistently correctly and stop in control on an intermediate slope
Merit	While moving, completes the parallel turns, consistently correctly showing sound technique and stop in control on an intermediate slope
Excellence	While moving, completes the parallel turns, consistently correctly showing good technique and stop in control on an advanced slope

To be awarded an **Achieved** you need to have at least achieved, achieved standards in both the Success/Proficiency and technique areas for ski or snowboarding

To be awarded a **Merit** you need to have at least achieved Merit standards in both the Success/Proficiency and technique areas for ski or snowboarding

To be awarded an **Excellence** you need to have at least achieved, excellence standards in both the Success/Proficiency and technique areas for ski or snowboarding

PERFORMANCE OF SKILLS - SNOWBOARD TECHNIQUE

Not Achieved	Is not able to reach the Achieved standard
Achieved	Can get up, move, complete turns consistently correctly (both heel and toe side), and stop in control on an intermediate slope.
Merit	Can get up, move, complete carving turns, with flexion and extension, showing sound technique and stop in control on an intermediate slope.
Excellence	Can get up, move, complete carving turns (heel/toe) with flexion/extension, showing good technique, stop in control on an advanced slope.

To be awarded an **Achieved** you need to have at least achieved, achieved standards in both the Success/Proficiency and technique areas for ski or snowboarding

To be awarded a **Merit** you need to have at least achieved Merit standards in both the Success/Proficiency and technique areas for ski or snowboarding

To be awarded an **Excellence** you need to have at least achieved, excellence standards in both the Success/Proficiency and technique areas for ski or snowboarding.

Skiing and Snowboarding

Internal Assessment Resource

Subject Reference: **Physical Education 2.5**

Internal assessment resource reference number:
Generic version 3

Supports internal assessment for:

Achievement Standard 90436 v 3

Perform a physical activity to nationally developed performance standards

Credits: 4

ADMINISTRATIVE INFORMATION

TEACHER GUIDELINES:

Completing a ski / snowboard assessment in an appropriate outdoor environment.
Performance Standards for Level 2 Ski / Snowboard assessment
Assessment will be completed by the teacher with supporting information from ski area instructors after lesson. The ski run will be videotape and all assessed work will be check marked with certified ski/snowboard instructors from the video.

Context/setting

Students are required to demonstrate performance during a two day skiing / snowboarding trip. Students will be required to have lessons on both days of the assessment and will be assessed by the teacher (a fully certified ski instructor), after lessons are completed on the second day. The assessment will be completed on a ski/snowboard run on a blue/intermediate (or green for achieved) slope at the completion of the two days where students will be marked on technique and proficiency. If students are not able to complete the run due to (weather / injuries), evidence gathered from the lesson instructors regarding technique during lessons will be used.

The terrain will be an intermediate graded slope (or green for achieved)– easy terrain graduating to more difficult if slope gradient permits. The slope will be picked on the day of assessment taking into consideration weather, snow conditions and other safety considerations such as busyness.

If weather does not permit two days of skiing / snowboarding, assessment can be done on current ski / boarding ability at end of one day's activity. Evidence can be gathered by staff and instructors throughout the day to back this up.

Priority would be to have two days skiing / snowboarding but NZ weather does not always permit this!

Conditions:

Students participate in a two day ski / snowboard trip. Each day students' have a one hour lesson with qualified field instructors, who will be collecting information on their technique and reporting back to the teacher at the end of the lesson. They have the rest of the days to practise in their own time. At the completion of the final day, students are required to ski / snowboard a run down a blue / intermediate (or green for achieved) slope and will be assessed on their technique and applied movement. Students are given 2 chances to ski the run

Levels of Achievement, Achievement with Merit, and Achievement with Excellence will be awarded according to the criteria.

Resource Requirements:

Ski field with snow! Qualified instructors for lessons, correctly fitted skis / snowboards, recording cards for instructors.

Additional information:

It is expected that this assessment activity will follow a programme of learning and practise on the ski field. If students are injured or weather does not permit intermediate run being completed, evidence gathered by instructors regarding technique will be used.

A safety and risk management system will be in place prior to activity commencing.

Additional information:

It is expected that this assessment activity will follow a programme of teaching and learning, which include development of skills and game play.

Refer to the performance standards for Level 2 on TKI for further support material on this activity.

<http://www.tki.org.nz/e/community/ncea/support.php> under 'NCEA support material'

Internal Assessment Resource

Subject Reference: **Physical Education 2.5**

“Skiing and Snowboarding”

Supports internal assessment for:

Achievement Standard 90436 version 3

Perform a physical activity to nationally developed performance standards

Credits: 4

Student Instructions Sheet

School/Institution	
Student Name	
Teacher or class	
Date	

Read through all the information given to you before starting this assessment activity. Make sure that you understand what you are being asked to do. Ensure that you know what level of performance will be required to obtain an achieved, merit or excellence grade for this achievement standard.

Achievement Criteria for 2.5

Achievement	Achievement with Merit	Achievement with Excellence
Perform the physical activity to achievement level of the nationally developed performance standards, in an applied setting.	Perform the physical activity to achievement with merit level of the nationally developed performance standards, in an applied setting.	Perform the physical activity to achievement with excellence level of the nationally developed performance standards, in an applied setting.

You are to complete a ski or snowboard run down a blue / intermediate slope (or a green for achieved) demonstrating skills in correct and efficient ski and snowboard technique. You will be assessed on your technique and how well you use this technique in the applied setting of the slope.

Instructions: You will have 2 opportunities to be assessed on a blue / intermediate slope (or a green slope for achieved). You will demonstrate ski and snowboard technique that will be assessed by the teacher.

Skiing

Task	Evidence / comments	Achievement Guidelines	Merit Guidelines	Excellence Guidelines
Technique		<p>Controls speed and remains in control through maintaining a rounded turn shape supported by a wedge.</p> <p>Maintains a wedge for the entire turn</p> <p>Attempts for all steering movement to come from legs</p> <p>Turns are linked</p> <p>Turn size remains the same for the run.</p> <p>Can stop when needed.</p>	<p>Controls speed and remains in control through turn shape. The wedge movement is used to support when needed.</p> <p>Completes the turns using a wedge christie (starts in a wedge turn and skies are matched to parallel at the end of the turn).</p> <p>Steering primarily from the legs</p> <p>Turns are linked</p> <p>Turn size varies</p> <p>Can stop</p>	<p>Demonstrates speed control through a turn shape. Changes speed to suit the terrain.</p> <p>Completes parallel turns (skis are consistently parallel through the entire turn).</p> <p>Steering consistently comes from the legs. The upper body is stable.</p> <p>Turns are linked</p> <p>A variety of turn shape is demonstrated.</p>
Applied Movement		<p>Can apply ski technique and movement to consistently ski down a green slope,</p> <p>Maximum of 1 fall</p> <p>Avoids other skiers and obstacles (can stop to do this)</p> <p>Demonstrates knowledge of, and follows the snow code.</p>	<p>Can apply ski technique and movement to consistently ski down a blue / intermediate slope.</p> <p>Maximum of 1 fall</p> <p>Avoids other skiers and obstacles</p> <p>Demonstrates knowledge of, and follows the snow code.</p>	<p>Can apply ski technique and movement to confidently ski down a blue / intermediate slope.</p> <p>Does not fall</p> <p>Avoids other skiers and obstacles through adjusting speed and turn shape.</p> <p>Demonstrates knowledge of, and follows the snow code.</p>

Snowboarding

Activity	Evidence	Achievement	Achievement with Merit	Achievement with Excellence
Technique/ Movement		Controls speed and remains in control through using a turn shape, heel and toe sliding or a falling leaf. Completes linked toe and heel side turn. May use a falling leaf to avoid obstacles. Attempts for all steering movement to come from front leg Turn size remains the same for the run. Can stop when needed.	Controls speed and remains in control through using a round turn shape, Completes basic linked toe and heel side turns. Steering movement primarily come from legs leading with the front leg Turn size is consistent and controlled Can stop when needed.	Demonstrates speed control through a turn shape. Changes speed to suit the terrain. Completes strong edged turns (board has some edge engagement). Steering consistently comes from the legs leading with the front leg. The upper body is stable. Turns are linked A variety of turn shape is demonstrated.
Applied Movement		Can apply snowboard technique and movement to consistently ride down a green slope, Maximum of 1 fall Avoids other skiers and obstacles (can stop to do this) Demonstrates knowledge of, and follows the snow code.	Can apply ski technique and movement to consistently ski down a blue / intermediate slope. Maximum of 1 fall Avoids other skiers and obstacles Demonstrates knowledge of, and follows the snow code.	Can apply snowboard technique and movement to confidently ride down a blue / intermediate slope. Does not fall Avoids other riders and obstacles through adjusting speed and turn shape. Demonstrates knowledge of, and follows the snow code.

To gain achieved you must attain achievement in all areas

To gain merit you must attain merit in all areas

To gain excellence you must attain excellence in all areas

Snorkelling

Physical Education 2.4: Perform a physical activity in an applied setting

Scuba & Snorkelling Diving Skills

Supports internal assessment for: Achievement Standard 91330

Credits: 4

TEACHER GUIDELINES

Context/setting

The snorkelling and scuba diving course is done in a combination of confined water (pool) and open water (shore) environments. This could be dependent on the schools resources and location.

Conditions:

The assessment activity should take place over the course of the unit.

Evidence of students performing skills in an authentic setting will be gathered at Goat Island.

Ongoing evidence collected in pool sessions can be used for final judgement.

Evidence of performance is gathered from teacher observation.

There must be adequate opportunity for students to demonstrate their abilities.

Resource Requirements:

Pool (with a deep and shallow end)

Relevant equipment

Additional Information:

The assessment can be modified to suit the schools resources and location. This particular course consists of practical pool sessions, classroom based lessons on diving safety, and a trip/s to a local diving site.

All training providers assessing against any instruction diving standard must ensure that the training is conducted by a qualified instructor currently registered with one of the existing agencies: National Association of Underwater Instructors, Professional Association of Diving Instructors, Scuba Schools International, Confederation Mondiale des Activities Subaquatiques, International Diving Educators Association, the instructor, must provide training in accordance with the standards and procedures of the respective training agency.

Physical Education 2.4: Perform a physical activity in an applied setting

Scuba & Snorkelling Diving Skills

Supports internal assessment for: Achievement Standard 91330

Credits: 4

Achievement	Achievement with Merit	Achievement with Excellence
<ul style="list-style-type: none">Perform a physical activity in an applied setting.	<ul style="list-style-type: none">Perform a physical activity to a high level in an applied setting.	<ul style="list-style-type: none">Perform a physical activity to an outstanding level in an applied setting.

Student Instructions

You are to complete a snorkelling/scuba diving course. The course will be conducted through sessions in the school pool (confined water), open water sessions at Goat Island as well as classroom lessons that will teach relevant safety information required in scuba diving and snorkelling.

You will be assessed in an authentic setting while scuba diving and snorkelling at Goat Island. Ongoing evidence collected in pool sessions can be used for final judgement. Your instructor/teacher will observe and record your performance of a range of skills.

Assessment Schedule – PhysEd/2.4 Scuba & Snorkelling Diving Skills

	Not Achieved	Achieved	Achieved with Merit	Achieved with Excellence
<p><i>During confined and open water dives students will perform the following:</i></p> <p>Snorkelling</p>	<p><i>The student has not reached the achieved level of performance</i></p>	<p><i>The student demonstrates sufficient performance in elements and skills of scuba diving/snorkelling.</i></p> <ul style="list-style-type: none"> -swimming with snorkel -surface dive -cramp release for yourself and buddy -rescue tows -entry and exit -demonstrate a level of swim stroke proficiency of at least 15 continuous stroke cycles -10 min survival swim (floating, treading water etc) -underwater swim on one breath as far as you can go (no equipment) 	<p><i>The student consistently and effectively demonstrates the required skills.</i></p> <ul style="list-style-type: none"> -swimming with snorkel -surface dive -cramp release for yourself and buddy -rescue tows -entry and exit -demonstrate a level of swim stroke proficiency of at least 15 continuous stroke cycles -10 min survival swim (floating, treading water etc) -underwater swim on one breath as far as you can go (no equipment) 	<p><i>The student performs to a specialist level of success.</i></p> <ul style="list-style-type: none"> -15m underwater Swim (no equipment) -two rescue tows with one tow simulating rescue breathing skills -swimming on surface, dive underwater and swim for 15m, return to surface and clear snorkel on 1 breath, swim on surface for 5m
<p>Scuba Diving</p>		<ul style="list-style-type: none"> -assemble and disassemble a scuba unit -2x regulator recoveries -mask clearing, removal and replacement -water entry and exits -buoyancy check at surface -fin pivot (neutral buoyancy) -remove and replace scuba unit on surface -hovering motionless -buddy breathing stationary, donor and receiver -air depletion exercise (octopus accent donor & receiver) -rescue diver at depth -remove and replace weighting systems ascents and descents -out of air exercise/skill" (Emergency Swimming Ascent : ESA) 	<ul style="list-style-type: none"> -assemble and disassemble a scuba unit -2x regulator recoveries -mask clearing, removal and replacement -water entry and exits -buoyancy check at surface -fin pivot (neutral buoyancy) -remove and replace scuba unit on surface -hovering motionless -buddy breathing stationary, donor and receiver -air depletion exercise (octopus accent donor & receiver) -rescue diver at depth -remove and replace weighting systems ascents and descents -out of air exercise/skill" (Emergency Swimming Ascent : ESA) 	<ul style="list-style-type: none"> -hover motionless for minimum of 20 seconds -ESA skill –swimming underwater at the safe ascent rate of 15m while continuously exhaling small bubbles -mask removal, breathe without mask for minimum of 10sec, then replace mask (underwater)

The final judgement of achievement, merit and excellence will be awarded as follows:

Achievement: The student demonstrates sufficient performance in all the requirements of scuba diving and snorkelling.

Merit: The student consistently and effectively demonstrates all the requirements of scuba diving and snorkelling.

Excellent: The student performs to a specialist level of success.

Snowboarding

Activity	NA	Achievement	Achievement with Merit	Achievement with Excellence
Technique/ Movement	Not yet at achieved level	Demonstrates basic: <ul style="list-style-type: none"> • Edge awareness • Basic stance • Side slipping • Toe turns • Heel turns • Straight gliding • Turns must be linked. 	Demonstrates consistently: <ul style="list-style-type: none"> • Edge awareness • Basic stance • Side slipping • Toe turns • Heel turns • Straight gliding • Turns must be linked. 	Demonstrates consistently and effectively: <ul style="list-style-type: none"> • Edge awareness • Basic stance • Side slipping • Toe turns • Heel turns • Straight gliding • Turns must be linked.
Applied Movement	Not yet at achieved level	Can apply snowboarding techniques and movement to reach a consistent level of success in the applied setting on a groomed track (green slope).	Can apply snowboarding techniques and movement to reach a consistent level of success in the applied setting of a short race on a groomed track (blue slope).	Can apply snowboarding techniques and movement to reach a consistent level of success in the applied setting of a short race on a groomed track (blue/black slope).

To gain achieved you must attain achievement in all areas

To gain merit you must attain merit in all areas

To gain excellence you must attain excellence in all areas

Soccer

Activity	NA	Achievement	Achievement with Merit	Achievement with Excellence
Movement Off the Ball	Not yet at achieved level	Demonstrates a range of movements off the ball including: <ul style="list-style-type: none"> • Providing passing options • Runs into attacking positions • Moves to maintain team formation 	Consistently perform a range of movements off the ball to contribute to team strategies – including <ul style="list-style-type: none"> • Providing passing options • Runs into attacking positions • Moves to maintain team formation 	Consistently and effectively perform a range of movements off the ball to contribute to team strategies – including <ul style="list-style-type: none"> • Providing passing options • Runs into attacking positions • Moves to maintain team formation
Ball skills	Not yet at achieved level	Demonstrates the ability to: <ul style="list-style-type: none"> • Receive and control a ball • Use a range of passes accurately including: side foot, instep, and laces • Perform both an attacking and defensive header 	Consistently demonstrates the ability to contribute to attacking and defensive team patterns. This includes the ability to: <ul style="list-style-type: none"> • Receive and control a ball • Turn with a ball under control • Use a range of passes accurately including: side foot, instep, and laces • Perform both an attacking and defensive header 	Effectively and consistently demonstrates the ability to contribute to attacking and defensive team patterns. This includes the ability to: <ul style="list-style-type: none"> • Receive and control a ball • Turn with the ball under control • Use a range of passes accurately including: side foot, instep, and laces • Beat an opponent 1v1 • Perform both an attacking and defensive header
Defense	Not yet at achieved level	Demonstrates a range of defensive skills including: <ul style="list-style-type: none"> • Taking the ball away from an opponent • Picks up and marks an identified player or space • Applies pressure to an opponent in possession 	Consistently demonstrates skills that successfully contribute to team defensive patterns. This includes: <ul style="list-style-type: none"> • Taking the ball away from an opponent • Picks up and marks an identified player or space • Applies pressure to an opponent in possession 	Effectively and consistently demonstrates skills that successfully contribute to team defensive patterns. This includes: <ul style="list-style-type: none"> • Taking the ball away from an opponent • Picks up and marks an identified player or space • Applies pressure to an opponent in possession

Softball

Teacher Guidelines:

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

Context/setting:

Task one is demonstration of the skills in an applied setting ie *competitive games*.

Conditions:

Task 1 will involve students participating in several competitive games, where their skills can be applied.

Resource requirements:

Availability of fields, playing diamond, bats, gloves and balls.
Teacher Recording Sheet.

Additional information:

It is expected that students will have worked through a programme of teaching and learning which includes basic batting, throwing and catching. Students decide, within reason, when they feel ready to be assessed.

Accuracy is essential in measuring and recording results. Students will need instructions and training on being a peer 'observer'. The teacher will need to oversee all games to confirm that the results recorded for assessment by peers are fair and consistent. The contribution of peer observation is primarily targeting better learning. It may also provide additional evidence to support the teacher's judgement.

Pre and Post-test assessment is related to the physical activity. However skills tests used as formative assessment and teacher observation during the teaching programme may be used to provide additional evidence to support the teacher judgement.

Other factors to consider in modified game situations:

- balance of skill level between teams;
- maximising opportunity for students to provide evidence; and
- structure teams and competition to allow all players to demonstrate their ability

Demonstrate performance in a physical activity in an applied setting**Credits: 4*****Student Instructions Sheet******2007***

SOFTBALL

ACHIEVEMENT CRITERIA	Demonstrate competent performance of a physical activity in an applied setting	Demonstrate proficiency in performance of a physical activity in an applied setting	Demonstrate expertise in performance of a physical activity in an applied setting
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Task 1: You will participate in several competitive games of softball. During participation in games (applied setting) you will be observed by the teacher to determine your competency / proficiency / expertise in the game of softball.

RECORDING PAGE FOR SOFTBALL IN APPLIED SETTING

Name	Achievement				Merit					Excellence				OVERALL GRADE	
	Hits to fair territory	Gets on base with safe hits	Performs basic catch or fielding	Completes base running	Demonstrates proficiency in batting, consistent hitting	Promotes runners around bases	Consistently makes catches when movement is needed	Applies fielding pressure -- throws ahead of runners etc	Makes appropriate choices	Runs aggressively around bases	Batting expertise -- power, placement	'X' factor catches, dives etc	Attacks ball in the field, anticipates opponents plays		'Special' plays -- doubles etc

Softball Self/ Peer Observation Sheet NAME _____ Observer _____

Activity	NA	Achievement	Achievement with Merit	Achievement with Excellence
Offensive Skills Batting	Not yet at achievement level	Demonstrates competent performance with the bat. Shows the ability to hit into fair territory. Occasionally achieves desired outcomes for self or others.	Demonstrates proficiency in batting. Consistently demonstrates the ability to hit the ball – often with accuracy of placement so as to ensure successful outcomes (ie promotes base runners)	Demonstrates expertise with the bat. Consistently and effectively demonstrates the ability to hit the ball with power and placement to allow successful base running.
Defensive Skills Fielding	Not yet at achievement level	Demonstrates competent performance in the field. Shows the ability to perform basic catching using glove on non-throwing hand ie competent and successful when speed of throws are moderate and direction of throws is consistent and directed. Throwing is moderate and reasonably consistent.	Demonstrates proficiency in the field. Consistently demonstrates the ability to perform catching skills which involve movement of body to the ball , and a range of glove positions ie off side catches, low , overhead etc. Throwing is strong and well-directed . Player makes good selections as to which play to execute when several scenarios are possible. Moves appropriately – makes few errors in straight-forward play situations.	Demonstrates expertise in the field. Consistently and effectively performs with high skill in catching and fielding. Player can cope with high intensity throws to a variety of positions, including long, high fly balls to outfield, where lateral and forward & back movement to the flight of ball is required. Player ‘attacks’ the ball – applies pressure to base runners – forces errors on opponents. Throwing is of high quality, both in terms of direction and distance.
Team Play Strategies Tactical	Not yet at achievement level	Demonstrates a contribution to team play. Responds predictably to set situations in games.	Consistently demonstrates a good level of contribution to team strategies during play. Applies pressure, adapts, anticipates plays, covers effectively for others	Consistently and effectively demonstrate a high level of contribution to team strategies during play. Shows strategies to dictate play. Makes special ‘X’ factor plays!

Squash

Activity	NA	Achievement	Achievement with Merit	Achievement with Excellence
Serve	Not yet at achieved level	Demonstrates ability to serve and land the ball in appropriate service area.	Consistently demonstrates ability to vary placement of serve in opponents service area appropriately.	Consistently and effectively demonstrates ability to vary placement of serve in service area and to flight appropriately.
Offensive skills	Not yet at achieved level	Demonstrates ability to place ball away from opposition and play safe zone shots.	Consistently demonstrates ability to set up an offensive attack and to make good decision on shot choice and appropriate force.	Consistently and effectively demonstrates a range of shots to set up and demonstrate offensive strategy and to make good decision on shot choice and appropriate force.
Defensive skills	Not yet at achieved level	Demonstrates ability to return ball deep into the court, and can move to cover court area.	Consistently demonstrates ability to anticipate opponent's return, close down options, and make good decisions on shot choice.	Consistently and effectively demonstrates ability to anticipate opponent's return, close down options, and make good decisions on shot choice.
Movement off the ball	Not yet at achieved level	Demonstrates a range of movements off the ball, including positioning on court including attempts to reach 'T' zone.	Consistently demonstrates a range of movements off the ball including racket in ready position, moving around court and back towards 'T' zone.	Consistently and effectively demonstrates a full range of movements off the ball with confidence and fluidity, controlling the 'T' zone, reading and anticipating play.

Evidence	Achievement	Achievement with Merit	Achievement with Excellence
Required skills demonstrated in a game setting.	Achievement, or better, is attained in all areas.	Achievement is attained in all areas at Merit level or better.	Achievement is attained in all areas at Excellence level.

Surf Kayaking

Supports internal assessment for:

Achievement Standard 90436 version 3

Perform a physical activity to nationally developed performance standards

Credits: 4

Teacher Guidelines:

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

Context/setting:

Students are required to demonstrate performance in surf kayaking in surf no less than one metre.

Conditions:

Each student has a 15 minute heat to demonstrate a range of surf kayaking skills. Each heat will consist of 4 students in distinguishable colours ie. kayak or lifejacket.

Should a student not be in a position to demonstrate the roll the student will self capsize at the end of the heat.

Levels of achieved, merit and excellence will be awarded according to the student's performance.

Resource requirements:

Availability of surf and a range of kayaks, spraydecks, helmets, paddles and lifejackets.

Additional information:

It is expected that this assessment activity will follow a programme of teaching and learning, which includes basic skills of paddling and rolling a kayak, and practice in surf conditions over one metre.

Surf Kayaking

Task	Evidence	Judgement towards Achievement	Judgement towards Achievement with Merit	Judgement Towards Achievement with Excellence
1	Completed 15 minute heat in surf no less than one metre and demonstrated a rolling technique	Can attempt to roll ie demonstrate the set up position before exiting the kayak. Calm is maintained while capsized in the surf.	Can complete a roll using the pawlatta technique when capsized. Calm is maintained while capsized in the surf.	Can complete a roll using either the C to C or screw roll technique on most occasions when capsized ie 3/5 times. Calm is maintained while capsized in the surf.
2	Completed 15 minute heat in surf no less than one metre and demonstrated paddling techniques	Can successfully paddle out into unbroken wave formations. Can catch waves that have a broken face. Demonstrates leaning on the wave with paddle in support position.	Can successfully paddle out into unbroken wave formations. Can catch 2 waves that have an unbroken face. Demonstrates leaning on the wave with paddle in support position. Can demonstrate a low brace stroke that directs the kayak either left or right along the wave face.	Can successfully paddle out into unbroken wave formations. Can catch 4 waves that have an unbroken face. Demonstrates leaning on the wave with paddle in support position. Can demonstrate low brace strokes that allow the kayak to change direction ie straighten and turn low brace from side to side using kayak edges.

To gain achieved you must attain achievement in all areas

To gain merit you must attain merit in all areas

To gain excellence you must attain excellence in all areas

Surfing

Self/ Peer Observation Sheet Final Performance Test

NAME _____ Peer Observer _____

Activity	NA	Achievement	Achievement with Merit	Achievement with Excellence
Surfing and Board Handling Skills	Not yet at achievement level	Can demonstrate on a broken wave: <ul style="list-style-type: none"> • Catch wave • Stand up and ride wave in Be able to paddle out the back.	Can consistently demonstrate on an unbroken clean wave: <ul style="list-style-type: none"> • Catch wave • Stand up • Do bottom turn • Do top turn • Do a cut back Be able to paddle out the back.	Can effectively demonstrate on an unbroken clean wave: <ul style="list-style-type: none"> • Catch wave • Stand up Do bottom turn • Do top turn • Do a cut back Plus any 3 of: <ul style="list-style-type: none"> • Re entry • Round house cut back • Floater • Snap Be able to paddle out the back.
Environmental Conditions	Not yet at achievement level	Can read surf conditions and verbally: <ul style="list-style-type: none"> • Explain rips present • Explain how to use rips safely. 	Can read surf conditions and verbally: <ul style="list-style-type: none"> • Explain rips present • Explain how to use rips safely. 	Can read surf condition and verbally: <ul style="list-style-type: none"> • Explain rips present • Explain how to use rips safely.

Survival Swim

Activity	NA	Achievement	Achievement with Merit	Achievement with Excellence
Distance Swim	Not yet achieved	Students dressed in long sleeve top and pants, swim for 5 minutes to complete the greatest possible distance. Any stroke may be used. 5 lengths completed.	6 lengths completed	7 or more lengths completed
Long Survival Swim	Not yet achieved	Students dressed in swim wear. Completes long sea swim to Haulashore Island. Total distance 450 metres	Student swims to Island jetty and returns to Robertson Road steps. Total distance 900 metres.	Student swims to jetty around marker buoy and back to Robertson Road steps. Adjusting to changing environmental conditions. Total distance 1060 metres

To gain achieved you must attain achievement or better in both tests

To gain merit you must attain merit or better in both tests

To gain excellence you must attain excellence in both tests

Swimming- (3 stroke medley / 400m swim)

Achievement Standard 90436 version 3

Perform a physical activity to nationally developed performance standards

Credits: 4

Teacher Guidelines:

Context/setting:

Students are required to demonstrate performance in swimming through timed swims in either a 3-stroke medley or a 400 metre freestyle.

Conditions:

At a specified time, students complete their chosen swim supervised by either the teacher or an adult member of a swim club. The time will be correctly recorded and signed off by the supervisor.

Levels of achievement, merit, and excellence will be awarded according to the student's time.

Resource requirements:

Availability of a swimming pool 25 metres in length or longer, stop watches.

Additional information:

It is expected that this assessment activity will follow a programme of teaching and learning, which includes basic skills of stroke development and endurance training.

Internal Assessment Resource

Subject Reference: **Physical Education 2.5**

Internal assessment resource reference number:

“Swimming”

Supports internal assessment for:

Achievement Standard 90436 version 3

Perform a physical activity to nationally developed performance standards

Credits: 4

Student Instructions Sheet

A. You are to complete either a 150 metre three stroke medley eg. 50m backstroke, 50m breaststroke, 50m freestyle or 400m freestyle.

You are to complete the appropriate turn at the completion of each length.

The teacher or other adult member/official of a swim club will observe your swim and attest to the accuracy of your time.

You are to submit your completed and verified time to the teacher.

Award of achievement, merit and excellence will be determined by your performance in relation to **the exemplar below.**

B. You are to complete a 200 metre three stroke medley (33.3 m pool) eg. 66.6m backstroke, 66.6m breaststroke, 66.6m freestyle

You are to complete the appropriate turn at the completion of each length.

The teacher or other adult member/official of a swim club will observe your swim and attest to the accuracy of your time.

You are to submit your completed and verified time to the teacher.

Award of achievement, merit and excellence will be determined by your performance in relation to **the exemplar below.**

Swimming

Task	Evidence	Judgement towards Achievement	Judgement towards Achievement with Merit	Judgement Towards Achievement with Excellence
1	Timed swim signed off by teacher or adult supervisor 33.3m pool 3 stroke Medley	Can swim the 3-stroke medley in under 3 minutes 30 sec. Can swim the 400metres freestyle in under 9 minutes Can swim the 3-stroke medley in under: 4 minutes 45 seconds	Can swim the 3-stroke medley in under 3 minutes Can swim the 400 metres freestyle in under 7 minutes Can swim the 3-stroke medley in under 4 minutes 5 seconds	Can swim the 3-stroke medley in under 2 minutes 40 sec. Can swim the 400 metres freestyle in under 6 minutes Can swim the 3-stroke medley in under 3 minutes 38 seconds

To gain achieved you must attain achievement in all areas

To gain merit you must attain merit in all areas

To gain excellence you must attain excellence in all areas

Swimming – 8 minute swim (25m pool)

Title	Perform a physical activity to meet the Physical Education Performance Standards for Level 2						
Achievement Standard	90436	Version	3	Level	2	Credits	4
Subject Reference	Physical Education 2.5 (PE 2.5)						
Activity	Swimming (8 minute 25 metre pool)						
Source of Assessment Task	The <i>nationally developed performance standards and guidelines</i> appendix to this achievement standard accessed at www.tki.org.nz/e/ncea under 'NCEA support material'. Swimming - Pages 155-157, AS 90436 Physical Education Level 2 Performance Standard Appendix. Adapted for NSC use from L3 standard						
Achievement Criteria	Achievement		Achievement with Merit		Achievement with Excellence		
	Perform the physical activity to achievement level of the Physical Education Performance Standards for Level 2, in an applied setting.		Perform the physical activity to achievement with merit level of the Physical Education Performance Standards for Level 2, in an applied setting.		Perform the physical activity to achievement with excellence level of the Physical Education Performance Standards for Level 2, in an applied setting.		
Details of Assessment Activity (evidence)	<p>8 minute continuous swim</p> <ul style="list-style-type: none"> ○ Students will complete a timed 8 minute continuous swim in a pool of at least 25m. ○ Students can use any number of strokes ○ Students may stop during the swim however this is permitted at the ends of the pool only 						
Date of Event							
Venue / location							
Assessment Schedule	Achievement		Achievement with Merit		Achievement with Excellence		
	Students can swim continuously for 250 – 350 metres in 8 minutes (10-14 lengths)		Students can swim continuously for 375 – 475 metres in 8 minutes (15-19 lengths)		Students can swim continuously for 500+ metres in 8 minutes (20+ lengths)		
Student name							
Performance	Lengths:		Verified by:				
Grade awarded	N A M E		Student Sign:		Date:		

Swimming – 8 minute swim (20 m pool)

Title	Perform a physical activity to meet the Physical Education Performance Standards for Level 2						
Achievement Standard	90436	Version	3	Level	2	Credits	4
Subject Reference	Physical Education 2.5 (PE 2.5)						
Activity	Swimming (8 minute 20 metre pool)						
Source of Assessment Task	The <i>nationally developed performance standards and guidelines</i> appendix to this achievement standard accessed at http://www.tki.org.nz/e/ncea under 'NCEA support material'. Swimming - Pages 155-157, AS 90436 Physical Education Level 2 Performance Standard Appendix. Adapted from L3 standard for NSC use						
Achievement Criteria	Achievement		Achievement with Merit		Achievement with Excellence		
	Perform the physical activity to achievement level of the Physical Education Performance Standards for Level 2, in an applied setting.		Perform the physical activity to achievement with merit level of the Physical Education Performance Standards for Level 2, in an applied setting.		Perform the physical activity to achievement with excellence level of the Physical Education Performance Standards for Level 2, in an applied setting.		
Details of Assessment Activity (evidence)	<p>8 minute continuous swim</p> <ul style="list-style-type: none"> ○ Students will complete a timed 8 minute continuous swim in a pool of 20m length. ○ Students can use any number of strokes ○ Students may stop during the swim however this is permitted at the ends of the pool only 						
Date of Event							
Venue / location	Mossburn swimming pool						
Assessment Schedule	Achievement		Achievement with Merit		Achievement with Excellence		
	Students can swim continuously for 260 – 360 metres in 8 minutes (13-18 lengths)		Students can swim continuously for 380 – 480 metres in 8 minutes (19-24 lengths)		Students can swim continuously for 500+ metres in 8 minutes (25+ lengths)		
Student name							
Performance	Lengths:		Verified by:				
Grade awarded	N A M E		Student Sign:		Date:		

Table Tennis

Activity	NA	Achievement	Achievement with Merit	Achievement with Excellence
Forehand and backhand	Not yet at achieved level.	Can demonstrate forehand and backhand by showing: <ul style="list-style-type: none"> • Control of body and balance. • Ability to attain correct striking position. • Ability to impart spin. 	Can consistently demonstrate forehand and backhand by showing: <ul style="list-style-type: none"> • Control of body and balance. • Ability to attain correct striking position. • Ability to impart spin. 	Can consistently and effectively demonstrate forehand and backhand by showing: <ul style="list-style-type: none"> • Control of body and balance. • Ability to attain correct striking position. • Ability to impart spin 2 different spins.
Return of Service	Not yet at achieved level.	Can demonstrate: <ul style="list-style-type: none"> • Ability to read spin. • Movement to the ball. • Placement of the ball to minimise attack. • Ability to attach the serve with topspin. 	Can consistently demonstrate: <ul style="list-style-type: none"> • Ability to read spin. Movement to the ball. • Placement of the ball to minimise attack. • Ability to attach the serve with topspin. 	Can consistently and effectively and consistently demonstrate: <ul style="list-style-type: none"> • Ability to read spin. Movement to the ball. • Placement of the ball to minimise attack. • Ability to attach the serve with topspin.
Serving	Not yet at achieved level.	Can demonstrate a range of services – <ul style="list-style-type: none"> • forehand and backhand: • Topspin serve. • Variation and deception. • Speed of service action. • Ability to gain advantage to win the point. 	Can consistently demonstrate a range of services – <ul style="list-style-type: none"> • forehand and backhand: • Combination of spins. • Variation and deception. • Speed of service action. • Ability to gain advantage to win the point. 	Can consistently and effectively demonstrate a range of services – <ul style="list-style-type: none"> • forehand and backhand: • Placement. • Combination of spins. • Variation and deception. • Speed of service action. • Ability to gain advantage to win the point.
Game strategies	Not yet at achieved level	Can demonstrate appropriate situations in which to use a particular stroke.	Can consistently <ul style="list-style-type: none"> • play to own strengths • Play away from opponents strengths 	Consistently and effectively demonstrates <ul style="list-style-type: none"> • Ability to keep the ball in play and effectively attack.

			<ul style="list-style-type: none"> • Use serve to create winning opportunities • Have 2nd and 3rd plans to use against different styles. 	<ul style="list-style-type: none"> • Ability to keep the ball in play with 'pressure-producing' returns. • Ability to exploit angles and 'cramp' the opponent. • Variation of speed and spin. • Placement - long and short.
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To gain achieved you must attain achievement in all areas

To gain merit you must attain merit in all areas

To gain excellence you must attain excellence in all areas

Tennis

Supports internal assessment for:

Achievement Standard 90436 version 3

Perform a physical activity to nationally developed performance standards

Credits: 4

Teacher Guidelines:

Context/setting

Demonstration of tennis skills in a doubles “ladder” competition.

Conditions

Students will be assessed in a doubles situation against an opponent of a similar ability.

Resource requirements

Tennis courts, racquets and balls.

Teacher Recording Sheet.

Additional information

It is expected that students will have worked through a programme of teaching and learning which includes basic ground strokes, serving and volleying. Students decide when they wish to be assessed and this should occur while playing against opponents of similar ability.

Internal Assessment Resource

Subject Reference: **Physical Education 2.5**

“Physical Activity: Tennis”

Supports internal assessment for:

Achievement Standard 90436 version 3

Perform a physical activity to nationally developed performance standards

Credits: 4

Student Instructions Sheet

You will participate in a doubles tennis ladder. During participation in games you will be observed by the teacher to determine your proficiency in each of: offensive skills, defensive skills, serving and movement off the ball

NB: Assessment should be carried out when you are playing opponents of similar ability. Indicate to the teacher when you feel you are ready to be assessed.

TENNIS
Perform a physical activity to nationally developed performance standards
AS 90436 version 3

Activity	NA	Achievement	Achievement with Merit	Achievement with Excellence
Serve	Not yet at achieved level	Demonstrates ability to serve with the path of the ball below horizontal level from the time of contact with the racquet, to land in appropriate service court.	Consistently demonstrates ability to vary placement of serve in service court and to vary speed and power appropriately.	Consistently and effectively demonstrates ability to vary placement of serve in service court and to vary speed and power appropriately.
Offensive skills	Not yet at achieved level	Demonstrates ability to place ball away from opposition's play, to place the ball accurately, and to move to volley position at the net.	Consistently demonstrates ability to set up an offensive attack and to make good decisions on shot choice and appropriate force.	Consistently and effectively demonstrates ability to set up an offensive attack and to make good decisions on shot choice and appropriate force.
Defensive skills	Not yet at achieved level	Demonstrates ability to return ball deep into the court, and can move to cover court area.	Consistently demonstrates ability to anticipate opponent's return, close down options, and make good decisions on shot choice.	Consistently and effectively demonstrates ability to anticipate opponent's return, close down options, and make good decisions on shot choice.
Movement off the ball	Not yet at achieved level	Demonstrates a range of movements off the ball, including positioning on court and appropriate body position and footwork.	Consistently demonstrates a range of movements off the ball.	Consistently and effectively demonstrates a full range of movements off the ball.

Evidence	Achievement	Achievement with Merit	Achievement with Excellence
Required skills demonstrated in a game setting.	Achievement, or better, is attained in all areas.	Achievement is attained in all areas at Merit level or better.	Achievement is attained in all areas at Excellence level.

Ten Pin

Teacher Guidelines:

Context/setting:

Students are required to demonstrate performance in ten pin bowling at a Ten pin Arena

Conditions:

At a specified time, students play 3 games of ten pin supervised by either the teacher or an adult member of a club. All three scorecards will be correctly completed, printed out, and signed off by the supervisor.

Levels of achievement, merit and excellence will be awarded according to the student's best score from the 3 games.

Resource requirements:

Availability of tenpin arena and shoes.

Additional information:

It is expected that this assessment activity will follow a programme of teaching and learning, which includes basic skills of ten pin. Students to watch DVD by Australian bowling association "Let's talk bowling" to gain an understanding of the basic requirements of the game.

Student Instructions Sheet

Physical Activity: TEN PIN

You are to complete 3 games of ten pin bowling at a time specified by your teacher. These games will take place during class time in of Term 3.

The teacher will observe your games and attest to the accuracy of your printed scorecards.

You are to submit your completed and verified scorecards to the teacher on the completion of your game.

Award of achievement, merit and excellence will be determined by your average performance over the three games.

Assessment schedule – TEN PIN

Task	Evidence	Judgement towards Achievement	Judgement towards Achievement with Merit	Judgement towards Achievement with Excellence
1	Completed scorecard signed off by teacher	Score of 80 points or over	Score is 120 points or over	Score is 150 points or over.

Touch Rubric

Self/ Peer Observation Sheet Final Performance Test

NAME _____ Peer Observer _____

Activity	NA	Achievement	Achievement with Merit	Achievement with Distinction
Offensive/ Defensive Movement off the Ball	Not yet at achieved level	Understand where to align yourself for a game of Touch and get into a position to receive a pass on attack or defend when the opposition has the ball.	Can get into a position to: <ul style="list-style-type: none"> • defend an attacker with the ball • be dummy-half on attack, ready to pass the ball • to attack the ball as a runner. 	Consistently demonstrates: <ul style="list-style-type: none"> • move into position to receive the ball • drive forward with the ball • defend an attacker with the ball • move into position to receive the ball
Offensive Ball Skills	Not yet at achieved level	Demonstrates: <ul style="list-style-type: none"> • drive forward with the ball on attack • dump and play the ball • act as dummy-half and pass • give and receive a pass • start play with a tap ball 	Consistently demonstrates: <ul style="list-style-type: none"> • drive forward with the ball displaying some evasive skill (eg sidestep) • dump and play the ball and quickly get into position to receive a pass (eg truck and trailer) • give and receive a variety of passes in either direction (eg skip pass, dummy pass, cut) 	Consistently demonstrates: <ul style="list-style-type: none"> • drive forward with the ball displaying some evasive skill (eg sidestep) • dump and play the ball and quickly get into position to receive a pass (eg truck and trailer) • give and receive a variety of passes in either direction (eg skip pass, dummy pass, cut)
Defensive Skills	Not yet at achieved level	Demonstrates: <ul style="list-style-type: none"> • get into position in the defensive line • effect a touch and get back into defensive position. 	Consistently demonstrates: <ul style="list-style-type: none"> • make a touch and get back quickly on defence • defend a series of attacking place • communicates with team mates on defence. 	Consistently demonstrates: <ul style="list-style-type: none"> • defend an attacker with the ball • read the game and defend the defensive line • communicate with team mates on defence.
Team Play	Not yet at credit level	Demonstrates a contribution to team play.	Consistently demonstrates a contribution to team play.	Consistently demonstrates a contribution to team play.

Verification 1	Sign Student _____	Sign Peer
_____	Date _____	

Verification 2	Sign Student _____	Sign Peer
_____	Date _____	

To gain achieved you must attain achievement in all areas

To gain merit you must attain merit in all areas

To gain excellence you must attain excellence in all areas

Tough Guy Tough Girl 12 km Run (Rotorua)

Supports internal assessment for:

Achievement Standard 90436 version 3

Perform a physical activity to nationally developed performance standards

Credits: 4

Student Instructions Sheet

School/Institution	
Student Name	
Teacher or class	
Date	

Read through all the information given to you before starting this assessment activity. Make sure that you understand what you are being asked to do. Ensure that you know what level of performance will be required to obtain an achieved, merit or excellence grade for this achievement standard.

Achievement Criteria for 2.5

Achievement	Achievement with Merit	Achievement with Excellence
Perform the physical activity to achievement level of the nationally developed performance standards, in an applied setting.	Perform the physical activity to achievement with merit level of the nationally developed performance standards, in an applied setting.	Perform the physical activity to achievement with excellence level of the nationally developed performance standards, in an applied setting.
Complete 12 km under 2 hour 11 minutes	Complete 12 km under 2 hour 1 minute	Complete 12 km under 1 hour 41 minute

You are to complete a ***the Tough Guy Tough Girl 12km off road running event***

You are to do this event in Term 3 Week3/4 in the weekend at Rotorua.

Assessment Schedule - PhysEd/2.5 generic: Tough Guy Tough Girl 12 km Run

Instructions:

To complete the 12km Tough Guy Tough Girl Off Road Running Event at Rotorua

You need to complete in a certain to gain Achieved, Merit or Excellence.

Task	Evidence	Achievement Guidelines	Merit Guidelines	Excellence Guidelines
Rotorua Tough Gal Tough Guy 12km Challenge	Students will complete the 12km run. Students will train for this event over ten weeks and would have participated in Physical Activity during class time and out of class time. A verified log book will show participation.	Perform the 12km mud run in 2 hours 11 minutes or less.	Perform the 12km mud run in 2 hours and 1 minutes or less.	Perform the 12km mud run in 1 hour and 41 minutes or less.

Track Cycling (pursuiting/sprinting) – ILT Velodrome

Setting

Students are required to demonstrate performance in track cycling at the ILT Velodrome, Invercargill. In either a 2000m Time Trial (endurance) event or a 500m Time trial (sprint) event.

Conditions

Students will have completed a teaching and learning programme. Included would be fitness, starts, safety, bike setup, track etiquette and basic track technique.

Resources

ILT Velodrome, track bikes, helmets, suitable clothing and stopwatches

Additional Information

It is expected that this assessment activity will follow a program of teaching and learning of track cycling skills including:

- Bike set up
- Gear selection
- Starts
- Pacing (riding to a schedule)
- Cornering
- Aero bars
- Track etiquette

Assessment Course

The Assessment will take place on the ILT Velodrome, Invercargill. This is a 250m indoor wooden track. The 2000m pursuit (endurance) will begin at the pursuit line from a standing start. The rider will complete 8 laps of the track as fast as possible without passing under the inside black line. The 500 time(sprint) trial will begin at the pursuit line from a standing start and the rider will complete two laps finishing at the pursuit line.

Girls (Endurance)

Time (minutes)	Grade
<2.55	Excellence
<3.05	Merit
<3.20	Achieved
>3.20	Not Achieved

Boys (Endurance)

Time (minutes)	Grade
<2.42	Excellence
<2.52	Merit
<3.15	Achieved
>3.15	Not Achieved

Girls (Sprint)

Time (seconds)	Grade
< 41.50	Excellence
<45.50	Merit
<50.00	Achieved
>50.00	Not Achieved

Boys (Sprint)

Time (seconds)	Grade
<39.00	Excellence
<43.00	Merit
<47.00	Achieved
>47.00	Not Achieved

Activity	NA	Achievement	Achievement with Merit	Achievement with Excellence
Starting	Not yet at achieved level	<p>Correct pedal position at start (2 and 8 o'clock)</p> <p>Appropriate body position (weight off seat and back, arms extended, and gripping on the drops prior to start "go").</p> <p>Rider stays within the sprint lane first 15m</p>	<p>Correct pedal position (2 and 8 o'clock)</p> <p>Appropriate body position with weight off the seat and back. Body weight coming forward in anticipation of the start.</p> <p>Rider stays within the sprint lane first 15m</p> <p>Rider accelerates balanced without any wheel spinning.</p> <p>Rider keeps head up and looking forward from the start through the first corner.</p>	<p>Correct pedal position (2 and 8 o'clock)</p> <p>Appropriate body position with weight off the seat and back in sync with countdown timer. Body weight coming forward in anticipation of the start. Bike begins moving as the start gun is fired</p> <p>Rider stays within the sprint lane first 15m</p> <p>Rider accelerates balanced without any wheel spinning.</p> <p>Rider keeps head up and looking forward from the start through the first corner.</p> <p>Rider stays in the bottom half of the sprint lane</p>
Cornering	Not yet at achieved level	Can corner without coming inside the black line.	<p>Can corner without coming inside the black line.</p> <p>Can corner while staying within the sprint lane.</p>	<p>Can corner without coming inside the black line.</p> <p>Can corner within the sprint lane, while riding an even line through the whole bend.</p>
Straights	Not yet at achieved level	Can stay within the sprint lane down the straight.	Can stay within the sprint lane down the straight.	Can stay within the sprint lane down the straight.
Pacing	Not yet at achieved level	Can ride evenly throughout the eight laps. With all splits excluding start lap within 2.5 seconds	Can ride evenly throughout the eight laps. With all splits excluding start lap within 2 seconds	Can ride evenly throughout the eight laps. With all splits excluding start lap within 1.5 seconds

Turbo Touch

Instructions: You will be given the opportunity to participate in competitive turbo touch officiated games. You will work in 5 aside teams and be expected to be an active member of that team. You will need to choose a partner to observe you while you are playing and combined with their observations and judgments as well as your teacher's, you will be given an overall performance grade. You will need to demonstrate each of the skills at the respective achievement levels and achieve in all areas of that level in order to be awarded that grade.

Guidelines for Assessment: You will be given the opportunity to participate in competitive turbo touch officiated games over 3 practical PE lessons. In order to achieve this standard you must have participated in **at least 2**, full (18mins halves) games. You must demonstrate each of the skills at the achievement levels in order to be awarded that grade.

Activity	Not Achieved	Achievement	Achievement with Merit	Achievement with Excellence
Offensive Skills Passing & Catching	<i>Not yet at achieved level</i>	Can pass & receive a variety of passes in a game of turbo touch	Can <i>consistently</i> demonstrate passing & receiving a variety of passes in a game of turbo touch.	Can consistently demonstrate <i>appropriate</i> and <i>effective</i> passing & catching & flicking that could lead to a touchdown being awarded.
Offensive Skills Movement with the ball	<i>Not yet at achieved level</i>	Demonstrates the ability to run with the ball in hand retaining possession.	Demonstrates some evasive skills (e.g. side stepping) whilst retaining ball possession.	Consistently demonstrates a variety of evasive skills (<i>including but not limited to: side stepping, dummy pass, change of speed, shake off</i>) whilst running with the ball, retaining possession, getting a pass away & or having a touchdown awarded.
Offensive Skills Movement off the ball	<i>Not yet at achieved level</i>	Able to get into a position to receive a pass	Able to demonstrate work off the ball and create space in which to receive a pass & or score a touchdown. Is able to transition between defence & attack.	Able to display consistent & effective off the ball evasive skills to get into a position to receive or give a pass & or have a touchdown awarded. Is able to effectively transition between defence & attack.

Defensive Skills	<i>Not yet at achieved level</i>	Can initiate touches during a game of turbo touch & get back into a defensive position each time.	Can consistently effect touches during a game, get back into a defensive position and communicate with team players on defence.	Defend, make a touch & get back on defence quickly & consistently during a game. Read attacking play from opposition and defend with skill. Consistently communicate positively with team players.
Team Play	<i>Not yet at achieved level</i>	Demonstrates an understanding of the rules of turbo touch during competitive games and is able to correctly restart play.	Demonstrates a comprehensive understanding of the rules of turbo touch during competitive games, is able to restart play quickly & correctly.	Demonstrates a comprehensive understanding of the rules of turbo touch and is able to effectively use their understanding to advance play and create opportunities to score a touchdown.

The final judgement of achievement, merit and excellence will be awarded as follows:

To gain **achieved** you must attain achievement in all areas

To gain **merit** you must attain merit in all areas

To gain **excellence** you must attain excellence in all areas

Tramping and Bushcraft Skills

Supports internal assessment for:

Achievement Standard 90436 version 3

Perform a physical activity to meet the Physical Education Performance Standards for Level 2

Credits: 4

TEACHER GUIDELINES:

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

Context/setting

Students are required to demonstrate performance in bushcraft and tramping through participation in several 2 – 4 day tramping trips in the Canterbury region. There must be adequate opportunity for students to demonstrate their abilities during these tramping trips.

Conditions

At the culmination of, and during a teaching/learning programme the students will undertake one 2-day tramping trip, and two 3 or 4-day tramping trips in which they will have adequate opportunity to demonstrate their tramping and bushcraft skills as individuals and working together in a small group (no more than 6 students/group).

Effective teamwork as a group is inherent in the assessment for merit and excellence levels, and so must be a part of the teaching/learning programme.

Resource Requirements

Availability of packs, sleeping bags, boots, thermals, rain wear, gaiters and other suitable tramping equipment.

Adequate clean water supplies for camping areas.

Suitable tramping trips in terms of length and degree of difficulty for students.

Transport to and from tramping tracks.

Permission to camp or cross private land as required.

Additional information

It is expected that this assessment activity will follow a programme of teaching and learning, and that the three tramps are spread over a large part of the year (e.g. one tramp per term). The tramps can be graduated in terms of length and difficulty from easy to more difficult as students develop their skills.

Teachers involved will be the primary assessors of their students' skills, but peer observations and feedback within a group may provide additional evidence to support the teacher's judgment.

Other factors to consider in teacher judgments:

- Balance of ability and skills within groups
- Maximising opportunity for students to provide evidence on any tramp
- Weather and environmental conditions affecting student performance

Internal Assessment Resource

Subject Reference: **Physical Education 2.5**

Internal assessment resource reference number: PhysEd/2/5 version 3

“Tramping and Bushcraft Skills”

Supports internal assessment for:

Achievement Standard 90436 version 3

Perform a physical activity to meet the Physical Education Performance Standards for Level 2

Credits: 4

Student Instructions Sheet

Read through all the information given to you before starting this assessment activity. Make sure that you understand what you are being asked to do. Ensure that you know what level of performance will be required to obtain an achieved, merit or excellence grade for this achievement standard.

Achievement Criteria

Achievement	Achievement with Merit	Achievement with Excellence
Perform the physical activity to achievement level of the Physical Education Performance Standards for Level 2, in an applied setting.	Perform the physical activity to achievement with merit level of the Physical Education Performance Standards for Level 2, in an applied setting.	Perform the physical activity to achievement with excellence level of the Physical Education Performance Standards for Level 2, in an applied setting.

You are required to complete 3 tramping trips (one in each Term 2, 3, and 4) where you will be given opportunities to demonstrate your planning, tramping and bush craft skills that you have been taught as part of the teaching and learning programme associated with this Adventure Based Management course. Exact details of each trip will be given to you closer to each trip, but the trips in 2007 will be:

Term 2:	Leadership One	2 days	Banks Peninsula
Term 3:	Alpine	4 days	Craigieburn
Term 4:	Leadership Two	4 days	Arthur's Pass

Planning will be completed before each trip, and your skills will be assessed by teaching staff in accordance with the skills matrix shown on the following pages. Your achievement level gained for a skill in the Term 2 tramp may be improved on in either of the trips later in the year.

Note: It may not be possible to assess some skills due to weather or trip conditions.

Physical Education

Achievement Standard 90436 Version 3

Perform a physical activity to meet the Physical Education Performance Standards for Level 2

Credits: 4

Tramping and Bushcraft Skills

Skill	Task	Achievement	Achievement with Merit	Achievement with Excellence
Planning	Prepare two plans required for a 2-4 day tramp. Plans are: (1) route plan or food plan and one of (2) weather or emergency contact or equipment	The plan could be used by the group, but lacks detail or has missed some major items.	The plan follows a logical order and contains all main items required. Only minor points have been missed	The plan follows a logical order, contains all main items required. The plan is accurate and a high degree of detail is shown.
Individual Bushcraft Skills	Demonstrate map reading skills	Map can be orientated correctly by visual recognition in the field.	Map can be orientated correctly and person's correct position on map can be identified in the field.	Map can be orientated correctly and person's correct position identified. Other visible features can be identified using the map. Co-ordinates of a position on a map can be given.

	Demonstrate compass skills	A compass can be used correctly to accurately orientate a map of the applied setting.	Compass is used to orientate a map. A magnetic bearing of an object in the applied setting can be obtained. A compass bearing can be taken on a map in the applied setting.	Compass is used to orientate a map. Bearings can be taken off an object in the field or from a map. Bearings can be converted from magnetic to grid and vice versa. A bearing can be followed accurately in the applied setting.
	Packing a pack	Can pack a pack with most of the necessary equipment and carry it on a 2 or more day tramp.	Can pack a pack with the necessary equipment and carry it on a 2 or more day tramp. Pack is well balanced and adjusted on all days of the tramp.	Pack has all the necessary clothing and equipment. Pack is well balanced and adjusted on all days of the tramp. Gear is organised in bags and stored correctly for best weight distribution.

Skill	Task	Achievement	Achievement with Merit	Achievement with Excellence
Group Bushcraft Skills	Camping in a small group	Group chooses a campsite below the bush line and camps overnight on a tramp.	Group chooses an appropriate campsite in the applied setting. Tent is set up to make best advantage of the prevailing weather.	Group chooses an appropriate campsite in the applied setting. Tent is set up to make best advantage of the prevailing weather. Tent would survive a night in adverse weather conditions below the bush line. Group displays appropriate site use for other camping skills. Campsite is left clean and tidy when group moves on.
	Tramping in a small group	Group completes a two day tramp in a time that is appropriate for weather and track conditions.	Group completes a two day tramp in a time that is appropriate for weather and track conditions. Group demonstrates ability to keep all members of group together.	Group completes a two day tramp in a time that is appropriate for weather and track conditions. Group members are dressed appropriately for weather conditions when tramping. Strategies are demonstrated to keep slower members up to pace. Stops are kept to a minimum.

	River crossing in a small group	Group demonstrates knowledge of river crossing techniques when crossing a river in the applied setting.	Group demonstrates knowledge of appropriate techniques. Group successfully crosses river with moving water. Water depth between knee and crotch for most students in the group.	Group uses appropriate techniques to successfully cross river. Group displays technique for pulling out of a river too difficult for group to cross. Group members demonstrate appropriate recovery swim if swept off their feet in a river in the applied setting.
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Physical Education
Achievement Standard 90436 Version 3

Perform a physical activity to meet the Physical Education Performance Standards for Level 2

Credits: 4

Tramping and Bushcraft Skills recording sheet (tick appropriate box)

Name: _____ Trip:

Planning

(1) NA	A	M	E
--------	---	---	---

(2) NA	A	M	E
--------	---	---	---

Individual Bushcraft Skills

Map Reading

NA	A	M	E
----	---	---	---

Compass

NA	A	M	E
----	---	---	---

Pack

NA	A	M	E
----	---	---	---

Group Bushcraft Skills

Camping

NA	A	M	E
----	---	---	---

Tramping

NA	A	M	E
----	---	---	---

River Crossing

NA	A	M	E
----	---	---	---

Note: Due to the nature and variability of the environment in which these skills are being assessed, not all skills may be assessed. Final grade will be given based on the assessors' collective judgment.

To gain achievement you must attain achievement in all assessed areas

To gain achievement with merit you must attain merit in all assessed areas

To gain achievement with excellence you must attain excellence in all assessed area

TRAMPOLINE ROUTINE

Name: _____

NCEA Achievement Standard 90436 (version 3)
Credits)

(4

PE 2.5 Perform a physical activity to meet the Physical Education Performance Standards for Level 2

Task	Not Achieved	Achieved	Achieved with Merit	Achieved with Excellence
Routine Construction & Performance				
Skill Execution & Aerial Awareness				
Safety Knowledge & Basic Spotting				

Comment:

Final Result: _____

Teacher signature: _____

Date: _____

Student signature: _____

Date: _____

ADMINISTRATIVE INFORMATION

TEACHER GUIDELINES:

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

Context/setting

This achievement standard assesses the student's performance in a physical activity against nationally developed performance standards, in an applied setting. This module is taught under the guidance of your teacher and coach.

During class training times you will be taught skills in Trampoline and be responsible for learning and demonstrating them in the development and performance of a trampoline routine.

The venues for training and assessment will include;

- the sports centre

Conditions:

You can only be assessed by your teacher and coach. Evidence may be collated during the module and also on final formal assessment game days.

Resource Requirements:

The school has 3 trampolines that will be used to learn and perform on.

Your performance will be filmed for assessment purposes.

LEVEL 2: TRAMPOLINE

Achievement standard 2.5 (ref: 90436, version 3)

Credits: 4

NAME: _____

	<i>NYA</i>	ACHIEVEMENT	MERIT	EXCELLENCE
Routine Construction & Performance		<ul style="list-style-type: none"> Constructs a routine with 10 different skills (no repeated skills) Routine is performed fluently without intermediate jumps or stumbles Routine meets a 0.8 difficulty requirement 	As for achieved, but includes: <ul style="list-style-type: none"> Routine maintains height and control Routine meets a 1.3 difficulty requirement 	As for merit, but includes: <ul style="list-style-type: none"> Routine is constructed with good flow and separation Routine meets a 2.1 difficulty requirement Can role model skills and techniques to others
Skill Execution & Aerial Awareness		<ul style="list-style-type: none"> Skills are executed in recognizable positions Eyes follow correct path in skills Majority of skills are completed with good form (toes pointed, straight legs etc) Can explain where to look during most skills 	As for achieved, but includes: <ul style="list-style-type: none"> Positions are easily recognized and defined Arms are set 'up' in most skills Can spot landing at the end of somersault 	As for merit, but includes: <ul style="list-style-type: none"> Excellent awareness of balance, and can coordinate movements with precision and flair Each skills is performed with good execution and travel is kept to a minimum

ROUTINE REQUIREMENTS AND CONSTRUCTION

All routines must include the following elements

- Each of the 10 skills must be different, *no repeating skills*
- A full twisting skill e.g. *full twist jump, or full twist to feet*
- A skill onto and off the stomach or back e.g. *½ to stomach, or back drop, half to feet*
- Merit routines must include a somersault
- Excellence routines must include at least two somersaults

An achieved routine must be at least 0.8 difficulty

Merit Routines must be at least 1.3 difficulty

Excellence routines must be at least 2.1 difficulty

Difficulty ratings of skills

Tuck, pike and straddle jump	0.0
½ turn	0.1
Full turn	0.2
Seat drop	0.0
½ to seat	0.1
½ to feet from seat	0.1
Stomach drop	0.1
Back drop	0.1
½ to stomach or back	0.2
½ to feet from back or stomach	0.2
Full turn to or from back or stomach	0.3
Front somersault tuck	0.5
Front somersault Pike	0.6
Barani tuck, pike and straight	0.6
Back somersault tuck	0.5
Back somersault pike, straight	0.6
¾ Back	0.3
Crash Dive	0.3
Ballout tuck (somersault from back)	0.6
Barani ballout, tuck, pike and straight	0.7
Cody (somersault from stomach)	0.5
Full twisting back somersault	0.7
1 and ½ twisting front somersault (rudi)	0.8
1 and ¾ front tuck	0.8
1 and ¾ front pike	0.9
Double back and front, tuck	1.0
Double front with half turn, tuck	1.

Triathlon- Napier Course

Students must cycle, run and swim for the three triathlon events. All students will have three class opportunities to practise these events on the designed course.

Course Outline:

Shed 2 Ice Buster Triathlon @ Pandora Pond.

This event is an Annual event run by the Hawkes bay Multi Sports Club. **It takes place on Sunday 4th November with a 10am Start on and around Pandora Pond, Napier.** See attached entry forms for full details.

Students can choose from the following courses, although most would be undertaking the shorter of the two courses.

- 750m Swim, 21km Cycle, 5km run (Long course)
- 300m Swim, 14km Cycle, 3km run (short course)

The three events:

Swimming:

The swim is a sheltered swim of either 300 or 750 metres in Pandora Pond never more than 20 metres from land. This will be the first leg of the race, Wetsuits and caps are highly recommended.

Cycling:

This is 2 or 3 laps of a flat 7 km course. There are no road closures and it is a non drafting race.

Running:

The run is either a lap of the estuary (5 km) or out and back on a grass course following the main north road (3km).

Transitions:

These occur in a car park set up with bike racks next to Pandora Pond. See attached map

Triathlon:

Long Course

Task	Evidence	Judgement towards Achievement	Judgement towards Achievement with Merit	Judgement Towards Achievement with Excellence
1	Timed race signed off by teacher or adult supervisor Females	<ul style="list-style-type: none"> Completion of the triathlon between 1 hour 45 minutes and 2 hours. 	<ul style="list-style-type: none"> Completion of the triathlon between 1 hour 30 minutes and 1 hour 45 minutes. 	<ul style="list-style-type: none"> Completion of the triathlon in less than 1 hour 30 minutes.
	Males	<ul style="list-style-type: none"> Completion of the triathlon between 1 hour 35 minutes and 1 hour 50 mins 	<ul style="list-style-type: none"> Completion of the triathlon between 1 hour 20 minutes and 1 hour 35 minutes. 	<ul style="list-style-type: none"> Completion of the triathlon in less than 1 hour 20 minutes.

Short course

Task	Evidence	Judgement towards Achievement	Judgement towards Achievement with Merit	Judgement Towards Achievement with Excellence
1	Timed race signed off by teacher or adult supervisor Females	Completes the combined three events in a time between 72:30 and 87:30 min	Completes the combined three events in a time between 57:30 and 72:30 min	Completes the combined three events in a time under 57:30 min
	Males	Completes the combined three events in a time between 65:00 and 80:00 min	Completes the combined three events in a time between 50:00 and 65:00 min	Completes the combined three events in a time under 50:00 min

"Hawkes Bay Secondary Schools Triathlon Performance"

(Note: This differs to the above triathlon-even though similar)

Teacher Instructions :

Number: AS90436 (Physical Education 2.5) version 3
 Title: Perform a physical activity to nationally developed performance standards
 Level: 2
 Version: 3
 Credits: 4
 Assessment Type : Practical Performance

This practical assessment is based on the Hawkes Bay Secondary Schools Triathlon which is an annual event held in March and run by the Hawke's Bay Multi-Sport Club. The triathlon is held at Pandora in Napier. For this level the participants enter as Senior Girls (Year 11 – 13).

The swim section involves open flat sea water (estuary) swim of 750m. It is recommended the students wear wet-suits. The cycle section is 21km - 3 laps of a flat road circuit. The event culminates with the 4.5km run on mostly sealed road and some off track.

Times have been calculated based on previous times of participants (trained triathletes and Physical Education students) and the average split expectations. As such the following table shows the split times that are used to calculate the overall times. These are to assist if judgements need to be made with extreme conditions that may affect performance in one or more of the sections. The times are inclusive of transitions.

The Achievement Standard's Title is "Perform a physical activity to meet the Physical Education Performance Standards for Level 2" and the criteria for the assessment is as follows:

Achievement	Achievement with Merit	Achievement with Excellence
<ul style="list-style-type: none"> Completion of the triathlon between 1 hour 42 minutes and 1 hour 56 minutes and 30 seconds. <p>(1:42.00 – 1:56.30)</p>	<ul style="list-style-type: none"> Completion of the triathlon between 1 hour 27 minutes and 30 seconds and 1 hour 42 minutes <p>(1:27.30 – 1:41.59)</p>	<ul style="list-style-type: none"> Completion of the triathlon in less than 1 hour 27 minutes and 30 seconds. <p>(<1:27.30)</p>

Triathlon- AKSS Champs

.NB These times have been designed for females.

Students must swim, cycle and run for the three triathlon events.

Course Outline:

The course is designed by College Sport and is the Auckland Secondary Schools Triathlon Championships at St Kentigerns College. The Level 2 students compete in the social girls grade.

The three events:

Swimming: The first leg of this race is a 400 metre swim in the Tamaki estuary at St Kentigerns. The students swim from the jetty out and around a buoy in deep water. There are rescue boats and rescue kayaks provided by College Sport. Students run approx. 300 metres to transition.

Cycling: 10km course in the local streets around St Kents. Officials posted on every corner. St Johns in attendance.

Running: 4km on the local streets and finishing on a coastal wakway then onto the field at St Kentigerns.

Task	Evidence	Judgement towards Achievement	Judgement towards Merit	Judgement towards Excellence
Females				
1.	Timed race signed off by teacher or adult supervisor	Completes the three combined events in under 1hr and 18 minutes	Completes the three combined events in under 58 minutes.	Completes the three combined events in under 53 minutes.

Triathlon – Auckland/Panmure

Students must cycle, run and swim for the three triathlon events. All students will have three class opportunities to practise these events on the designed course.

Course Outline:

The Panmure Basin is a flat paved two lane leisure community track that is a total of 3.2 K.m. The terrain is flat and does not have any motorised traffic which adds to the safety aspect. The track circles the lagoon basin and can be run in both directions. It is used by walkers, runners, skaters, cyclists and dog walkers.

Right next to the Basin is the community Y.M.C.A Gym which has an indoor 33 mtr pool.

The course is 6k.m, from the school which adds to the convenience to designing this event

The three events:

Cycling: Decided to be the first event because of the logistics of getting the bikes off the trailer as well as students finishing and having to place the bikes back on the trailer before starting the running leg. This leg of the race requires two laps of the circuit which is a total of 6.4 k.m. A fit rider (male and female) should aim at completing these two laps in a time of under 20 min.

Running: The second event in this race because students when completing the 3.2 k.m can keep running to the Y.M.C.A pool to enter the third stage of the event. A fit runner (male and female) should aim at completing the one lap under 14 min.

Transition: from run to swim students need to run 300 mtrs to the indoor pool. Time allowed for this is 2min which is a very easy time

Swimming: The last leg of this race again because of the logistics of equipment (getting gear on/off trailer) getting gear to change out of once wet and having to store gear in lockers and able to collect and change when finished swim. The indoor pool is 33 meters long and students need to complete four laps which is a total of 132 meters. A good time for to aim for in this event for a fit swimmer is under 2 min.

**Perform a physical activity to nationally developed performance standards
Credits: 4**

Triathlon: Female students

Task	Evidence	Judgement towards Achievement	Judgement towards Achievement with Merit	Judgement Towards Achievement with Excellence
1	Timed race signed off by teacher or adult supervisor	Completes the three combined events in a time between 43:00 min and 46:59	Completes the three combined events in a time between 39:01 and 42:59 min	Completes the combined three events in a time under 39:00 min

Male Students

Task	Evidence	Judgement towards Achievement	Judgement towards Achievement with Merit	Judgement Towards Achievement with Excellence
1	Timed race signed off by teacher or adult supervisor	Completes the combined three events in a time between 40:00 and 44:59	Completes the combined three events in a time between 36:01 and 39:59 min	Completes the combined three events in a time under 36:00 min

Triathlon – Mt Aspiring

Supports internal assessment for:

Achievement Standard 90436 version 2

Demonstrate performance in a physical activity in an applied setting

Credits: 4

Student Instructions Sheet

Read through all the information given to you before starting this assessment activity. Make sure that you understand what you are being asked to do. Ensure that you know what level of performance will be required to obtain an achieved, merit or excellence grade for this achievement standard.

Achievement Criteria for 2.5

Achievement	Achievement with Merit	Achievement with Excellence
Demonstrate competent performance of a physical activity in an applied setting.	Demonstrate proficiency in performance of a physical activity in an applied setting.	Demonstrate expertise in performance of a physical activity in an applied setting.

Teacher guidelines;

Students will complete the triathlon course of 400m swim, 8 km mountain bike ride, and a 3km run, set on the Lismore Park area adjacent to Mt Aspiring College.

Context/ setting;

This triathlon is completed using the community pool and the adjacent park, providing an undulating off road setting for the mountain biking and running legs.

Conditions;

Complete the triathlon on a specified date that is set prior to training starting.

Requirements;

Students will be required to complete the full triathlon in the allocated time under the headings “Achieved, Merit “and “Excellence.”

Students who complete the full triathlon in the allocated time are eligible to gain “Excellence.”

Students who, for medical reasons only complete 2 sections of the triathlon in the allocated time can be awarded the grade based on the times required for each section that they complete.

Students who, for medical reasons only complete 1 section of the triathlon in the allocated time can only be eligible for Achieved.
 Students who fail to attend or do not participate will not be eligible for the 4 credits.

Resource requirements:

Students are required to have appropriate equipment to complete the triathlon in the pool and the off road setting. Swimming equipment, goggles and swim suit. Biking equipment, mountain bike and a correctly fitting helmet. Running, appropriate clothes and shoes are compulsory.

Additional information:

It is expected that this assessment activity will follow a programme of teaching and learning that includes specific training over a period of 10 or more weeks.
 This planning for the Triathlon will contribute to the Achievement Standard 2.3, 3 credits.

Results.

Males

Discipline	Achieved	Merit	Excellence
Swim 400m	15 – 12 minutes	12- 10 minutes	Under 10 minutes
Cycle 8000m	45- 40 minutes	40 – 35 minutes	Under 35 minutes
Run 3000m	22-19 minutes	19 – 16 minutes	Under 16 minutes
Total	82 – 71 minutes	Under 71 – 61 minutes	Under 61 minutes

Females

Discipline	Achieved	Merit	Excellence
Swim 400m	16 - 14 minutes	14 - 11 minutes	Under 11 minutes
Cycle 8000m	48 - 42 minutes	42 - 39 minutes	Under 39 minutes
Run 3000m	23 - 20 minutes	20 - 18 minutes	Under 16 minutes
Total	87 – 76 minutes	Under 76 – 68 minutes	Under 68 minutes

Final time = _____ Final grade = _____

Acceptance of grade

Student signature _____

Teacher signature _____

Triathlon: Napier (Male times)

This Consists of Three Tasks

- Task 1 is a log book which must show evidence of participation in training during personal and class time
- Task 2 is participation in pre-test, training during personal and class time
- Task 3 is completing the final triathlon (which includes the swim, cycle and run for the three triathlon events).

All students will have opportunities in class to practise for each event on the designed course.

Course Outline

The course will be held at Napier Boy's High School. The facilities the course uses are the Napier Boy's High School Gymnasium, fields, pool area and the Meeanee/Te Awa Loop. The terrain is flat and does not allow students to cross the road in front of traffic, which adds to the safety aspect. The course is 13 km, and held at school which adds to the convenience to designing this event.

The three events:

Swimming: The first leg of this race is the swim event. The indoor pool is 33 meters long and students need to complete 10 laps which is a total of 330 meters. A good time to aim for in this event is less than 7 min.

Transition: from the swim to the cycle students leave the pool area and pick their bike from the transition station just outside the pool entrance way.

Cycling: The second event in this race is the cycle leg. This leg takes the students out the main entrance of the school heading south a long Chambers Street/Willowbank Rd, left into Meeanee Rd, left heading east a long Meeanee/Awatoto Rd. Past the golf course turning left into Phillip St and then turning left into Te Awa Ave heading north to Creagh St, finally heading back through the north entrance to the school. This leg of the race requires one lap of the circuit which is a total of 10 k.m. A fit rider (male) should aim at completing this circuit in a time of less than 30 min.

Transition: from the swim to the run, students leave their bike in the transition station.

Running: The run is the final leg of the even. Students are required to run 3 laps of the north field which is equivalent to 2.5 km. A fit runner (male) should aim at completing this under 12 min.

TASK 1 – Log book (Not Assessed)

Using your log book from 2.3 you must provide evidence of your training, by making entries into log book to show that you have participated in your own individual and class training sessions leading up to competitive triathlon event. These entries need to be signed by a teacher, coach, instructor, parent or tutor.

TASK 2 – Triathlon Pre-Test/Time Trial (Not Assessed)

It is a requirement that you complete the pre-test time trial and participate in personal/class training leading up to the competitive triathlon event.

TASK 3 - Final assessments

Complete the triathlon which consists of a 350m swim (10 lengths) 10 km bike and 2.5km run.

The triathlon will be held in class during Week 7, which is between the 9th -13th March (TBA).

Assessment schedule – Triathlon

Task	Evidence	Judgement towards Achievement	Judgement towards Achievement with Merit	Judgement towards Achievement with Excellence
1	Completed log book and had signed off by teacher or adult supervisor.			
2	Participation in pre-test time trial and practical classes leading up to event.			
3	Required skills are demonstrated in an applied setting and the student reaches a specific time.	Achievement is attained in all areas and their triathlon time is between 40:00 and 50:00	Achievement is attained in all areas and their triathlon time is at merit level between 35:01 and 39:99 minutes	Achievement is attained in all areas and their triathlon time at excellence level under 35:00

Ultimate Frisbee

Activity	NA	Achievement	Achievement with Merit	Achievement with Excellence
Offensive movement – off the Frisbee	Not yet at achieved level	Demonstrates a range of movements, off the Frisbee, including: <ul style="list-style-type: none"> • V-cut (faking) • Cutting movement to open space • Presenting target for throwers • Communication (e.g. I'm open) 	Consistently demonstrates a range of movements, off the Frisbee including:- <ul style="list-style-type: none"> • V-cut (faking) • Cutting movement to open space • Presenting target for throwers • Communication (e.g. I'm open). 	Consistently and effectively demonstrates a range of movements, off the Frisbee including:- <ul style="list-style-type: none"> • V-cut (faking) • Cutting movement to open space • Presenting target for throwers • Communication (e.g., I'm open).
Offensive movement, with Frisbees	Not yet at achieved level	<ul style="list-style-type: none"> • Receive Frisbee on full • Can position for pass • Can perform and pass with some success. 	Consistently demonstrates: <ul style="list-style-type: none"> • Receive Frisbee on full • Can position for pass • Can perform and pass with reasonable success. 	Consistently and effectively <ul style="list-style-type: none"> • Receive Frisbee on full • Can position for pass • Can perform and pass with a high level of success.
Team play	Not yet at achieved level	<ul style="list-style-type: none"> • Demonstrates some elements of team play • Able to receive and pass without causing a turnover. 	<ul style="list-style-type: none"> • Demonstrates good elements of team play • Able to receive and pass to open. 	<ul style="list-style-type: none"> • Demonstrates a high level of team play. • Reads game, shows vision and passes to open man. • Successfully uses strategy in a vicinity of situation (being open or under pressure).

To gain achieved you must attain achievement in all areas

To gain merit you must attain merit in all areas

To gain excellence you must attain excellence in all areas

Underwater Hockey

Activity	N A	Achievement	Achievement with Merit	Achievement with Excellence
Team play and tactics		Demonstrates some elements of team play: <ul style="list-style-type: none"> • Has basic understanding and application of rules • Is involved in both offence and defence tactics 	Demonstrates at a good level elements of team play: <ul style="list-style-type: none"> • Has a good level of understanding and application of rules • Shows initiative through involvement in both offence and defence tactics 	Demonstrates an advanced level of team play: <ul style="list-style-type: none"> • Has thorough understanding and application of rules • Shows leadership qualities • Has ability to referee a game competently and confidently. • Makes intelligent decisions that affect success when offence and defence tactics are applied.
Puck skills		Demonstrates ability to: <ul style="list-style-type: none"> • Swim with puck • Turns • Pass the puck • Dummy • Tackle • Maintain possession of puck. 	Consistently demonstrates: <ul style="list-style-type: none"> • Swim with puck • Directional change and turns including: <ul style="list-style-type: none"> ○ Anti clockwise ○ Clockwise ○ Spiral • Passes including: <ul style="list-style-type: none"> ○ wind up ○ wrist flick • Dummy to create space • Tackle • Maintain possession of puck. 	Consistently and effectively demonstrate: <ul style="list-style-type: none"> • Swim with puck • Appropriate directional change and turns including <ul style="list-style-type: none"> ○ Anti clockwise ○ Clockwise ○ Spiral • Passes including: <ul style="list-style-type: none"> ○ wind up ○ wrist flick ○ punch pass • Dummy to create constructive space • Tackle • Make intelligent decisions while in direct possession of puck.
Movement off the puck		Demonstrates the ability to work within the team: <ul style="list-style-type: none"> • Moves to maintain team formation • Holds own position • Provides passing options 	Consistently performs a range of movements off the puck to contribute to team strategies: <ul style="list-style-type: none"> • Moves to maintain team formation • Holds own position • Provides passing options 	Consistently and effectively demonstrates the ability to work within the team: <ul style="list-style-type: none"> • Moves to maintain team formation • Holds own position • Creates passing options

To gain achieved you must attain achievement in all areas

To gain merit you must attain merit in all areas

To gain excellence you must attain excellence in all areas

Volleyball

Supports internal assessment for:

Achievement Standard 90436 version 3

Perform a physical activity to nationally developed performance standards

Credits: 4

Teacher Guidelines:

Context and setting

Students are required to demonstrate performance in volleyball through participation in competitive 6v6 full-court games. There must be adequate opportunity for students to demonstrate their abilities in a variety of court positions.

Conditions

At the culmination of a teaching/learning programme the students will be involved in competitive volleyball games officiated by competent referees.

Team strategies are inherent in the assessment for merit and excellence levels so must be a part of a teaching learning programme.

Resource requirements

Standard volleyball court and net height.

Leather (not synthetic) volleyballs.

Additional Information

Accuracy is essential in measuring and recording results. Students will need instructions and training on being a peer observer. The teacher will need to oversee all games to confirm that the results recorded for assessment by peers are fair and consistent. The contribution of peer observation is primarily targeting better learning. It may also provide additional evidence to support the teacher's judgement.

Pre- and Post-test assessment is related to the physical activity. However, skills tests used as formative assessment and teacher observation during the teaching programme may be used to provide additional evidence to support the teacher judgement.

Other factors to consider in modified game situations:

- balance of skill level between teams
- maximising opportunity for students to provide evidence
- structure teams and competition to allow all players to demonstrate their ability.

Volleyball Rubric

<i>Circle the square that best indicates your ability in each of the four areas</i>		Achievement	Achievement with Merit	Achievement with Excellence
Offensive/ Defensive Movement off the Ball	Not yet at achievement level.	Can demonstrate movement to: <ul style="list-style-type: none"> cover the spiker be in position to pass the serve use a 3 man service reception system. 	Can consistently: <ul style="list-style-type: none"> get into correct defensive position using a 6 up or 6 back defensive system get into position to hit a middle attack. 	Can consistently and effectively <ul style="list-style-type: none"> execute a 3 step spike run up for line and angle attack adjust position to defend an opposition spike around or through a block.
Offensive Ball Skills	Not yet at achievement level.	Can demonstrate: <ul style="list-style-type: none"> front set to the post for an attack hit jumping to spike and makes contact with the ball a float serve into the opposition's court. 	Can consistently <ul style="list-style-type: none"> front set and back set so a successful spike could be executed attack a quick ball through the middle identify and attack a weak receiver when serving. 	Can consistently and effectively: <ul style="list-style-type: none"> set to a spiker in all 3 front court positions spike angle shots around a block serve a short ball.
Defensive Ball Skills	Not yet at achievement level.	Can demonstrate: <ul style="list-style-type: none"> passing the served ball to the setter position with a "flat bed" platform ability to seal the block making defensive contact with a spiked ball. 	Can consistently: <ul style="list-style-type: none"> pass the ball with suitable height for an attack to occur set the outside block and execute play the unpredictable shot, but without control. 	Can consistently and effectively: <ul style="list-style-type: none"> pass a short serve to a setter display correct footwork as a middle blocker and can perform a 2 man block defend a spiked ball and direct toward a front court position.
TEAM strategies	Not yet at achievement level.	Can demonstrate a contribution to team play.	Can consistently demonstrate a good level of contribution to team strategies during play.	Can consistently and effectively demonstrate a high level of contribution to team strategies during play.

Wrestling

Supports internal assessment for:

Achievement Standard 90436 version 3

Perform a physical activity to nationally developed performance standards

Credits: 4

Teacher Guidelines:

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

Context and setting

Students are required to participate in the required elements of a Wrestling course. There must be adequate opportunity for the students to demonstrate their ability to meet the set requirements.

Conditions

At the culmination of prior goal setting and teaching of safety techniques the students will be involved in participation of a Wrestling course under the guidance of a teacher or coach.

Resource requirements

Wrestling equipment and mats.

Additional information

Accuracy is essential in measuring and recording results. Students will need instructions and training on being a peer observer. The coach/teacher will need to oversee all activities to confirm that the results recorded for assessment are fair and consistent. A goal setting journal will be taken into account as part of the assessment.

Physical Education
Achievement Standard 90436
Perform a physical activity to nationally developed performance standards
Wrestling Rubric Credits: 4

Self/ Peer Observation Sheet
Final Performance Test

NAME _____ **Peer Observer** _____

Circle the square that best indicates your ability in each area

In match conditions			
Attack	Demonstrates: <ul style="list-style-type: none"> reasonable ability in using takedowns and tilts to beat an opponent 	Consistently demonstrates: <ul style="list-style-type: none"> advanced ability in using takedowns and tilts to beat an opponent 	Consistently and effectively demonstrates: <ul style="list-style-type: none"> excellent ability in using takedowns and tilts to beat an opponent
Defence	Demonstrates: <ul style="list-style-type: none"> reasonable ability in using defensive techniques (including: standing wrestling stance with 3 different points for added defence, counter moves from both standing and ground). 	Consistently demonstrates: <ul style="list-style-type: none"> advanced ability in using defensive techniques (including: standing and ground wrestling stances with 3 points for added defence, counter moves from both standing and ground). 	Consistently and effectively demonstrates: <ul style="list-style-type: none"> excellent ability using defensive techniques (including: standing and ground wrestling stances with 3 points for added defence and can perform 2 different counters from patea, counter moves from both standing and ground).