

Guidelines for assessing against standard 91501

Demonstrate quality performance of a physical activity in an applied setting

This document contains performance rubrics to assist teachers in making judgments against standard [91501 \(3.4\)](#).

This standard involves demonstrating quality performance of a physical activity to a high/outstanding level in an applied setting. An applied setting requires that the elements and skills of the physical activity are demonstrated in an authentic setting, such as during a game in an appropriate environment, or in a competitive situation.

1. Select a context/physical activity from the table below to find the appropriate rubric to use for an assessment activity.
2. Develop an assessment activity/resource and schedule by using the [resource template](#) accessed at the end of this document.
3. Games rubrics
 - Columns within rubrics are designed to record ongoing teacher observations
 - The teacher observation sheet could be used for self and peer observations
 - Students should be provided with instructions and training on observing and assessing their peers.
 - Final grades will be based on assessor observations of each student's performance level while self and peer assessments may provide additional supporting evidence.
 - It is suggested that the detail outlined in the rubrics be used to create checklists/observation sheets to allow sufficient evidence to be gathered over time to verify the level of consistency and effectiveness of demonstration of the element/skills.
4. Process for assessing a student with a disability – see information on the next page.
5. Final grades will be decided using professional judgement based on a **holistic** examination of the evidence provided against the criteria in the Achievement Standard.

Factors to consider include:

- A teacher should select an activity 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. However, the teacher should make the final judgement.
 - A teacher should reflect holistically on the learner's level of performance, as demonstrated in previous applied setting situations to confirm a judgement.
 - It is important the teacher recognises that achievement with Excellence is a standard that is intended to challenge the best of learners at this level nationally.
 - Reassurance of teacher judgements being made at a national standard may be gained through communication with other professionals, for example, National/regional sports bodies and coaches, PENZ clusters, advisory service.
6. See the [Clarifications Document](#) for 91501 on NZQA.
 7. See the [Teaching and Learning Guide](#) for Physical Education on TKI.

A useful time calculator for Distance Running and other time-based rubrics can be found [here](#).

Process for assessing a student with a disability– developed by the Halberg Foundation

Students with disabilities should have the same opportunities as their non-disabled peers to participate and achieve in performance standards in NCEA. Please follow guiding the process below to assist you with assessing a student with a disability.

Do you have a student with a disability?



Yes

Does the student's disability put them at a significant disadvantage in the chosen sport/physical activity context?



Yes

No worries, here are alternative ways to assess them.



No

Go ahead and assess them in that context.



1. At the time of the assessment identify aspects of the rubric where the students' disability restricts their performance. You can remove or modify aspects of these criteria based on their functional abilities and limitations. (See page 3 for guidance).
2. As an extra assessment opportunity for the student, you could choose from the 'Guidelines', a sport movement context where the student could achieve a higher grade. (Suggestions on page 3).
3. If your student has a provisional or national Para sport classification, they are eligible to be assessed in that sport if you believe they will achieve a higher grade. Note: Some Para sports already have approved rubrics, such as Para athletics and Para swimming which are distance or time based. Please see the guiding process on page 3. If students regularly participate in a sport not in the "Guidelines" you may request a rubric to be drawn up for this activity by contacting NZQA or Halberg.

Modified assessment criteria guidance

As a teacher you can make a professional judgement on modifications to the assessment criteria of the chosen context for a student that has a disability. Please follow the process below:

1. Note down how the students' disability impairs their movement.
2. How does this impairment impact them in the chosen movement context?
3. On the assessment rubric, highlight where the students' impairment restricts them meeting a particular criteria and only assess them against what they can proficiently do. Alternatively, make small modifications to the activity that doesn't affect the integrity of the game, but allows that individual to participate with greater success.
4. Assess the students' performance and make notes on their assessment sheet stating their impairment and how it affects their performance and comment justifying how you their final grade. Please also mark any modifications that were made to the game, for that individual. *(These notes are essential for moderation and justification purposes)*. See Badminton example on page of the 'Guidelines for assessing against standard 91330'.

Athletics and Swimming – distance or time calculation

If your student has a national or provisional classification in swimming or athletics you may use the process below.

1. Note down students' classification.
Example: T37 or S8
2. For Athletics visit this website:
<https://www.paralympic.org/athletics/records>
3. For Swimming visit this website:
<https://www.paralympic.org/swimming/records>
4. Search event (example highlighted in red) which the student participates in. Find the world record time for their classification, gender and place in calculation below together with students' personal best.
5. Use calculation below to find % of World record time/distance.

Record Type
World Record
Specification
<input checked="" type="radio"/> Outdoor <input type="radio"/> Road
Age Group
<input checked="" type="radio"/> Open <input type="radio"/> U20 <input type="radio"/> U17
Gender
<input checked="" type="radio"/> Men & Women <input type="radio"/> Men <input type="radio"/> Women
Event Type
100 m

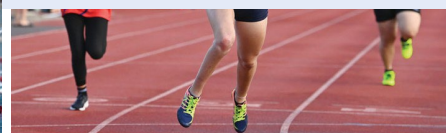
NOTE: For time greater than a minute calculate in seconds rather than minutes
i.e. World record time 2.36.53 = 156.53 seconds.

World record time/Distance ÷ Students PB time/distance = _____ x 100 = Percentage of WR









_____ x 100 = _____ %

Percentage = 66-100%

Percentage = 76-100%



What are some recommended activities for students to be assessed in based on their functional ability?

		Recommended activities(Not limited to)
	Powerchair user: Complete loss or restriction of movement and strength of trunk, upper and lower limbs.(e.g. Muscular dystrophy)	Boccia, Powerchair-football, Table tennis
	Manual chair user: Restriction of or complete loss of movement and strength of lower body.(e.g. spinal cord injury)	Boccia, Bowls, PC-Football, Wheelchair basketball, Wheelchair tennis, Para sailing, Table tennis
	Ambulant: Poor movement coordination of one or both sides of the body. (e.g. Cerebral Palsy)	Archery, Athletics, Bowls, Skiing, Swimming, Table tennis
	Ambulant: Loss of or partial loss of limb.(e.g. below knee amputation).	Athletics, Badminton, Basketball, Football, Volleyball, Golf, Swimming, Gymnastics, Table tennis
	Ambulant: Reduced movement or strength of lower limbs. (e.g. Spina bifida)	Archery, Wheelchair basketball, Hand cycling, Field athletics, Table tennis
	Ambulant: Reduced movement or strength in upper limbs.(E.g. Cerebral Palsy)	Track athletics, Distance running, Football, Multisport
	Visual impairment: Either low vision or no functional vision. (blind)	Blind cricket, Goal ball, Rock climbing, Road/Tandem cycling, Athletics, Swimming
	Short stature: Shorter limbs and trunk. Strength, range of movement and balance may be impacted.	Track or Field athletics, Archery, Golf, Karate, Table tennis, Badminton

Thank you to Paralympics New Zealand for their contribution to this do



Contents

Last updated: 28/01/2025

Rubrics have been added for:

- Pickleball
- Mountain Biking: Whakarewarewa Forest (2 x Lions Trail, Paddy's run (easy), Spruce road)

Archery	Sailing (centreboard)
Athletics	Scuba
Badminton	Scuba-rescue
Basketball	Sea Kayaking
Bowls – lawn and indoor	Skiing - Cross Country
Cricket	Snorkelling
Dance	Snow Sports – Snowboarding & Skiing
Distance Running	Softball
Figure skating	Squash
Football/ futsal	Stand Up Paddle boarding (SUP) – Flat water race
Golf	Stand Up Paddle boarding (SUP) - Surf
Gymnastics	Surfing
Hockey	Swimming
Hockey – goal keeper	Taekwon Do
Kayaking – white water	Tennis
Ki o Rahi	Touch
Lacrosse	Tough Guy/Gal
Motocross	Track Cycling
Mountain Biking	Track Running
Multisport	Turbo touch
Netball	Ultimate Frisbee
Oe Vaka/ Waka Ama	Volleyball
Pickleball	Beach Volleyball
Road Cycling	Water polo
Rock Climbing	Water polo – goal keeper
Rowing (single skull)	Windsurfing
Rugby	

Archery - this activity requires students to demonstrate performance in competitive archery rounds.

The teacher will observe and assess performance in each round.

Level	Barebow (BB)/ Limited Recurve Bow (LR)	Competition Recurve Bow (CR)	Compound Bow
Achieved	80-104	100-119	120-134
Merit	105-124	120-139	135-149
Excellence	125+	140+	150+

Conditions

At the culmination of a teaching/learning programme the students will be involved in competitive Archery rounds officiated by competent judges. Students will compete using the rounds and criteria set out for the Archery New Zealand in Schools rounds.

Resource requirements

Access to a safe archery range. 15m shooting distance and safe overshoot areas.

- Suitable archery equipment matching the Archery New Zealand in Schools criteria (Barebow-BB, Limited Recurve-LR, Competition Recurve CR or Compound). Limited Recurve (tape and pin sight only, no other equipment added to bow) is recommended.
- Target butts with 80cm/60cm or 40 cm (dependent upon bow type), World Archery target faces (10 zone 5 colours).
- Archery New Zealand Archery in Schools scoresheets.
- All students shoot the same distance of 15m, but the different bow categories shoot different target sizes. This takes into account how easy the bows are to shoot accurately.

A round is 18 arrows shot at 15m on the following target faces:

- Limited Recurve Bow/ Barebow on a 80 cm target face
- Competition Recurve Bow on a 60cm target face
- Compound Bow on a 40cm target face.

Athletics – this activity requires students to demonstrate performance in a pentathlon.

The pentathlon is an athletics event in which students must perform in at least one throwing, one jumping and one running event.

Students must compete in 5 events and overall performance is judged on the highest points total at the end of the pentathlon events. The 5 star award scheme (Athletics NZ) is used to determine final grades.

<http://www.athletics.org.nz/Get-Involved/As-a-School/Five-Star>

Level	Female Points	Male Points
Achieved	179 – 250	252 – 324
Merit	251 – 324	325 – 399
Excellence	325+	400+

Badminton - this activity requires students to demonstrate performance in full-court games of competitive badminton, officiated by a skilled referee

Teacher observation sheet

Element/Skill:	The student effectively demonstrates a wide range of elements and skills to participate proficiently:	Tick each time observed dates →					The student consistently and effectively demonstrates a wide range of elements and skills to participate proficiently:	Tick each time observed dates →					The student consistently, effectively and in an accomplished manner demonstrates a wide range of elements and skills to participate proficiently:	Tick each time observed dates →				
Offensive Skills	<ul style="list-style-type: none"> ability to place shuttle away from oppositions play and can place the shuttle accurately sets up offensive attacks and makes good decision on shot choice using appropriate force make good decisions on shot choice <ul style="list-style-type: none"> forehand clear forehand drop forehand smash high serve shots accurate and of appropriate force for chosen shot <ul style="list-style-type: none"> forehand clear forehand drop forehand smash high serve 						<ul style="list-style-type: none"> ability to place shuttle away from oppositions play and can place the shuttle accurately sets up offensive attacks and makes good decision on shot choice using appropriate force make good decisions on shot choice <ul style="list-style-type: none"> forehand clear forehand drop forehand smash high serve shots accurate and of appropriate force for chosen shot <ul style="list-style-type: none"> forehand clear forehand drop forehand smash high serve 						<ul style="list-style-type: none"> ability to place shuttle away from oppositions play and can place the shuttle accurately sets up offensive attacks and makes good decision on shot choice using appropriate force make good decisions on shot choice <ul style="list-style-type: none"> forehand clear forehand drop forehand smash high serve shots accurate and of appropriate force for chosen shot <ul style="list-style-type: none"> forehand clear forehand drop forehand smash high serve anticipates where player may be can move shuttle to a specified area (accuracy and angles) can use deception 					
Tactical Play	<ul style="list-style-type: none"> ability to take the shuttle early serves are varied in placement appropriately moving the opponent so that they are not able to return the shuttle or have to play a defensive or weak shot 						<ul style="list-style-type: none"> ability to take the shuttle early serves are varied, appropriate and accurate in placement moving the opponent so that they are not able to return the shuttle or have to play a defensive or weak shot 						<ul style="list-style-type: none"> ability to take the shuttle early a range of serves are used in order to set up attacking play moving the opponent so that they are not able to return the shuttle or have to play a defensive or weak shot plays the 'right' shot depending on their position on the court 					

Defensive Skills	<ul style="list-style-type: none"> • ability to use appropriate shots in different situations and can move to cover court area • make good decisions on shot choice • net lifts forehand/backhand • net drops forehand/backhand • backhand clear • backhand drop • short serve forehand/backhand 					<ul style="list-style-type: none"> • ability to use appropriate shots in different situations and can move to cover court area • anticipates opponents return and uses a variation of placement to disadvantage opponent 					<ul style="list-style-type: none"> • ability to use appropriate shots in different situations and can move to cover court area • anticipates opponents return and uses a variation of placement to disadvantage opponent • closes down options • plays to own strengths and away from opponents strengths 				
Footwork and movement off the shuttle	<ul style="list-style-type: none"> • positioning on court - gets into good position at the right moment • body position and footwork appropriate • racquet foot leads 					<ul style="list-style-type: none"> • positioning on court - gets into good position at the right moment • body position and footwork appropriate • racquet foot leads • fitness level allows the positive, effective and consistent use of skills • demonstrates chassé movement showing good balance • transition – establishing new position on court (for example, attempts to get back to base after each shot) 					<ul style="list-style-type: none"> • positioning on court - gets into good position at the right moment • body position and footwork appropriate • racquet foot leads • fitness level allows the positive, effective and consistent use of skills • demonstrates chassé movement showing good balance • transition – establishing new position on court (for example, attempts to get back to base after each shot) • explosive movement out of base to get to the shuttle quickly 				

Basketball - this activity requires students to demonstrate performance in full-court games of competitive basketball, officiated by a skilled referee

Teacher observation sheet

Element/Skill:	The student effectively demonstrates a wide range of elements and skills to participate proficiently:	Tick each time observed dates →				The student consistently, effectively and in an accomplished manner demonstrates a wide range of elements and skills to participate proficiently:	Tick each time observed dates →				The student consistently, effectively and in an accomplished manner demonstrates a wide range of elements and skills to participate proficiently:	Tick each time observed dates →			
Offensive movement/ off the ball	<ul style="list-style-type: none"> runs correct lanes in transition gets into good position in numbers advantage situation (2 on 1, 3 on 2) can run basic offence in half court situation (pass & cut, screening) can get open using change of direction & speed, V-cuts, L-cuts, backdoor cuts rebounds or drops back as safety (depending on position) 					<ul style="list-style-type: none"> sprints correct lanes in transition always in good position in numbers advantage situation (2 on 1, 3 on 2) understands offensive sets in half court situation gets open using change of direction & speed, V-cuts, L-cuts, backdoor cuts makes correct reads when setting and using screens rebounds or drops back as safety (depending on position) 					<ul style="list-style-type: none"> sprints correct lanes in transition always in good position in numbers advantage situation (2 on 1, 3 on 2) executes offensive sets in half court situation always creates space to receive pass using change of direction & speed, V-cuts, L-cuts, backdoor cuts always makes correct reads when setting and using screens rebounds or drops back as safety (depending on position) 				
Offensive ball skills	<ul style="list-style-type: none"> maintains possession of ball receiving & catching, passing, dribbling correct footwork to square up on the wing (triple threat) and/or post up position uses variety of passes to open man (bounce, chest, overhead) can attack the basket off the dribble successfully score on layup, jump shots or post ups. Can make correct decision with ball – drive, shoot or pass. 					<ul style="list-style-type: none"> maintains possession of ball receiving & catching, passing, dribbling correct footwork to square up on the wing (triple threat) and/or post up position use of fakes: pass, shot, jab-step to create space or scoring options successful use of a variety of passes to open man and to create scoring option (bounce, chest, overhead) attacks the basket off the dribble to score or draw defence and pass multiple moves to score on layup, jump shots or post ups. makes correct decision with ball – drive, shoot or pass in open play and half court 					<ul style="list-style-type: none"> maintains possession of ball receiving & catching, passing, dribbling correct footwork to square up on the wing (triple threat) and/or post up position able to combine multiple fakes: pass, shot, jab-step, up-fake, step through to create space or scoring options vision and ability to read game and use of a variety of passes to create scoring options (bounce, chest, overhead) attacks the basket off the dribble to score or draw defence and pass multiple moves to score on layup, jump shots or post ups with both hands excellent decision making with ball – drive, shoot or pass in open play and half court ability to read individual defender and team defence 				

Defensive skills	<ul style="list-style-type: none"> • basic defensive principles:- always between man and basket good defensive stance slides feet to stay in front of man with ball • ball denial, pressures man with basketball, adjusts to help position • understands zone concepts and positions (if applicable) • boxes out and rebounds 					<ul style="list-style-type: none"> • defensive principles:- always between man and basket good defensive stance slides feet to stay in front of man with ball • ball denial, pressures man with basketball, adjusts to help position • understands zone concepts and positions (if applicable) • boxes out and rebounds • talks on defence – communicates position/help/screens 					<ul style="list-style-type: none"> • defensive principles:- always between man and basket good defensive stance slides feet to stay in front of man with ball • ball denial, pressures man with basketball, adjusts to help position • pressures opponents to commit turnovers – always hustling • understands zone concepts and positions (if applicable) • boxes out and rebounds • talks on defence – communicates position/help/screens 				
Team play	<ul style="list-style-type: none"> • always ready to play and give the best for the team at all times • looks up court and passes ball to team mates • shows interpersonal skills eg encouragement and praise 					<ul style="list-style-type: none"> • always ready to play and give the best for the team at all times • looks up court and passes ball to team mates • shows interpersonal skills eg encouragement and praise • strategic ability is displayed 					<ul style="list-style-type: none"> • always ready to play and give the best for the team at all times • looks up court and passes ball to team mates • shows interpersonal skills eg encouragement and praise • strategic ability is displayed • organise players, make calls offensive or defensive 				

Bowls – Lawn and Indoor – this activity requires students to demonstrate performance in competitive ends of bowls.

The student will bowl 5 ends and be scored at each end according to the following criteria:

- 1) Deliver 4 bowls down the rink/mat within the legal boundaries. Each legal bowl scores 5 points.
Total out of 20
- 2) Deliver 4 bowls as close as possible to the jack on a **long end** with the **forehand**
Total out of 20
- 3) Deliver 4 bowls as close as possible to the jack on a **long end** with the **backhand**
Total out of 20
- 4) Deliver 4 bowls as close as possible to the jack on a **short end** with the **forehand**
Total out of 20
- 5) Deliver 4 bowls as close as possible to the jack on a **short end** with the **backhand**
Total out of 20

Points for delivery of the bowl within the given measurements from the jack:

Score	Lawn Bowls	Indoor Bowls
5 points	1 metre of the jack	30 centimetres of the jack
3 points	2 metres of the jack	60 centimetres of the jack
1 point	within the boundaries of the rink	within the boundaries of the mat

Grades

Level	Points
Achieved	65-79
Merit	80-89
Excellence	90+

Cricket - this activity requires students to demonstrate performance in full-field games of competitive cricket, officiated by a skilled referee

Teacher observation sheet

Element/Skill:	The student effectively demonstrates a wide range of elements and skills to participate proficiently:	Tick each time observed dates →					The student consistently and effectively demonstrates a wide range of elements and skills to participate proficiently:	Tick each time observed dates →					The student consistently, effectively and in an accomplished manner demonstrates a wide range of elements and skills to participate proficiently:	Tick each time observed dates →				
Batting (only if applicable)	<ul style="list-style-type: none"> front foot drives back foot drives cut Shot pull Shot 						<ul style="list-style-type: none"> solid contact with the ball full range of shots good shot selection 						<ul style="list-style-type: none"> ability to dominate a bowling attack using a range of strokes ability to hit with control and accuracy – turning the strike over regularly, control of ball in the air ability to identify and manipulate weak fielders has the ability to consistently score runs and produce high scores 					
Bowling (only if applicable)	<ul style="list-style-type: none"> a suitable line and length accompanied by pace or spin a variety of deliveries This may include inswing, outswing, off break, leg break, Yorker legal and accurate 						<ul style="list-style-type: none"> attack the batter with their bowling limiting runs and taking wickets a variety of deliveries 						<ul style="list-style-type: none"> ability to dominate batsmen identifying weaknesses and bowl to them bowl a variety of deliveries very accurately (line & length) accompanied by pace or spin take wickets or bowl with control and limit runs when the team is under pressure 					
Fielding (Compulsory)	<ul style="list-style-type: none"> fielding along the ground eg moving in with the bowler, low body position, body behind ball catching balls hit in the air throwing ball from inner or outer field to wicket keeper or bowlers end 						<ul style="list-style-type: none"> fielding along the ground eg moving in with the bowler, low body position, body behind ball catching balls hit in the air throwing ball from inner or outer field to wicket keeper or bowlers end 						<ul style="list-style-type: none"> moves quickly in all fielding positions to field 'difficult' balls cleanly ability to throw with speed and accuracy from all fielding positions to either wicket eg hit one stump ability to catch in slips, in close and in out-field with great technique and safety reduces time and space through anticipation, can turn a game with great catch or run out 					
Team play	<ul style="list-style-type: none"> reading the game communicating positively supporting players by assisting when required working hard for the benefit of the team 						<ul style="list-style-type: none"> reading the game communicating positively supporting players by assisting when required working hard for the benefit of the team 						<ul style="list-style-type: none"> reading the game communicating positively supporting players by directing play and always assisting when required actively involved in planning team strategies working hard for the benefit of the team's success 					

Dance – this activity requires students to demonstrate performance in performances of dance

This dance may be choreographed by the student, a peer choreographer or the teacher but it must be at an appropriate level for achievement at level 8 of the NZC and to allow the student to achieve all the criteria below.

The dance must be of 3-5 minutes duration, the style of which is the student's choice, and it must use public performance protocols.

Note: video recording of the performance may be used for assessment purposes.

Teacher observation sheet

Element/Skill:	The student effectively demonstrates a wide range of elements and skills to participate proficiently:	Tick each time observed dates →					The student consistently and effectively demonstrates a wide range of elements and skills to participate proficiently:	Tick each time observed dates →					The student consistently, effectively and in an accomplished manner demonstrates a wide range of elements and skills to participate proficiently:	Tick each time observed dates →				
Technique	<ul style="list-style-type: none"> technical competence is evident but may not consistent throughout the dance movements are generally accurate and controlled most of the time spatial awareness is evident some of the time timing is generally accurate 						<ul style="list-style-type: none"> technical competence is evident and consistent throughout the dance movements and the manipulation of the prop are accurate, clear and controlled spatial awareness is evident and timing is accurate 						<ul style="list-style-type: none"> technical competence is evident and is sustained throughout the dance movements and the manipulation of the prop show accuracy, clarity and control, and fluidity and fluency are sustained an excellent sense of timing and spatial awareness is apparent 					
Focus, Expression, Choreographic intention.	<ul style="list-style-type: none"> focus is out towards the audience most of the time there is some individual expression in communicating the ideas and feelings in the work dynamic awareness is evident some of the time the meaning of the dance is communicated 						<ul style="list-style-type: none"> communication with the audience is effective and sustained most of the time dynamic awareness is evident most of the time individual expression in communicating the ideas, motivations and feelings in the work is evident most of the time the meaning of the work is communicated effectively and with energy 						<ul style="list-style-type: none"> rapport with the audience is established and sustained sustained use of appropriate focus and dynamics individual expression in communicating the ideas, motivations and feelings in the work is clearly evident and sustained the meaning of the dance is communicated with imagination, energy and artistry 					

Distance running (4km – 21km)

This assessment task may be used for any distance running event (on road & off road) ranging from 4km to 21km.

Due to the large number of courses completed across the country running rates have been devised to work out achievement times at each level.

A difficult course is defined as very hilly and/or including off road conditions.

Teachers should use their professional judgement as well as past results when deciding which formula is appropriate to use.

Calculating the times:

eg for a 6km difficult course run, the Female Excellence time is $282 \times 6 = 1692\text{secs}$, $1692/60 = 28.2\text{mins}$, $0.2\text{min} \times 60 = 12\text{secs}$, so time = 28m 12s

Female Running Times						
	4-7.9km Run	4-7.9km Difficult course	8-10.9km Run	8-10.9km Difficult course	11-21km Run	11-21km Difficult course
Excellence rate	256sec/km	282sec/km	308sec/km	339sec/km	321sec/km	353sec/km
Merit rate	295 sec/km	325sec/km	354sec/km	389sec/km	369sec/km	406sec/km
Achieved rate	334sec/km	367sec/km	400sec/km	440sec/km	417sec/km	459sec/km

Male Running Times						
	4-7.9km Run	4-7.9km *Difficult course	8-10.9km Run	8-10.9km *Difficult course	11-21km Run	1-21km *Difficult course
Excellence rate	218sec/km	240sec/km	262sec/km	288sec/km	273sec/km	300sec/km
Merit rate	252sec/km	277sec/km	301sec/km	331sec/km	314sec/km	345sec/km
Achieved rate	284sec/km	312sec/km	340sec/km	374sec/km	354sec/km	389sec/km

Figure Skating — this activity requires students to demonstrate performance in performances of the figure skating

The routine should be between 1.5 minutes and 2 minutes in length

Teacher observation sheet

Element/Skill:	The student effectively demonstrates a wide range of elements and skills to participate proficiently:	Tick each time observed dates →	The student consistently and effectively demonstrates a wide range of elements and skills to participate proficiently:	Tick each time observed dates →	The student consistently, effectively and in an accomplished manner demonstrates a wide range of elements and skills to participate proficiently:	Tick each time observed dates →
Routine	<ul style="list-style-type: none"> • jump Combination • Salchow • toe Loop • one foot spin (min 3 revs), one spiral on a curve • step sequence fully utilising the length of the ice surface 		<ul style="list-style-type: none"> • single loop jump or optional single Axel • single Flip or single Lutz jump (free choice) immediately preceded by connecting steps and/or other comparable free skating moves • one jump combination consisting of two single jumps or one double & one single jump • upright spin (minimum six revolutions) • sit spin or camel spin (minimum six revolutions in required position) • spin with a minimum of one change of position, and an optional change of foot(sit, camel, upright or any variation thereof) - minimum six revolutions or five revolutions on each foot if a change of foot is executed. • females: step sequence (SiSt, CiSt or SeSt) or Spiral sequence • males: step sequence: (SiSt, CiSt or SeSt) 		<ul style="list-style-type: none"> • single Axel Paulsen (or optional double Axel) • one double jump immediately preceded by connecting steps and/or other comparable free skating movements • one jump combination consisting of two double jumps or one single jump followed by one double jump. The jumps must be different from the jump in b) • flying camel spin (min eight revolutions) • sit spin or camel spin on alternate years(sit spin in odd years and camel spin in even years) - min. of eight revolutions • spin with minimum of one change of position, and a compulsory change of foot(sit, camel, upright or any variation thereof) - minimum six revolutions on each foot • females: spiral sequence (3 spiral positions) • females step sequence: (SiSt, CiSt or SeSt) • males: step sequence: different from g (SiSt, CiSt or SeSt) 	

Football/ Futsal- this activity requires students to demonstrate performance in full-field games of competitive Football/ Futsal, officiated by a skilled referee

Teacher observation sheet

Element/Skill:	The student effectively demonstrates a wide range of elements and skills to participate proficiently:	Tick each time observed dates →				The student consistently and effectively demonstrates a wide range of elements and skills to participate proficiently:	Tick each time observed dates →				The student consistently, effectively and in an accomplished manner demonstrates a wide range of elements and skills to participate proficiently:	Tick each time observed dates →			
Attacking Phase	<ul style="list-style-type: none"> Penetration to get behind opponents by <ul style="list-style-type: none"> Passing Dribbling Shooting Create space behind a defender by committing the defender to challenge for the ball Keep possession of the ball Support <ul style="list-style-type: none"> Provide passing options for the ball Movement <ul style="list-style-type: none"> Unbalance the defense by making runs that create space 					<ul style="list-style-type: none"> Penetration to get behind opponents by <ul style="list-style-type: none"> Passing Dribbling Shooting Create space behind a defender by committing the defender to challenge for the ball Keep possession of the ball Support <ul style="list-style-type: none"> Provide passing options for the player on the ball to achieve penetration or maintain possession Movement <ul style="list-style-type: none"> Unbalance the defense by making runs that create space Move defending players out of position ie feints, dummy runs 					<ul style="list-style-type: none"> Penetration to get behind opponents by <ul style="list-style-type: none"> Passing Dribbling Shooting Create space behind a defender by committing the defender to challenge for the ball Keep possession of the ball Support <ul style="list-style-type: none"> Provide passing options for the player on the ball to achieve penetration or maintain possession Movement <ul style="list-style-type: none"> Unbalance the defense by making runs that create space Provide depth, width and penetration Move defending players out of position ie feints dummy runs 				
Transition from Attack to Defence	<ul style="list-style-type: none"> After losing possession react quickly As defender close down the ball <ul style="list-style-type: none"> Slowing down play Tracking forward runs By tackling 					<ul style="list-style-type: none"> After losing possession react quickly As defender close down the ball <ul style="list-style-type: none"> Slowing down play Tracking forward runs By tackling Prevent opposition from switching play 					<ul style="list-style-type: none"> After losing possession react quickly As defender close down the ball <ul style="list-style-type: none"> Slowing down play Tracking forward runs By tackling Force opposition wide or back Prevent opposition from switching play As a defender be able to remain in a position to support other defense players 				
Defensive Phase	<ul style="list-style-type: none"> Reduce opponents space by applying pressure quickly <ul style="list-style-type: none"> Close down using appropriate speed Angle of recovery runs Stop the opponent playing the ball 					<ul style="list-style-type: none"> Reduce opponents space by applying pressure quickly <ul style="list-style-type: none"> Close down using appropriate speed Angle of recovery runs 					<ul style="list-style-type: none"> Reduce opponents space by applying pressure quickly <ul style="list-style-type: none"> Close down using appropriate speed Angle of recovery runs Stop or delay the opponent playing the ball and generate a turnover 				

	<ul style="list-style-type: none"> Applies a tackle to the opponent when there are supporting defenders Stays on their feet in a balanced and ready state, focusing on the ball 						<ul style="list-style-type: none"> Stop or delay the opponent playing the ball and generate a turnover Applies a tackle to the opponent when there are supporting defenders Stays on their feet in a balanced and ready state, focusing on the ball 						<ul style="list-style-type: none"> Applies a tackle to the opponent when there are supporting defenders Stays on their feet in a balanced and ready state, focusing on the ball 						
Transition from Defence to Attack	<ul style="list-style-type: none"> After gaining the ball <ul style="list-style-type: none"> look to penetrate or get the ball wide With possession of the ball look to pass forward 						<ul style="list-style-type: none"> After gaining the ball <ul style="list-style-type: none"> look to penetrate or get the ball wide Get in behind defense instantly With possession of the ball look to pass forward 						<ul style="list-style-type: none"> After gaining the ball <ul style="list-style-type: none"> look to penetrate or get the ball wide Get in behind defense instantly With possession of the ball look to pass forward Without possession of the ball make forward runs to split the defense 						

Attacking refers to:

- Player in possession/ Close supporting players
- Players away from the ball
- Collective attacking- group and team attacking

Defending refers to:

- Pressure/ Cover
- Balance
- Collective defending- group and team defending

Transition refers to:

- Individual-players in the area of the ball
- Group and Team- Awareness/ Team work

Golf –this activity requires students to demonstrate performance in rounds of 9 holes of golf at a course with an official course rating

The nine holes should be conducted on a “full” course rather than pitch and chip type course. Pars 3 - 5 should be available.

Males and females must play off the appropriate tees.

Regardless of the course ruling, placing of 30cm is allowed for any balls landing on any CUT FAIRWAY area. This fairway may be that which the student is playing down or any other fairway on which he/she may land.

Scorecards will be correctly completed, verified and signed off by an appropriate supervisor.

Grades will be awarded according to the rating of the course and the Modified Stableford scoring system as below. Do not use individual handicaps.

MODIFIED STABLEFORD SCORING SYSTEM

	STABLEFORD POINTS	
Hole score points	Male	Female
2 under par [eagle]	7	7
1 under par [birdie]	6	6
par	5	5
1 over par [bogey]	4	4
2 over par [double bogey]	3	3
3 over par	2	2
4 over par	1	1

Male course rating

Course rating	Achievement	Merit	Excellence
58	19-26	27-34	35+
59	18-25	26-33	34+
60	18-25	26-33	34+
61	17-24	25-32	33+
62	17-24	25-32	33+
63	16-23	24-31	32+
64	16-23	24-31	32+
65	15-22	23-30	31+
66	15-22	23-30	31+
67	14-21	22-29	30+
68	14-21	22-29	30+
69	13-20	21-28	29+
70	13-20	21-28	29+
71	12-19	20-27	28+
72	12-19	20-27	28+
73	11-18	19-26	27+
74	11-18	19-26	27+

Female course rating

Course Rating	Achievement	Merit	Excellence
58	13-18	19-24	25+
59	13-18	19-24	25+
60	12-17	18-23	24+
61	12-17	18-23	24+
62	11-16	17-22	23+
63	11-16	17-22	23+
64	10-15	16-21	22+
65	10-15	16-21	22+
66	9-14	15-20	21+
67	9-14	15-20	21+
68	8-13	14-19	20+
69	8-13	14-19	20+
70	7-12	13-18	19+
71	7-12	13-18	19+
72	6-11	12-17	18+
73	6-11	12-17	18+
74	5-10	11-16	17+

Gymnastics – this activity requires students to demonstrate performance in the performances of a **9 skill** gymnastics routine that includes:

- a four skill floor sequence (only one skill may be repeated twice)
- a vault
- a sequence of four skills on one of the following:
 - trampoline
 - beam
 - high bar
 - asymmetrical bar (only one skill may be repeated twice)

Students are to perform the 3 apparatus routine under the following constraints:

- 2 attempts, the best whole attempt to count
- all use the vaulting platform on at least the first setting
- 5 minutes warm up time and 2 minutes between attempts
- crash mats are for safety only, not to make the skill easier

Skill	Simple	Complex
Floor	Forward and backward rolls	Backward roll to handstand
	Handstand	Hand spring
	Dive rolls	One handed cartwheel
	Cartwheel	Walkovers (forward or backward)
	Balances, turns & leaps	Handstand forward roll
	Round	Flic Flac
		Somersaults
		Press to handstand
Vault	Through vaults	Long Fly
	Straddle vaults	Hand spring
	Side Vaults	Handstand flat-back
		Somersault over 3 layer box of beat board
Trampoline	Pikes	Forward somersault (layout or tuck)
	Turns/Pirouettes	Backward somersault (layout or tuck)
	Front drop	Swivel hips
	Back drop	Barani
	Seat drop	Twists
		Combination moves e.g back drop to front drop
Beam	Leaps (cat, stag, pike)	Forward rolls (to straddle or standing)
	Chasse	Somersault dismounts
	Balances	Leaps (Russian, split change leap)
	½ cartwheel dismount	Full pirouettes
		Splits with no hands
		Handstands (back to standing or roll)
		Cartwheels
Bars	Death drop dismount	Kip ups
	Circle on from standing	Release moves to re-grasp
	Forward circle dismount	Backward Hip Circles from cast
	Cast off dismount	Fly away
	Glides and swings	Straddle or stoop bar to transition
		Swing to circle over on high bar
		Circle on mount (from hanging)

Teacher observation sheet

Element/Skill:	The student effectively demonstrates a wide range of elements and skills to participate proficiently:	Tick each time observed dates →					The student consistently and effectively demonstrates a wide range of elements and skills to participate proficiently:	Tick each time observed dates →					The student consistently, effectively and in an accomplished manner demonstrates a wide range of elements and skills to participate proficiently:	Tick each time observed dates →				
Skills Selection	<ul style="list-style-type: none"> selects a routine containing no more than 3 skills out of 9 from the simple list 						<ul style="list-style-type: none"> selects a routine containing no more than 2 skills out of 9 from the simple list 						<ul style="list-style-type: none"> selects a routine containing no more than 1 skill out of 9 from the simple list 					
Performance	<ul style="list-style-type: none"> performs routine/skills with no more than one major errors in control, amplitude, body position and fluency (there may be a break or fall) 						<ul style="list-style-type: none"> performs routines/skills with some moderate errors in control, amplitude, body position and fluency (there are no breaks or falls) 						<ul style="list-style-type: none"> performs routines/skills with minor errors in control, amplitude, body position and fluency (all skills are completed without breaks or falls) 					
Spotters	<ul style="list-style-type: none"> has minor spotter assistance during skill execution (assistance is deemed to have contributed to completion of the skill) 						<ul style="list-style-type: none"> spotters are used only as a safety precaution but are not involved in the execution of the skill 						<ul style="list-style-type: none"> spotters are used only as a safety precaution but are not involved in the execution of the skill 					

Hockey - this activity requires students to demonstrate performance in full-field games of competitive hockey, officiated by a skilled referee

Teacher observation sheet

Element/Skill:	The student effectively demonstrates a wide range of elements and skills to participate proficiently:	Tick each time observed dates →	The student consistently and effectively demonstrates a wide range of elements and skills to participate proficiently:	Tick each time observed dates →	The student consistently, effectively and in an accomplished manner demonstrates a wide range of elements and skills to participate proficiently:	Tick each time observed dates →
Offensive/defensive movement off the ball	<ul style="list-style-type: none"> changing from offence to defence and vice versa gets into good position at the right moment use of peripheral vision change of direction reading play and anticipate developments ahead of the action 		<ul style="list-style-type: none"> changing from offence to defence and vice versa gets into good position at the right moment use of peripheral vision change of direction reading play and anticipate developments ahead of the action 		<ul style="list-style-type: none"> changing from offence to defence and vice versa gets into good position at the right moment use of peripheral vision change of direction reading play and anticipate developments ahead of the action 	
Offensive ball skills	<ul style="list-style-type: none"> keep possession by passing, receiving/trapping, dribbling penetrate/invasion skills (use of drag, change of speeds, moving into space) move ball Create space by moving into positions & space scan play as they receive the ball & before passing or moving the ball make good decisions about what move to make: hold, pass, run, dribble, shoot etc 		<ul style="list-style-type: none"> keep possession by passing, receiving/trapping, dribbling penetration/invasion skills (accurate passing & receiving /trapping, use of drag, change of speeds, moving into space) moving ball to specified area create space by moving into positions & space at the right time scan play as they receive the ball & before passing or moving the ball make good decisions about what move to make: hold, pass, run, dribble, shoot etc 		<ul style="list-style-type: none"> keep possession by Passing, receiving/trapping, dribbling penetration/invasion skills (accurate passing & receiving /trapping, use of drag, change of speeds, moving into space) moving ball to specified area creates space for self and other by moving into positions & space at the right time scan play as they receive the ball & before passing or moving the ball make good decisions about what move to make: hold, pass, run, dribble, shoot etc 	
Defensive ball skills	<ul style="list-style-type: none"> defend with sound tackle technique defend a specific player (body position between player & the ball, distance from player) 		<ul style="list-style-type: none"> defend with sound tackle technique defends a specific player (footwork, speed, body position between player & the ball, distance from player) 		<ul style="list-style-type: none"> defend with sound tackle technique on both sides of body defends a specific player (footwork, speed, body position between player & the ball, distance from player) 	

	<ul style="list-style-type: none"> • intercept (moves in relation to where the ball is on the field) • pressures opponents to make errors • covers fellow defenders 						<ul style="list-style-type: none"> • intercept (moves in relation to where the ball is on the field) • closes down options by marking space • pressures opponents to make errors (channel attacker or shadow and stab tackle) • covers fellow defenders 						<ul style="list-style-type: none"> • intercept (anticipates play to move in relation to where the ball is on the field) • closes down options by marking space and reading play • pressure opponents to make errors (channeling / shadowing attackers) • cover fellow defenders 					
Team Play	<ul style="list-style-type: none"> • organise players in offence or defence • make things 'happen' • can focus on strategies • fitness level allows the positive, effective use of skills • demonstrates interpersonal skills • always ready to play and give best at all times • strategic ability is demonstrated 						<ul style="list-style-type: none"> • organise players in offence and defence • make things 'happen' • focus and provide direction on strategies • fitness level allows the positive, effective and consistent use of the skills • consistently demonstrates effective interpersonal skills • always ready to play and give best at all times • strategic ability is consistently displayed 						<ul style="list-style-type: none"> • organise players moving from offence to defence and vice versa • make things 'happen' • skill level is so autonomous that focus is on providing direction for, and applying strategies • fitness level allows the positive, effective and consistent use of the skills • consistently demonstrates effective interpersonal skills • always ready to play and give best at all times • strategic ability is consistently displayed 					

Hockey Goal Keeping – this activity requires students to demonstrate performance in full-field games of competitive hockey, officiated by a skilled referee

Teacher observation sheet

Element/ Skill:	The student effectively demonstrates a wide range of elements and skills to participate proficiently:	Tick each time observed ➔ dates				The student consistently and effectively demonstrates a wide range of elements and skills to participate proficiently:	Tick each time observed ➔ dates				The student consistently, effectively and in an accomplished manner demonstrates a wide range of elements and skills to participate proficiently:	Tick each time observed ➔ dates			
Offensive/defensive movement off the ball	<p>Positioning / Angles</p> <ul style="list-style-type: none"> Keeps with the centre of the goal in relation to the angle of the shot <p>Decision making</p> <ul style="list-style-type: none"> Makes decisions to ensure that they are involved with the play (not running out and eliminating themselves from the contest. 					<p>Positioning / Angles</p> <ul style="list-style-type: none"> Advances in smothering situations (Argentinean slide, upright slide, block save) and holds the centre of the goal while advancing <p>Decision making</p> <ul style="list-style-type: none"> Makes decisions to ensure that they are involved with the play (not running out and eliminating themselves from the contest. 					<p>Positioning/ Angles</p> <ul style="list-style-type: none"> Adjusting to open play where the ball transitions across the circle, shifting and using skip step and drop steps to be able to reposition and hold the centre of the goal <p>Decision making</p> <ul style="list-style-type: none"> Makes appropriate decisions with the positional play of defence (reference to baseline play, 2v2, 3v3 situations and 7 m area). Depending on the numbers, how aggressive they are, or decisions made on the threat from the angle they shoot from 				
Goalie skills	<p>Stance</p> <ul style="list-style-type: none"> Right and left hand protectors saving surfaces presented. Weight slightly forward. Feet, knees and shoulder in line with each other vertically <p>Shot stopping</p> <ul style="list-style-type: none"> Uses the push pull technique to shift their body weight in the direction of the save (aerial and leg saves) 					<p>Stance</p> <ul style="list-style-type: none"> Right and left hand protectors saving surfaces presented. Weight slightly forward. Feet, knees and shoulder in line with each other vertically <p>Shot stopping</p> <ul style="list-style-type: none"> Anchor leg (leg not involved in the save) releases to provide further reach in the save (aerial and leg saves) 					<p>Stance</p> <ul style="list-style-type: none"> Right and left hand protectors saving surfaces presented. Weight slightly forward. Feet, knees and shoulder in line with each other vertically <p>Shot stopping</p> <ul style="list-style-type: none"> Has the ability to be able to make reaction saves. Close range shots/deflections 				

	Penalty Corner technique <ul style="list-style-type: none"> Can perform good logging technique to deal with straight shot 					Penalty Corner technique <ul style="list-style-type: none"> Can perform logging technique and is settled on release of drag flick, making movement towards the ball 					Penalty Corner technique <ul style="list-style-type: none"> Can perform logging technique and is confident with off setting or performing dive to cover the low right hand corner against drag flick and is settled on release of the drag flick, making movement towards the ball 				
Offensive skills on the ball	Clearances <ul style="list-style-type: none"> Is able to control clearances away from incoming attackers 7 metre area <ul style="list-style-type: none"> Makes effective decisions on whether to go out and smother strikers or hold the goal Shoot out/ 1v1 contest <ul style="list-style-type: none"> Demonstrates agility to be able to stay in the contest, delaying time for defence to get back or to cause the 8 second time limit to be a factor 					Clearances <ul style="list-style-type: none"> Strong clearances, wide and out of the goal circle, providing no opportunity for strikers to gain rebound opportunities 7 metre area <ul style="list-style-type: none"> Makes effective decisions in the 7m area and can use a range of smothering techniques (Argentinean slide, upright slide and block save) Shoot out/ 1v1 contest <ul style="list-style-type: none"> Is able to dictate to the striker on the areas they are trying to shape them towards 					Clearances <ul style="list-style-type: none"> Ability to be able to clear to defenders or wide out of the goal circle area. Clearances are powerful and kept under control, low to the ground 7 metre area <ul style="list-style-type: none"> Makes confident and effective decisions around staying in the contest or smother. Ability to bring their stick into the contest, to pressure the striker Can recover from smother saves quickly back into position Shoot out/1v1 contest <ul style="list-style-type: none"> Is able to show determination to be able to get something in the line of the ball and the goal, when a shot is taken 				
Team Play	Penalty Corner Defence organisation <ul style="list-style-type: none"> Organises a defensive shape Penalty Corner Defence Communication <ul style="list-style-type: none"> Communicates with volume to defenders 					Penalty Corner Defence organisation <ul style="list-style-type: none"> Uses a range of defensive penalty corners against opposition Communication <ul style="list-style-type: none"> Communicates with volume and clarity with game plan structure 					Penalty Corner Defence organisation <ul style="list-style-type: none"> Scouts and calls defensive penalty corners against oppositions Penalty Corner threats Communication <ul style="list-style-type: none"> Communicates with volume and clarity Provides information to prepare for counter defence, demonstrating strategic awareness 				

Kayaking (white water) – students are required to demonstrate performance in kayaking in a river (grade 2)

Teacher Observation Sheet

Element/ Skill:	The student effectively demonstrates a wide range of elements and skills to participate proficiently:	Tick each time observed dates →	The student consistently and effectively demonstrates a wide range of elements and skills to participate proficiently:	Tick each time observed dates →	The student consistently, effectively and in an accomplished manner demonstrates a wide range of elements and skills to participate proficiently:	Tick each time observed dates →
River Running	<ul style="list-style-type: none"> • Can choose a line down a rapid and paddle it successfully. • Demonstrates carving eddy turns across the eddy line into the main flow with the appropriate speed, edge and angle. Uses forward paddling. Shows torso rotation, looking where going. • Demonstrates ferry gliding across a grade 2 rapid. Maintains appropriate angle based on speed of current (makes adjustments where needed). 		<ul style="list-style-type: none"> • Can choose a line down a rapid and paddle it successfully. • Demonstrates carving eddy turns and s-turns across the eddy line into the main flow with the appropriate speed edge and angle. Uses forward paddling and sweep to stern draws. Shows torso rotation, looking where going, elbows down, kayak maintains speed throughout the turn. • Demonstrates ferry gliding across a grade 2 rapid. Maintains appropriate angle based on speed of current (makes adjustments where needed). Shows edge control on eddy lines when starting and finishing the ferry glide. 		<ul style="list-style-type: none"> • Can choose a line down a rapid and paddle it successfully. • Demonstrates carving eddy turns and s-turns across the eddy line into the main flow with the appropriate speed, edge and angle. Uses forward paddling, sweep to stern draws to manoeuvre kayak to positions appropriate for the eddies and currents. Shows torso rotation, looking where going, elbows down, kayak maintains speed throughout the turn. Can demonstrate this in challenging grade 2 eddies (i.e micro eddies, midriver features, strong eddy lines) • Demonstrates ferry gliding across a grade 2 rapid. Maintains appropriate angle based on speed of current (makes adjustments where needed). Shows edge control on eddy lines when starting and finishing the ferry glide. Can use a wave or hole to assist a challenging ferry glide. 	
Rolling	<ul style="list-style-type: none"> • Demonstrates correct roll set up position and attempts to roll in grade 2 rapids. 		<ul style="list-style-type: none"> • Demonstrates a roll in grade 2 rapids sometimes. Shows, defined hip-flick or c-to-c motion; torso rotation if sweep roll; finishes with head down; shoulder is protected. 		<ul style="list-style-type: none"> • Demonstrates a roll in grade 2 rapids consistently. Shows, defined hip-flick or c-to-c motion; torso rotation if sweep roll; finishes with head down; shoulder is protected. 	

River Play	<ul style="list-style-type: none"> Approach a wave or hole and attempt to surf it. 						<ul style="list-style-type: none"> Demonstrates surfing on a wave or hole for a minimum of 5 seconds. Uses edge control to stay upright and forward paddling to stay on wave/ in hole 						<ul style="list-style-type: none"> Demonstrates surfing and turning on a wave or in a hole. Uses stern rudder and edge control to assist turning. Is able to select and catch waves or holes without eddy access and surf them. 					
Rescue skills and safety	<ul style="list-style-type: none"> Uses appropriate whistle, hand and paddle signals clearly and consistently. Is aware of peers and demonstrates the use of basic rescue techniques independently. <i>*see rescue notes</i> 						<ul style="list-style-type: none"> Uses appropriate whistle, hand and paddle signals clearly and consistently. Is aware of peers, positions self effectively, and demonstrates the use of intermediate rescue techniques independently. <i>*see rescue notes</i> 						<ul style="list-style-type: none"> Uses appropriate whistle, hand and paddle signals clearly and consistently. Is aware of peers, positions self effectively, and demonstrates the use of advanced rescue skills independently. <i>*see rescue notes</i> 					

Conditions

- Elements will be observed by instructors that are current with teaching whitewater kayaking
- Assessment to take place on Grade 2 water
- A natural river run must take place to allow students to perform in an applied setting and demonstrate skills based on their level of competence. The instructor must paddle this prior to the students to ensure it is suitable for the assessment tasks.

Rescue Skills: There are a range of rescue techniques used and taught throughout the country and each instructor has their own preference as to what they teach. It up to you and your team of instructors to determine what you teach your students, as long as it is taught in accordance with current good practice. If unsure about current good practice, get in touch with NZOIA. Students need to show they have the ability to use some of techniques listed in the appropriate situations. A lot of these rescues will occur naturally on a river run and it is up to the assessor to make a holistic judgement of the students rescue skills in the applied setting.

Basic rescue techniques may include: T or H rescue, deep water rescue, throw bagging, paddle rescue (throw to eddy or double up), stern carry.

Intermediate rescue techniques may include basic plus: Shunt/bulldoze kayak.

Advanced rescue techniques may include intermediate plus: Barrel roll, boat/paddle rescue with towline or sling.

Effective positioning means that students have an awareness of the best place to sit to support their group, i.e behind a wave or hole, at the bottom of a wave chain, half way down a rapid, at the bottom of a boily eddy line etc..

Ki O Rahi (Level 3) – This activity requires students to demonstrate performance in full games of competitive Ki O Rahi officiated by a skilled kaiwawao.

Teacher observation sheet

Activity:		The student effectively demonstrates the following elements and skills to enable full participation:	Tick each time observed → Dates	The student consistently and effectively demonstrates the following elements and skills to enable full participation:	Tick each time observed → Dates	The student consistently, effectively and in an accomplished manner demonstrates the following elements and skills to enable full participation:	Tick each time observed → Dates
Team play		<ul style="list-style-type: none"> • Makes a broad contribution to team play. • Engages with karakia timatanga and whakamutanga. • Participates in tatū prior to game commencing. • Communicates with teammates. • Consistently getting into a position to receive a pass on attack or to defend when a player from the opposition team has the ki. • Shows a clear understanding and demonstrates tikanga of the game 	<div></div> <div></div> <div></div> <div></div> <div></div>	<ul style="list-style-type: none"> • Makes a meaningful contribution to team play • Engages with karakia timatanga and whakamutanga. • Participates in tatū prior to game commencing. • Consistent communication with teammates. • consistently working with others to set up strategic plays. • shows a clear understanding and demonstrates tikanga of the game • Demonstrates tewhatewha (self regulation) without relying on the kaiwawao 	<div></div> <div></div> <div></div> <div></div> <div></div>	<ul style="list-style-type: none"> • Makes a significant contribution to team play. • Engages with karakia timatanga and whakamutanga. • Participates in tatū prior to game commencing. • co-ordination of strategic play in their team. • Communicates clearly with teammates. • shows a clear understanding and demonstrates tikanga of the game • Demonstrates tewhatewha (self regulation) without relying on the kaiwawao • The ability to make appropriate decisions and communicate the decisions to the team 	<div></div> <div></div> <div></div> <div></div> <div></div>
Taniwha	Kōkirikiri	<ul style="list-style-type: none"> • Demonstrate understanding of the zones that they are allowed in • awareness of the position of their teammates • the ability to make shots on the tupu when in possession of the ki • can make accurate passes to teammates in te roto • Demonstrates what to do with the ki when they obtain possession of it. 	<div></div> <div></div> <div></div> <div></div> <div></div>	<ul style="list-style-type: none"> • Demonstrate understanding of the zones that they are allowed in • Clear awareness of numbers in te roto • Can make shots within the shot clock • Makes accurate shots to attack the tupu • Can make accurate passes to teammates in te roto 	<div></div> <div></div> <div></div> <div></div> <div></div>	<ul style="list-style-type: none"> • Demonstrate understanding of the zones that they are allowed in • Shifts quickly from defence to attack after a turnover • Clear awareness of numbers in te roto • Makes powerful and accurate shots on the tupu • Makes fast and accurate passes to teammates in te roto 	<div></div> <div></div> <div></div> <div></div> <div></div>

								<ul style="list-style-type: none">• Demonstrates whether to pass or shoot the ki when they obtain possession of it.						<ul style="list-style-type: none">• Is decisive about passing or shooting the ki when in te roto.				
	Whakangungu	<ul style="list-style-type: none">• Attempts to obtain the ki by intercepting from players of the opposition team• Looks to pick up the ki when it is loose.• Rips opponents tags to force a pass						<ul style="list-style-type: none">• Can obtain the ki by intercepting from players of the opposition team• positions themselves to pick up the ki when it is loose• Stops players of the opposition team from touching the pou and running in to the pawero zone by ripping their tag.• Shuts down runners angles to force a pass or make a rip.						<ul style="list-style-type: none">• Obtains the ki by intercepting passes from the kioma team• Actively looks to pick up the ki when it is loose.• Stop players of the opposition team from touching the pou and running in to the pawero zone by ripping their tag.• Shuts down runners angles to force a pass or make a rip.• Looks to make a double rip in one on one situations.				
Kioma	Kōkirikiri	<ul style="list-style-type: none">• The ability to maintain possession of the ki.• Make accurate passes.• Utilises their kaitiaki to control play.• Moves into space to receive passes.						<ul style="list-style-type: none">• The ability to maintain possession of the ki while attempting to attack the pou• Creates space by making accurate passes to teammates who are free.• Utilises their kaitiaki to control speed of play and set up a try.• Demonstrates understanding of when they or their team should run in to the pawero zone to score a try.• The ability to score a try.						<ul style="list-style-type: none">• The ability to maintain possession of the ki while attempting to attack the pou.• Creates space by using a range of passing and invasion skills including movement off the ball.• Works with teammates to create overlaps and attack pou.• Utilises their kaitiaki to create a tactical advantage by positioning themselves in space around te roto.• Demonstrates understanding of when they should run in to the pawero zone to score a try• The ability to score a try.				

	Whakangungu	<ul style="list-style-type: none">• The ability to get into position to defend the tupu• defence of a series of attacking plays by players of the opposition team.• Positions themselves to collect rebounds from Taniwha throws.					<ul style="list-style-type: none">• The ability to change quickly from attack to defence• As kaitiaki, can successfully deflect shot on the tupu• Defence of a series of attacking plays by players of the opposition team• The ability to communicate with team mates on defence• Demonstrates knowledge of how and when to switch between zones for the benefit of the team.					<ul style="list-style-type: none">• The ability to change quickly from attack to defence• As kaitiaki can successfully deflect shots on the tupu and get the rebounds• the ability to read attacking play from players of the opposition team, defend with skill and cover-defend• the ability to communicate positively with the team• Able to switch zones in order to create a tactical advantage for their team.				
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Lacrosse - -this activity requires students to demonstrate performance in full-court games of competitive lacrosse officiated by a skilled referee

Teacher observation sheet

Element/ Skill:	The student effectively demonstrates a wide range of elements and skills to participate proficiently:	Tick each time observed dates →					The student consistently and effectively demonstrates a wide range of elements and skills to participate proficiently:	Tick each time observed dates →					The student consistently, effectively and in an accomplished manner demonstrates a wide range of elements and skills to participate proficiently:	Tick each time observed dates →				
Offensive / Defensive Movement off the Ball	<ul style="list-style-type: none"> Work within team defensive plays (man on man, zone) Mark opposition player Hold own position Cover ball carrier when inside 11m Cradles ball with some success 						<ul style="list-style-type: none"> Work within team defensive plays Communicates with others and listen's to goalie Be aware of positional requirements Cover attackers running with, or without, the ball Demonstrate different types of cradling Creates off ball opportunities in offence (cuts) 						<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 Creates off ball opportunities, cuts and supports ball carrier in offence Can drive to cage with success 1v1, 1v2 					
Offensive Ball Skills	<ul style="list-style-type: none"> Shoot the ball into the goal from the 11m (free position) Demonstrate cradling Catch the ball successfully from a pass Passes ball successfully to player Occasionally uses both hands. 						<ul style="list-style-type: none"> Shoot the ball accurately into the goal from varying distances Shoot the ball into the goal from the 11m (free position) Use a variety of plays to set up an attack (eg give and go's, picks) Receive the ball successfully from a poor pass/under pressure Pass ball successfully under pressure from the opposition Can use both hands when attempting to maintain possession 						<ul style="list-style-type: none"> Shoot the ball into the goal from the 11m (free position), with success. Control a game by using passes, dodges and fakes to beat opposition players and control an attack Receive and control the ball effectively under pressure from opposition Pass ball effectively under pressure from opposition Consistently uses both hands with maintaining possession. 					
Defensive Skills (turnovers)	<ul style="list-style-type: none"> Check using correct technique and body position with some success Move forward to meet the ball carrier Low body position Correct stick position and action Correct feet position 						<ul style="list-style-type: none"> Check using correct technique and body position with some success Move forward to meet the ball carrier Low body position Correct stick position and action Correct feet position 						<ul style="list-style-type: none"> Make checks using the correct technique Use correct body and feet positioning Gain possession of the ball Time the check appropriately Demonstrate effective slide to cover the ball carrier Uses correct body defence, looking ball, middle, person. 					
Team Play	<ul style="list-style-type: none"> Demonstrates a contribution to team play 						<ul style="list-style-type: none"> Consistently demonstrates a contribution to team play 						<ul style="list-style-type: none"> Consistently and effectively demonstrates a contribution to team play 					

Motocross – this activity requires students to demonstrate performance in competitive track races

A Motocross track must be constructed or laid out with the safety of the riders foremost in mind.

Hay bales or other shock absorbent material to protect the riders from dangerous obstacles must be used.

Special consideration must be given to the angle of jump faces and landing zones.

Teacher observation sheet

Element/ Skill:	The student effectively demonstrates a wide range of elements and skills to participate proficiently:	Tick each time observed dates →				The student consistently and effectively demonstrates a wide range of elements and skills to participate proficiently:	Tick each time observed dates →				The student consistently, effectively and in an accomplished manner demonstrates a wide range of elements and skills to participate proficiently:	Tick each time observed dates →			
Start	<ul style="list-style-type: none"> able to start from stationary using consistent and smooth clutch activation confident throttle application in order to control power and traction can apply attack position on motorcycle 					<ul style="list-style-type: none"> able to start from stationary using consistent and smooth clutch activation confident throttle application in order to control power and traction. can apply attack position on motorcycle uses weight distribution for traction control 					<ul style="list-style-type: none"> able to start from stationary using consistent and smooth clutch activation confident throttle application in order to control power and traction can apply attack position on motorcycle uses weight distribution for traction control achieves top speed for first turn quickly 				
Berm/turns	<ul style="list-style-type: none"> perform rut turns using appropriate foot down technique perform turns at an appropriate speed can ride turn or berm in standing position 					<ul style="list-style-type: none"> perform rut turns using appropriate foot down technique perform turns at an appropriate speed can ride turn or berm in standing position displays throttle control in turning 					<ul style="list-style-type: none"> perform rut turns using appropriate foot down technique perform turns at an appropriate speed can ride turn or berm in standing position displays throttle control in turning can apply weight distribution to improve cornering ability selects the best racing lines 				
Jumps	<ul style="list-style-type: none"> set their line up to land in an appropriate position applies fundamental aspects of weight distribution to jumping obstacles can use throttle control and clutch control to lift front wheel over obstacles 					<ul style="list-style-type: none"> set their line up to land in an appropriate position applies fundamental aspects of weight distribution to jumping obstacles can use throttle control and clutch control to lift front wheel over obstacles land in appropriate gear to accelerate 					<ul style="list-style-type: none"> set their line up to land in an appropriate position applies fundamental aspects of weight distribution to jumping obstacles can use throttle control and clutch control to lift front wheel over obstacles land in appropriate gear to accelerate applied fundamental aspects of weight distribution to jumping obstacles 				
General	<ul style="list-style-type: none"> moves up and down gear range appropriately displays bike control at all times uses the racing line on the berm or the inside line rut 					<ul style="list-style-type: none"> moves up and down gear range appropriately displays bike control at all times uses the racing line on the berm or the inside line rut can use brakes to position the motorbike in chosen position 					<ul style="list-style-type: none"> moves up and down gear range appropriately displays bike control at all times uses the racing line on the berm or the inside line rut can use brakes to position the motorbike in chosen position can read upcoming terrain and distributes weight accordingly can set a fast time for the chosen course 				

Mountain Biking – this activity requires students to demonstrate performance in mountain biking by completing one of the following courses

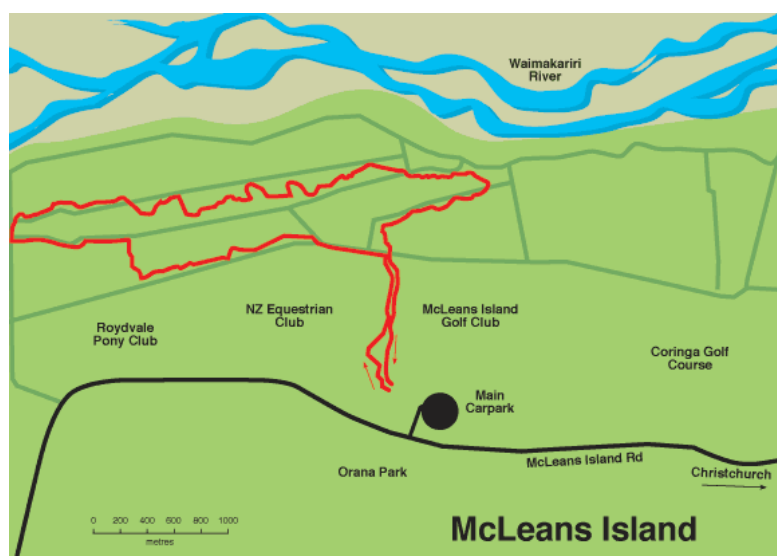
10.6km – McLeans Island Forest, Christchurch

	Achievement	Merit	Excellence
Males	29m 30s ≤ time < 33min	26m 30s ≤ time < 29m 30s	time < 26m 30s
Females	32m ≤ time < 34m	29m 30s ≤ time < 32m	time < 29m 30s

Course Description:

The race starts and finishes by the shop on the metal road. The course followed is the original track, which means you do not cross the over bridge which is approximately 2kms from the end.

The red track is the 10.6km course. The shop is next to the Main Car Park.



Whakarewarewa Forest (2 x Lions Trail, Paddy's run (easy), Spruce road)

<https://www.trailforks.com/route/whakarewarewa-forest-pe-3-4-lions-trail-paddy-s-run-easy--spruce-rd-x-2/>

	Achievement	Merit	Excellence
Males	36m ≤ time < 42m	32m ≤ time < 36m	time < 32m
Females	39m ≤ time < 45m	35m ≤ time < 39m	time < 35m

Mountain Bike Guidelines

The following is a guide for developing a new timed mountain bike loop for 91501:

- Check with other schools in your region to see if they have done anything similar or if they would like to work with you to create the assessment. It would be good to keep this to one track per mountain bike area to maintain consistency within regions.
- Find a local mountain bike expert you can consult with who knows the area well and has good knowledge of the tracks, this way they can validate your track choice or help you with your track selection. They can also help you with appropriate times for the grade boundaries.
- Choose a mountain bike track, section or loop that is approximately 6-10km, however there is no set distance, so you are free to go out of these parameters using professional judgement. The distance will depend on the terrain and type of ride, i.e. A hilly 5km route could take the same amount of time as riding a 10km flat route. A suggestion is to mix of uphill and downhill and no harder than an intermediate grade. Also, think about access and management of students (is it easy enough for them to follow or do you need people/tags stationed at lots of intervals).
- Create a map of the course with a clear start and finish and distance. Strava or Trail forks are good options for doing this. Make sure it can be understood easily by others. Give a clear description with the map if needed.
- Give your students the opportunity to ride this track and practice it along with time to develop their mountain biking skills.
- Complete time trials of the track using a range of ability students - expert mountain bikers, recreational mountain biker, road cyclist, recreational road cyclist etc. Make sure you have a good range of both male and female (you possibly may need to look outside your school to find a range of riders). You could also use tools, such as Strava to help determine times.
- Collect their times and order from fastest to slowest for male and female separately. Use these times and the following percentages as a starting point only for grade boundaries. Bottom 15% NA; next 40% Achieved; next 30% Merit; last 15% Excellence. Remember percentages are just a starting point, so use holistic judgement, and your local expert to figure out grade boundaries. These times can be a guide for your students. Once they have completed the assessment, you can finalise grade boundaries with the help of your local expert and holistic judgement.
- Use these times as a guide for the assessment the following year and adjust for further consistency, making sure to consult your local expert. Classes will vary year to year in terms of skill level so that is why having a range of ability students complete the track first as a trial is a good place to start (these times can also be used as evidence to support the final times. Excellence should challenge the top percentage of students nationally).
- Consider the conditions when completing the assessment and try to give similar conditions each year (i.e. wet vs dry conditions). If not, then you may need to adjust grade boundaries for the conditions. A 10%-time allowance may be added to the times for difficult course conditions. Professional judgement should be used in determining the time allowance and relevant factors in making this decision may include challenging weather conditions. For example, wet and slippery conditions, high wind, extremely dry. Your local expert will be able to assist you with this.

Multisport (Includes: Triathlon, Duathlon, Aquathlon)

In order to ensure assessment takes place in an authentic and applied setting, the following conditions should be maintained:

- no separate time allowance for transitions (ie the clock must continue to run)
- where possible the swimming leg should be completed in open water conditions such as the ocean or lake
- each leg should be completed in the correct order
- minimum distances for each leg are swim (200m), cycle (8km), run (2km total)

Triathlon	Duathlon	Aquathlon
swim – cycle - run	run – cycle - run	swim - run

Difficult course conditions

A 10% time allowance may be added to the achievement times for difficult course conditions. Professional judgement should be used in determining this time allowance and relevant factors in making this decision may include challenging weather conditions eg high winds, choppy water and a partially off road course for the run or bike.

Calculating times:

eg for a 750m swim, 20km cycle and 5 km run, the Female Excellence time is

$$106 \times 7.5 + 145 \times 20 + 300 \times 5 = 5195 \text{ secs}$$

$$5195 \div 60 = 86.58 \text{ mins}$$

$$0.58 \times 60 = 34.8 \text{ secs}$$

time = 86mins 35secs, including transition times

Triathlon Female Rates

	Swim	Cycle	Run
Excellence	106 sec/100m	145 sec/km	300 sec/km
Merit	122 sec/100m	167 sec/km	345 sec/km
Achieved	138 sec/100m	189 sec/km	390 sec/km

Triathlon Male Rates

	Swim	Cycle	Run
Excellence	90 sec/100m	123 sec/km	255 sec/km
Merit	104 sec/100m	142 sec/km	293 sec/km
Achieved	117 sec/100m	161 sec/km	332 sec/km

Duathlon Female Rates

	Run	Cycle	Run
Excellence	300 sec/km	145 sec/km	300 sec/km
Merit	345 sec/km	167 sec/km	345 sec/km
Achieved	390 sec/km	189 sec/km	390sec/km

Duathlon Male Rates

	Run	Cycle	Run
Excellence	255 sec/km	123 sec/km	255 sec/km
Merit	293 sec/km	142 sec/km	293 sec/km
Achieved	332 sec/km	161 sec/km	332 sec/km

Aquathlon Female Rates

	Swim	Run
Excellence	106 sec/100m	300 sec/km
Merit	122 sec/100m	345 sec/km
Achieved	138 sec/100m	390 sec/km

Aquathlon Male Rates

	Swim	Run
Excellence	90 sec/100m	255 sec/km
Merit	104 sec/100m	293 sec/km
Achieved	117 sec/100m	332 sec/km

Netball - this activity requires students to demonstrate performance in full-court games of competitive netball, officiated by a skilled referee

Teacher observation sheet

Element/ Skill:	The student effectively demonstrates a wide range of elements and skills to participate proficiently:	Tick each time observed dates →				The student consistently and effectively demonstrates a wide range of elements and skills to participate proficiently:	Tick each time observed dates →				The student consistently, effectively and in an accomplished manner demonstrates a wide range of elements and skills to participate proficiently:	Tick each time observed dates →			
Attacking	<ul style="list-style-type: none"> keep possession (passing, receiving, getting free, timing the pass, passing into space) moving ball to specified area penetration/invasion skills (accurate passing and receiving, dodging, change of speeds) 					<ul style="list-style-type: none"> keep possession (passing, receiving, getting free, timing the pass, passing into space) moving ball to specified area penetration/invasion skills (accurate passing and receiving, dodging, change of speeds) creates space for self and other by moving into positions at the right time scan play as they receive the ball/or after they receive the ball and before they pass 					<ul style="list-style-type: none"> keep possession (passing, receiving, getting free, timing the pass, passing into space) moving ball to specified area is available on attack make penetration/invasion skills (accurate passing and receiving, dodging, change of speeds) creates space for self and other by moving into positions at the right time scan play as they receive the ball/or after they receive the ball and before they pass good decisions about what move to make: shoot, pass, run into space etc 				
Attacking skills with the ball	<ul style="list-style-type: none"> possession-catching, pivot protection, choice of pass moves ball to specified area, accurately passes to team-mate <p>Additional skills for goal shoot/goal attack positions:</p> <ul style="list-style-type: none"> demonstrates a range of shots appropriate to the situation 70%+ 					<ul style="list-style-type: none"> maintains possession-catching, pivot protection, choice of pass Turns fully when receiving ball moves ball to specified area, accurately passes to team-mate <p>Additional skills for goal shoot/goal attack positions:</p> <ul style="list-style-type: none"> demonstrates a range of shots & distances appropriate to the situation 75%+ accuracy and consistency with shooting, passing 					<ul style="list-style-type: none"> maintains possession-catching, pivot protection, choice of pass Turns quickly and fully when receiving ball scans play as they receive the ball, quick to see options moves ball to specified area, accurately passes to team-mate skill level at autonomous level eg left and right hand <p>Additional skills for goal shoot/goal attack positions:</p> <ul style="list-style-type: none"> demonstrates a range of shots & distances appropriate to the situation 85%+ accuracy and consistency with shooting, passing, hold a 1 on 1 in the circle, drives to post-shoots or passes off as appropriate to defensive movements 				
Movement off the ball	<ul style="list-style-type: none"> performs quick transition from defence to attack and vice versa gets into good position at the right moment for pass. creates space for other players by moving into positions at the right time 					<ul style="list-style-type: none"> performs quick transition from defence to attack and vice versa gets into good position at the right moment for pass. Has good timing creates space for other players by moving into positions at the right time. can change direction quickly. use peripheral vision to intercept. 					<ul style="list-style-type: none"> perform quick transition from defence to offence and vice versa get into good position at the right moment for pass Has good timing create space for other players by moving into positions at the right time. can change direction quickly. use peripheral vision to intercept. reads play and can anticipate developments ahead of the action. 				

Defensive skills	<ul style="list-style-type: none"> defend/zone - moves to the appropriate position in relation to ball and team mates. defend man to man - footwork, hand movement on ball, deny players the ball and helps positions as appropriate (footwork, timing speed, agility) cover fellow defenders 					<ul style="list-style-type: none"> defend/zone - moves to the appropriate position in relation to ball and team mates. defend man to man - footwork, hand movement on ball, deny players the ball and helps positions as appropriate (footwork, timing, speed, agility) intercepting, marks to intercept, timing elevation with few contacts rebounding, blocking out in the circle – keeps opposition player away from the rebounds 					<ul style="list-style-type: none"> defend/zone - moves to the appropriate position in relation to ball and team mates. defend man to man - footwork, hand movement on ball, deny players the ball and helps positions as appropriate (footwork, timing, speed, agility) intercepting, marks to intercept, timing elevation with few contacts rebounding blocking out in the circle– keeps opposition away from the rebounds, gets rebounds pressuring opponents to make errors, closing down options, reads opponents play 				
Team Play	<ul style="list-style-type: none"> always ready to play and give the best for the team at all times looks up court and passes ball to team mates shows interpersonal skills eg encouragement and praise 					<ul style="list-style-type: none"> always ready to play and give the best for the team at all times looks up court and passes ball to team mates shows interpersonal skills eg encouragement and praise strategic ability is displayed 					<ul style="list-style-type: none"> always ready to play and give the best for the team at all times looks up court and passes ball to team mates shows interpersonal skills eg leadership encouragement and praise strategic ability is displayed 				

Oe Vaka/ Waka Ama – this activity requires students to demonstrate performance in competitive races of 500 sprint or W1 event for Waka Ama

A single person waka will be used to complete the assessment.

	Female	Male
Achieved	$3\text{min} \leq \text{time} < 3\text{min } 30\text{sec}$	$2\text{min } 50\text{sec} \leq \text{time} < 3\text{min } 20\text{sec}$
Merit	$2\text{min } 50 \text{ sec} \leq \text{time} < 3\text{min}$	$2\text{min } 40\text{sec} \leq \text{time} < 2\text{min } 50\text{sec}$
Excellence	$\text{time} < 2\text{min } 50\text{sec}$	$\text{time} < 2\text{min } 40\text{sec}$

Pickleball - this activity requires students to demonstrate performance in full-court games of competitive pickleball, officiated by a skilled referee

Teacher observation sheet

Element/ Skill:	The student effectively demonstrates a wide range of elements and skills to participate proficiently:	Tick each time observed dates →					The student consistently and effectively demonstrates a wide range of elements and skills to participate proficiently:	Tick each time observed dates →					The student consistently, effectively and in an accomplished manner demonstrates a wide range of elements and skills to participate proficiently:	Tick each time observed dates →				
Offensive skills	<ul style="list-style-type: none"> placing ball strategically setting up to attack (e.g using dinks to open up an opportunity) make good decisions on shot choice shots accurate and of appropriate force for chosen shot 						<ul style="list-style-type: none"> placing ball strategically setting up to attack (e.g using dinks to open up an opportunity) make good decisions on shot choice shots accurate and of appropriate force for chosen shot hitting ball to specified area (accuracy, angles) 						<ul style="list-style-type: none"> placing ball strategically anticipating, reading the opponent setting up to attack (e.g using dinks to open up an opportunity) make good decisions on shot choice shots accurate and of appropriate force for chosen shot hitting ball to specified area (accuracy, angles) 					
Movement off the ball	<ul style="list-style-type: none"> spatial awareness positioning on court – gets into good position at the right moment –comes forward to the kitchen body position and footwork appropriate transition – establishing new position on court (eg receive serve then move forward to set up a volley) 						<ul style="list-style-type: none"> spatial awareness positioning on court – gets into good position at the right moment – comes forward to the kitchen body position and footwork appropriate transition – establishing new position on court (eg receive serve then move forward to set up a volley) moves up to the kitchen line to set up volley and shut down angle 						<ul style="list-style-type: none"> spatial awareness positioning on court – gets into good position at the right moment – comes forward to the kitchen body position and footwork appropriate transition – establishing new position on court (eg receive serve then move forward to set up a volley) moves up to the kitchen line to set up volley and shut down angle has a presence on court 					
Controlling play	<ul style="list-style-type: none"> returning ball and keeping it in court closing down options make good decisions on shot choice 						<ul style="list-style-type: none"> returning ball and controlling the speed of play anticipating where opponents will return ball closing down options make good decisions on shot choice 						<ul style="list-style-type: none"> returning ball and controlling the speed of play anticipating where opponents will return ball closing down options make good decisions on shot choice always makes the right options and shot choice 					
Game Play	<ul style="list-style-type: none"> fitness level allows the positive, effective and consistent use of skills works with doubles partner to cover the court strategic ability is displayed 						<ul style="list-style-type: none"> fitness level allows the positive, effective and consistent use of skills works with doubles partner to create opportunities strategic ability is displayed 						<ul style="list-style-type: none"> skill level so autonomous that focus is on strategies fitness level allows the positive, effective and consistent use of the skills works with doubles partner to create opportunities through specific strategies such as stacking strategic ability is displayed 					

Road Cycling

This rubric is for any road cycling event/race ranging from 16 km to 50 km.

There are two separate rates depending on the course difficulty.

Difficult courses are those defined as being **very** steep or hilly with a number of sharp corners or a course, which is being assessed in challenging weather conditions.

Professional judgement should be used when deciding which course to use.

Calculating times:

eg for a 25km standard course the Male Excellence time

$$100 \times 25 = 2500\text{secs}$$

$$2500/60 = 41.66667\text{mins}$$

$$0.66667 \times 60 = 40\text{secs}$$

Time is 41mins 40secs

Female rates

	Standard course	Difficult course
Excellence	115 sec/km	127 sec/km
Merit	132 sec/km	146 sec/km
Achieved	149 sec/km	165 sec/km

Male rates

	Standard course	Difficult course
Excellence	100 sec/km	110 sec/km
Merit	115 sec/km	127 sec/km
Achieved	130 sec/km	143 sec/km

Rock Climbing – this activity requires students to demonstrate performance in one of the following outdoor rock climbing contexts: Top Rope Climb or Lead Climb

If Lead Climbing is selected the 'lead climber' must not be on a top rope to claim the climb, as this changes the dimensions for a 'lead climber'.

* Assistance for a climber includes cases when the climber hangs onto the protection, rests in the rope or is hoisted.

Teacher observation sheet

Element/ Skill:	The student effectively demonstrates a wide range of elements and skills to participate proficiently:	Tick each time observed dates →				The student consistently and effectively demonstrates a wide range of elements and skills to participate proficiently:	Tick each time observed dates →				The student consistently, effectively and in an accomplished manner demonstrates a wide range of elements and skills to participate proficiently:	Tick each time observed dates →			
Belaying	<ul style="list-style-type: none"> can belay partner without compromising safety consistently uses prescribed hand sequence can hold the climber in a fall or a rest 					<ul style="list-style-type: none"> can belay partner without compromising safety consistently uses prescribed hand sequence can hold the climber in a fall or a rest awareness of rope i.e appropriately tensioned not in the climber way 					<ul style="list-style-type: none"> can belay partner without compromising safety consistently uses prescribed hand sequence can hold the climber in a fall or a rest awareness of rope i.e appropriately tensioned not in the climber way can describe belaying technique and reasons behind them Is focused and responsive to climber can role model skills and techniques to others 				
Safety checks and 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 making necessary corrections uses prescribed climbing calls, but can change 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 making necessary corrections uses prescribed climbing calls, but can change volume, is directive and reassuring and clarifies confusion 				
Movements	<ul style="list-style-type: none"> can perform a sequence of moves with limited success <ul style="list-style-type: none"> three Points of contact crossovers edging smearing under clings jug and finger holds/pitches 					<ul style="list-style-type: none"> can perform a sequence of moves with reasonable success <ul style="list-style-type: none"> three Points of contact crossovers edging smearing under clings jug and finger holds/pitches mantling laybacking 					<ul style="list-style-type: none"> can perform a sequence of moves with effective and consistent success <ul style="list-style-type: none"> three Points of contact crossovers edging smearing under clings jug and finger holds/pitches mantling laybacking jamming bridging friction climb overhangs chimneying 				
Top Rope Climb (Option)	<ul style="list-style-type: none"> Complete a Top rope climb without assistance* being given grade 14-15 					<ul style="list-style-type: none"> Complete a Top rope climb without assistance* being given grade 16-17 					<ul style="list-style-type: none"> Complete a Top rope climb without assistance* being given grade 18+ 				

Lead Climb (Option)	<ul style="list-style-type: none">Complete a lead climb grade 12-13 <p>Note: If the student chooses to lead climb they only need to complete 50 points</p>						<ul style="list-style-type: none">Complete a lead climb grade 14-15 <p>Note: If the student chooses to lead climb they only need to complete 75 points</p>						<ul style="list-style-type: none">Complete a Top- rope climb grade 16+ <p>Note: If the student chooses to lead climb they only need to complete 100 points</p>					
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Rowing – Single Skull

(Averaged out times from Maadi Cup years 2013, 2015, and 2017 (which are Lake Karapiro only, as Twizel is slower.)

Students are assessed only in the single sculls:

Please note that is an outdoor sport, so for a student to be fairly tested the weather does need to be still so wind does not affect the time positively or negatively.

2000m times

	Female	Male
Excellence	time < 8m 15s	time < 7m 30s
Merit	8m 16s ≤ 8m 30s	7m 31s ≤ 7m 50s
Achieved	8m 31s ≤ 8m 50s	7m 51s ≤ 8m 15s

Rugby (backs) - students are required to demonstrate performance in in full-field games of competitive rugby, officiated by a skilled referee

Teacher observation sheet

Element/ Skill: Including position specific	The student effectively demonstrates a wide range of elements and skills to participate proficiently:	Tick each time observed dates ➔					The student consistently and effectively demonstrates a wide range of elements and skills to participate proficiently:	Tick each time observed dates ➔					The student consistently, effectively and in an accomplished manner demonstrates a wide range of elements and skills to participate proficiently:	Tick each time observed dates ➔				
Half Back	<ul style="list-style-type: none"> Can clear the ball from phase and set piece - Both sides Exhibits a running game from the base of phase and set piece Exhibits a kicking game including the use of box kicks Defensive Anticipation – covers backline and tackles Understands Defense Systems Is in position to be the defensive link from set piece with inside backs when required Is a communicator (links Forwards and Backs) Sound knowledge of game – knows which option to take 						<ul style="list-style-type: none"> Can accurately clear the ball from phase and set piece - Both sides Exhibits a strong running game from the base of phase and set piece Exhibits an accurate kicking game including the use of box kicks Defensive Anticipation – covers backline, kicks and tackles Understands and participates in defense systems Is successfully the defensive link from set piece with inside backs most of the time Is an effective communicator (links Forwards and Backs) Sound knowledge of game – successfully takes the correct option most of the time 						<ul style="list-style-type: none"> Can powerfully and accurately clear the ball from phase and set piece - Both sides Exhibits a strong running game from the base of phase and set piece- is a threat Exhibits an accurate and effective kicking game including the use of contestable box kicks Defensive Anticipation – Can infill, covers backline, kicks and tackles Understands and participates successfully in defense systems Is successfully the defensive link from set piece with inside backs almost all of the time Is an effective communicator (links Forwards and Backs) Sound knowledge of game – successfully takes the correct option almost all of the time 					
First Five Eight	<ul style="list-style-type: none"> Can pass from both hands Can take the ball to defensive line / running game Can perform a range of kicking skills Decision Maker – can read situations and the defense Exhibits confidence Can defend in a line Can run an overall game plan Is a communicator 						<ul style="list-style-type: none"> Can pass accurately from both hands Can take the ball strongly to defensive line / running game Can perform a range of kicking skills accurately Decision Maker – can reads situations and the defence / and calls options accordingly Exhibits confidence – and players respect him/ her Can defend accurately in a line Can run an overall game plan successfully Is an effective communicator 						<ul style="list-style-type: none"> Can pass accurately and quickly form both hands Can take the ball strongly to defensive line / running game and is a threat Can perform a range of kicking skills accurately and successfully Decision Maker – can reads situations and the defence / and calls options successfully Exhibits confidence – and players respect him and trust him/ her Can defend accurately and successfully in a line Can run an overall game plan successfully and adapt it if required 					

[illegible]

	<ul style="list-style-type: none"> Is a good option taker – knows when to run and when to kick Can read the opposition defense Can defend one on one 						<ul style="list-style-type: none"> Can anticipate and field opposition kicks on full most of the time Is a good option taker – knows when to run and when to kick and does this successfully most of the time Can read the opposition defense and exploit them most of the time Is a strong one on one defender 						<ul style="list-style-type: none"> Has the ability to join and attack in the back line successfully- is a threat Has the ability to set up a counter attack successfully- is a threat Can anticipate and field opposition kicks on full almost all of the time Is a good option taker – knows when to run and when to kick and does this successfully almost all of the time Can read the opposition defense and exploit them almost all of the time Is a strong one on one defender- stops attacking plays and possible try scoring opportunities 					
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Conditions: Elements and skills should be observed by an assessor who is approved by the local provisional union.

Rugby (forwards) - students are required to demonstrate performance in full-field games of competitive rugby, officiated by a skilled referee

Teacher observation sheet

Element/ Skill: Including position specific	The student effectively demonstrates a wide range of elements and skills to participate proficiently:	Tick each time observed dates ➔					The student consistently and effectively demonstrates a wide range of elements and skills to participate proficiently:	Tick each time observed dates ➔					The student consistently, effectively and in an accomplished manner demonstrates a wide range of elements and skills to participate proficiently:	Tick each time observed dates ➔				
Common skills required by the forwards	<ul style="list-style-type: none"> • Strong defender • Strong scrummager • Strong ball carrier • Can catch and pass • Ability to offload in contact • Can move bodies at the break down • Shows understanding of core role • Shows communication • 						<ul style="list-style-type: none"> • Strong and accurate defender • Strong scrummager • Strong and accurate ball carrier • Can catch and pass accurately • Ability to offload accurately in contact • Aggressive at moving bodies at the break down • Excellent understanding of core role • Effective use of communication 						<ul style="list-style-type: none"> • Strong, accurate and dominant defender • Strong and accurate scrummager • Explosive and accurate ball carrier • Can catch and pass accurately and effectively. • Ability to offload accurately and successfully in contact • Aggressive and accurate at moving bodies at the break down • Excellent understanding and execution of core role • Strong and effective use of communication • 					
Hooker	<ul style="list-style-type: none"> • Quality line out thrower – Can hit front target • Available as a kick off reception/retriever lifting option • Can get into a position to create turnovers • Can pass off both hands 						<ul style="list-style-type: none"> • Quality line out thrower – Can hit front and middle targets. • Available and successful as a kick off reception/retriever lifting option • Gets into a position and successfully creates turnovers • Possess an accurate passing game off both hands 						<ul style="list-style-type: none"> • Quality line out thrower – Can hit front, middle and back targets. • Available, successful and aggressive as a kick off reception/retriever lifting option • Gets into a position to successfully and effectively create turnovers • Possess an accurate and strong passing game off both hands 					
Tight Head and Loose Head Prop	<ul style="list-style-type: none"> • Can lift at a line out • Strong at maul • Available as a kick off reception/retriever lifting option • Can get in a position to turn over opposition ball in tackle area 						<ul style="list-style-type: none"> • Is a strong line out lifter • Strong and effective at maul • Available and successful as a kick off reception/retriever lifting option • Can get in a position to and successfully turns over opposition ball in tackle area 						<ul style="list-style-type: none"> • Is a strong and accurate line out lifter • Strong, effective and aggressive at maul • Available, successful and aggressive as a kick off reception/retriever lifting option • Gets in a position to successfully and effectively turn over opposition ball in tackle area 					

Lock	<ul style="list-style-type: none"> Shows lineout jumping ability offensively and defensively Ability to call line out options and organize other members of the line out Can lift at a line out Strong at maul Is available as a kick off reception/retriever Can get in a position to turn over opposition ball in tackle area 						<ul style="list-style-type: none"> Shows good lineout jumping ability offensively and defensively Can successfully call line out options and organize other members of the line out Is a strong line out lifter Strong and effective at maul Is available and successful as a kick off reception/retriever Can get in a position to and successfully turns over opposition ball in tackle area 						<ul style="list-style-type: none"> Shows excellent lineout jumping ability offensively and defensively Can successfully and effectively call line out options and organize other members of the line out Is a strong and accurate line out lifter Strong, effective and aggressive at maul Is available, successful and aggressive as a kick off reception/retriever Gets in a position to successfully and effectively turn over opposition ball in tackle area 					
Blind Side Flanker	<ul style="list-style-type: none"> Shows lineout jumping ability offensively and defensively Can lift at a line out Is available as a kick off reception/retriever Can defend in close and out wide Can get in a position to turn over opposition ball in tackle area Fights to stay in the contact area and take up space Arrives as second player in contact area Provides support to ball carrier both on attack and defense 						<ul style="list-style-type: none"> Shows good lineout jumping ability offensively and defensively Is a strong line out lifter Is available and successful as a kick off reception/retriever Is an accurate defender in close and out wide Can get in a position to and successfully turns over opposition ball in tackle area Fights to and successfully stays in the contact area and takes up space Works hard as second arriving player in contact area Provide accurate support to ball carrier both on attack and defense 						<ul style="list-style-type: none"> Shows excellent lineout jumping ability offensively and defensively Is a strong and accurate line out lifter Is available, successful and aggressive as a kick off reception/retriever Is an aggressive and accurate defender in close and out wide Gets in a position to successfully and effectively turn over opposition ball in tackle area Aggressively fights to and successfully stays in the contact area and takes up space Works hard and successfully as second arriving player in contact area Provide accurate and successful support to ball carrier both on attack and defense . 					
Open Side Flanker	<ul style="list-style-type: none"> Is a lineout option Is available as a kick off reception/retriever Is an accurate defender Can get in a position to turn over opposition ball in tackle area Fight to stay in the contact area and take up space Is in a position to be the defensive link from set piece with inside backs Provide support to ball carrier both on attack and defense 						<ul style="list-style-type: none"> Is an accurate lineout option Is available and successful as a kick off reception/retriever Aggressive and accurate defender Can get in a position to and successfully turns over opposition ball in tackle area Fights to and successfully stays in the contact area and takes up space Is in a position to be and is successfully the defensive link from set piece with inside backs 						<ul style="list-style-type: none"> Is an accurate and successful lineout option Is available, successful and aggressive as a kick off reception/retriever Aggressive and accurate defender with a relentless attitude Gets in a position to successfully and effectively turn over opposition ball in tackle area Aggressively fights to and successfully stays in the contact area and takes up space 					

							<ul style="list-style-type: none">• Provide accurate support to ball carrier both on attack and defense						<ul style="list-style-type: none">• Is in a position to be and is successfully and accurately the defensive link from set piece with inside backs• Provide accurate and successful support to ball carrier both on attack and defense•				
NO. 8	<ul style="list-style-type: none">• Shows lineout jumping ability offensively and defensively• Can lift at a line out• Is available as a kick off reception/retriever• Can defend in close and out wide• Can get in a position to turn over opposition ball in tackle area• Work hard as second arriving player in contact area• Provide support to ball carrier both on attack and defense• Ability to drop back and support backs• Ability to assess and be a passing option around scrums						<ul style="list-style-type: none">• Shows good lineout jumping ability offensively and defensively• Is a strong line out lifter• Is available and successful as a kick off reception/retriever• Is an accurate defender in close and out wide• Can get in a position to and successfully turns over opposition ball in tackle area• Provide accurate support to ball carrier both on attack and defense• Ability to drop back and support backs accurately• Ability to assess and be an effective passing option around scrums						<ul style="list-style-type: none">• Shows excellent lineout jumping ability offensively and defensively• Is a strong and accurate line out lifter• Is available, successful and aggressive as a kick off reception/retriever• Is an aggressive and accurate defender in close and out wide• Gets in a position to successfully and effectively turn over opposition ball in tackle area• Provide accurate and successful support to ball carrier both on attack and defense• Ability to drop back and support backs accurately and successfully• Ability to assess and be an effective and aggressive passing option around scrums				

Conditions: Elements and skills should be observed by an assessor who is approved by the local provisional union.

Sailing (centreboard) - this activity requires the students to demonstrate performance in a series of races (regatta)

Teacher observation sheet

Element/ Skill:	The student effectively demonstrates a wide range of elements and skills to participate proficiently:	Tick each time observed dates →					The student consistently and effectively demonstrates a wide range of elements and skills to participate proficiently:	Tick each time observed dates →					The student consistently, effectively and in an accomplished manner demonstrates a wide range of elements and skills to participate proficiently:	Tick each time observed dates →				
The Start	<ul style="list-style-type: none"> • close proximity to the line • ability to start at the favoured end of start line • ability to find a transit • ability to have speed at the line 						<ul style="list-style-type: none"> • ability to start on time • ability to start at the favoured end of start line • ability to find a transit • ability to have speed at the line 						<ul style="list-style-type: none"> • ability to start on time • ability to start at the favoured end of start line • ability to find a transit • ability to have speed at the line 					
Upwind	<ul style="list-style-type: none"> • ability to sail with velocity made good (vmg) • ability to respond to lifts and knocks • ability to roll tack when appropriate • ability to find the layline 						<ul style="list-style-type: none"> • ability to sail with velocity made good (vmg) • ability to respond to lifts and knocks • ability to roll tack when appropriate • ability to find the layline 						<ul style="list-style-type: none"> • ability to sail with velocity made good (vmg) • ability to respond to lifts and knocks • ability to roll tack when appropriate • ability to sail lifted tack • ability to create bad air to own advantage (overtaking boats) • ability to find the layline with lifts and knocks and allow for tide 					
Downwind	<ul style="list-style-type: none"> • ability to maintain correct boat balance and sail trim • ability to respond to lifts and knocks 						<ul style="list-style-type: none"> • ability to maintain correct boat balance and sail trim • ability to respond to lifts and knocks • ability to roll gybe • ability pump sails to surf waves 						<ul style="list-style-type: none"> • ability to maintain correct boat balance and sail trim • ability to respond to lifts and knocks • ability to roll gybe • ability to pump sails to surf waves to accelerate forward • ability to create bad air to own advantage (overtaking boats) • ability to maintain overlap when passing 					
Reaching (if applicable)	<ul style="list-style-type: none"> • ability to maintain correct boat balance and sail trim • ability to pump sails to surf waves 						<ul style="list-style-type: none"> • ability to maintain correct boat balance and sail trim • ability to respond to lifts and knocks • ability pump sails on to surf waves 						<ul style="list-style-type: none"> • ability to maintain correct boat balance and sail trim • ability to respond to lifts and knocks • ability to pump sails to surf waves • ability to create bad air to own advantage (overtaking boats) 					

Mark Roundings	<ul style="list-style-type: none"> the ability to perform mark roundings eg come in loose and come out tight ability to maintain boat balance and sail trim for the mark rounding 						<ul style="list-style-type: none"> ability to perform mark roundings eg come in loose and come out tight ability to maintain boat balance and sail trim for the mark rounding 						<ul style="list-style-type: none"> ability to perform mark roundings eg come in loose and come out tight ability to maintain boat balance and sail trim for the mark rounding 					
The Finish	<ul style="list-style-type: none"> ability to cross the finish line at favoured end 						<ul style="list-style-type: none"> ability to cross the finish line at favoured end 						<ul style="list-style-type: none"> ability to cross the finish line at favoured end 					

Conditions:

- Up to 20 knots of wind and up to 2m swell
- Courses: Windward leeward or trapezoid
- YNZ Racing Rules of Sailing and Safety Regulations of Sailing will apply

Note: For 2 handed boats the rubric could include the element of crewing and sail handling. This could be checked through other professionals eg. national/regional sports bodies etc. Refer to the guidelines for assessing against standard 91501.

Scuba - students are required to demonstrate performance in **scuba diving** through participation in open water dives.

Teacher observation sheet

Element/skill	The student <u>effectively demonstrates</u> a wide range of elements and skills to participate proficiently:	Tick each time observed dates →	The student <u>consistently and effectively demonstrates</u> a wide range of elements and skills to participate proficiently:	Tick each time observed dates →	The student <u>consistently, effectively and in an accomplished manner demonstrates</u> a wide range of elements and skills to participate proficiently:	Tick each time observed dates →
Scuba skills	<ul style="list-style-type: none"> • water entry & exit from Shore or Boat • Snorkel to Regulator Exchange • Fin Pivot • Sweep and reach back regulator recovery • remove and replace scuba unit underwater • hover • buddy breathing stationary and while swimming, donor and receiver • Full flood mask clearing underwater • underwater swim without a mask 		<ul style="list-style-type: none"> • water entry & exit (shore or boat) • Snorkel to Regulator Exchange • Fin Pivot. • Sweep and reach back regulator recovery • remove and replace scuba unit underwater • hover • buddy breathing stationary and while swimming, donor and receiver • mask removal, replacement and clearing underwater • underwater swim without a mask 		<ul style="list-style-type: none"> • water entry & exit (shore or boat) • Snorkel to Regulator Exchange • Fin Pivot. • Sweep and reach back regulator recovery • remove and replace scuba unit underwater • Oral hover • buddy breathing stationary and while swimming, donor and receiver • mask removal, replacement and clearing underwater (in a relaxed and controlled manner) • underwater swim without a mask 	

Note - All skills must be performed first by students in pool like conditions for their safety before being assessed in open water. The following is mandatory to meet New Zealand regulatory requirements.

1. Industry technical and safety criteria refer to dive instruction, supervision and performance being carried out in accordance with the standards, procedures and training materials of the respective dive training agency. The agency must meet or exceed the World Recreational Scuba Training Council training standards.
2. All dive operations must comply with the requirements of the Health and Safety in Employment Act 1992, the Health and Safety in Employment Regulations 1995, Accident Rehabilitation and Compensation Insurance Act 1992, the joint Australian and New Zealand Standard AS/NZS 2299 Part 3 and the WorkSafe Guidelines for Occupational Diving 2004

Scuba (Rescue) - students are required to demonstrate performance in open water dives
Teacher observation sheet

Element/ Skill:	The student <u>effectively demonstrates</u> a wide range of elements and skills to participate proficiently:	Tick each time observed dates →					The student <u>consistently and effectively demonstrates</u> a wide range of elements and skills to participate proficiently:	Tick each time observed dates →					The student <u>consistently, effectively and in an accomplished manner demonstrates</u> a wide range of elements and skills to participate proficiently:	Tick each time observed dates →				
Rescue Snorkel Skills	<ul style="list-style-type: none"> rescuer approach surface snorkeling and diving underwater to a minimum depth of 1.5-2M returning to the surface, clearing snorkel, continue surface snorkeling. rescue snorkel tow with buddy for 15M towing buddy while performing rescue breaths for a distance of 15M rescuer exit assist 						<ul style="list-style-type: none"> rescuer approach surface snorkeling and diving underwater to a minimum depth of 2-4M returning to the surface, clearing snorkel, continue surface snorkeling. rescue snorkel tow with buddy for 20M towing buddy while performing rescue breaths for a distance of 20M rescuer exit assist 						<ul style="list-style-type: none"> rescuer approach surface snorkeling and diving underwater to a minimum depth of 2-4M returning to the surface, clearing snorkel, continue surface snorkeling, repeat dive rescue snorkel tow with buddy for 25M towing buddy while performing rescue breaths for a distance of 25M rescuer exit assist 					
Rescue Scuba skills	<ul style="list-style-type: none"> rescuer approach two methods of regulator recoveries. fully flooded mask clearing underwater 						<ul style="list-style-type: none"> rescuer approach two methods of regulator recoveries mask removal and replacement and clearing underwater 						<ul style="list-style-type: none"> rescuer approach two methods of regulator recoveries mask removal and replacement and clearing underwater in a relaxed and controlled manner 					
	<ul style="list-style-type: none"> rescue diver at depth tow buddy on the surface while removing their scuba unit etc to a distance of 15M while performing rescue breaths rescuer exit assist 						<ul style="list-style-type: none"> rescue diver at depth tow buddy on the surface while removing their scuba unit etc to a distance of 20M while performing rescue breaths rescuer exit assist 						<ul style="list-style-type: none"> rescue diver at depth tow buddy on the surface while removing their scuba unit etc to a distance of 25M while performing rescue breaths rescuer exit assist 					

Note - All skills must be performed first by students in pool like conditions for their safety before being assessed in open water. The following is mandatory to meet New Zealand regulatory requirements.

- Industry technical and safety criteria refer to dive instruction, supervision and performance being carried out in accordance with the standards, procedures and training materials of the respective dive training agency. The agency must meet or exceed the World Recreational Scuba Training Council training standards.
- All dive operations must comply with the requirements of the Health and Safety in Employment Act 1992, the Health and Safety in Employment Regulations 1995, Accident Rehabilitation and Compensation Insurance Act 1992, the joint Australian and New Zealand Standard AS/NZS 2299 Part 3 and the Work Safe Guidelines for Occupational Diving 2004

Sea Kayaking (3km minimum) distance in open water

Teachers should use their professional judgement when applying the difficult conditions formula. Difficult conditions could include wind, choppy sea, tide etc.
Note- the assessment should not take place in dangerous conditions.

Calculating the times:

For example for a 6km difficult course, then female Excellence time is

$$445 \times 6 = 2670 \text{ secs}$$

$$2670 / 60 = 44.5 \text{ mins}$$

$$0.5 \text{ min} \times 60 = 30 \text{ secs}$$

$$\text{Time} = 44 \text{ mins } 30 \text{ secs}$$

Female Sea Kayaking rate

	Kayak	Kayak – difficult course
Excellence	400sec/km	445 sec/km
Merit	465sec/km	515sec/km
Achieved	525sec/km	580sec/km

Male Sea Kayaking rate

	Kayak	Kayak – difficult course
Excellence	340sec/km	380sec/km
Merit	395sec/km	445sec/km
Achieved	445sec/km	495sec/km

Skiing – Cross Country- this activity requires students to demonstrate performance in a timed 3km race over a selected course in race conditions.

The techniques of diagonal stride and double poling will be assessed by panels of assessors with specified responsibilities. Diagonal Stride will be performed both with and without poles. This will initially take place on the flat with final assessments on a slight hill section for those wishing to achieve excellence.

Students are also assessed for Wedge turns on a gentle 10-25° packed slope with space to display a variety of turns. Wedge turns may be assessed on either diagonal, skate or telemark ski equipment.

Teacher observation sheet

Element/ Skill:	The student effectively demonstrates a wide range of elements and skills to participate proficiently:	Tick each time observed					The student consistently and effectively demonstrates a wide range of elements and skills to participate proficiently:	Tick each time observed					The student consistently, effectively and in an accomplished manner demonstrates a wide range of elements and skills to participate proficiently:	Tick each time observed				
		dates ➔						dates ➔						dates ➔				
Diagonal stride																		
Weight Transfer	<ul style="list-style-type: none">complete movement of body from side to siderecovery foot does not touch snow until it is past the support footknee of recovery leg is bent as it strides throughable to balance completely over the new skicompleted on flat terrain						<ul style="list-style-type: none">complete movement of body from side to siderecovery foot does not touch snow until it is past the support footknee of recovery leg is bent as it strides throughable to balance completely over the new skicompleted on flat terraintransfer of weight from ski to skigood balance and commitment to glide						<ul style="list-style-type: none">complete movement of body from side to siderecovery foot does not touch snow until it is past the support footknee of recovery leg is bent as it strides throughable to balance completely over the new skicompleted on flat terraintransfer of weight from ski to skigood balance and commitment to glidebalance and glide on gentle uphill section					
Body Movement	<ul style="list-style-type: none">torso maintains forward lean throughout the stride cyclepush leg and torso form a straight line on the snow at end of pusharms and legs work opposite each othercompleted on flat terrain						<ul style="list-style-type: none">torso maintains forward lean throughout the stride cyclepush leg and torso form a straight line on the snow at end of pusharms and legs work opposite each othercompleted on flat terrainmovements are coordinated, fluid and rhythmic						<ul style="list-style-type: none">torso maintains forward lean throughout the stride cyclepush leg and torso form a straight line on the snow at end of pusharms and legs work opposite each othercompleted on flat terrainmovements are coordinated, fluid and rhythmicat legs together phase, hips are in front of the middle of support foot.consistent on gentle uphill section					
Arm/poling action	<ul style="list-style-type: none">arms work in a relatively straight front to back motion with hand at or below shoulder height when in frontarms follow complete range of motion from shoulder extension to release at backelbow flexes noticeably to provide power to first half of pole pushcompleted on flat terrain						<ul style="list-style-type: none">arms work in a relatively straight front to back motion with hand at or below shoulder height when in frontarms follow complete range of motion from shoulder extension to release at backelbow flexes noticeably to provide power to first half of pole pushcompleted on flat terraingood positioning of poles, powerful push, good release and timing						<ul style="list-style-type: none">arms work in a relatively straight front to back motion with hand at or below shoulder height when in frontarms follow complete range of motion from shoulder extension to release at backelbow flexes noticeably to provide power to first half of pole pushcompleted on flat terraingood positioning of poles, powerful push, good release and timingis consistent on gentle uphill sectionpoles prolong glide					

Leg Action	<ul style="list-style-type: none"> during glide straightens support leg at knee to minimise muscular effort recovery leg strides forward as quickly and forcefully as possible completed on flat terrain hips over ankles recovery foot level 					<ul style="list-style-type: none"> during glide straightens support leg at knee to minimise muscular effort recovery leg strides forward as quickly and forcefully as possible completed on flat terrain hips over ankles recovery foot level smooth and flowing rhythm sound timing of kick some preload fluid motion in a slight uphill recovery foot ahead but inconsistent 					<ul style="list-style-type: none"> complete movement of body from side to side recovery foot does not touch snow until it is past the support foot knee of recovery leg is bent as it strides through able to balance completely over the new ski completed on flat terrain transfer of weight from ski to ski good balance and commitment to glide balance and glide on gentle uphill section 				
Double Pole															
Push Phase	<ul style="list-style-type: none"> start push phase by gliding with the weight evenly distributed on both skis legs slightly flexed for stability, head up looking forward arms relaxed and at side of skier extends arms forward to shoulder height, elbows slightly flexed upper body and arms move forward to load both poles shaft points back and at an angle 45-60 degrees elbows to the ski upper body bends forcefully at the waist 60 –90 degrees hips over ankles hands drive down and back until arms fully extended to form a straight line and skier propelled forward completes techniques on slight downhill 					<ul style="list-style-type: none"> start push phase by gliding with the weight evenly distributed on both skis legs slightly flexed for stability, head up looking forward arms relaxed and at side of skier extends arms forward to shoulder height, elbows slightly flexed upper body and arms move forward to load both poles shaft points back and at an angle 45-60 degrees elbows to the ski upper body bends forcefully at the waist 60 –90 degrees hips over ankles hands drive down and back until arms fully extended to form a straight line and skier propelled forward completes techniques on slight downhill 					<ul style="list-style-type: none"> initiated with hips legs slightly flexed for stability, head up looking forward arms relaxed and at side of skier extends arms forward to shoulder height, elbows slightly flexed upper body and arms move forward to load both poles shaft points back and at an angle 45-60 degrees elbows to ski extension upper body bends forcefully at the waist 60 – 90 degrees hips ahead of ankle joints hands drive down and back until arms fully extended to form a straight line and skier propelled forward more power on uphill continuous fluid motion poling, bending and pushing through abdominal may have some heel rise as commits weight forward 				
Recovery Phase	<ul style="list-style-type: none"> shoulders lead the arms arms recover in a circular motion completes techniques on slight downhill 					<ul style="list-style-type: none"> shoulders lead the arms when returning to the start positions and the upper body rises visibly before reaching forward arms recover in a circular motion completes techniques on flat ground 					<ul style="list-style-type: none"> shoulders lead the arms when returning to the start positions and the upper body rises visibly before reaching forward arms recover in a circular motion completes techniques on uphill consistent fluid motion and power forward recovery – hips come forward as hands pass hips. 				

[illegible]

Snorkelling - students are required to demonstrate performance in snorkelling open water dives

Teacher observation sheet

Element/ Skill:	The student <u>effectively</u> demonstrates a wide range of elements and skills to participate proficiently:	Tick each time observed dates →					The student <u>consistently and</u> <u>effectively</u> demonstrates a wide range of elements and skills to participate proficiently:	Tick each time observed dates →					The student <u>consistently, effectively and in</u> <u>an accomplished manner</u> demonstrates a wide range of elements and skills to participate proficiently:	Tick each time observed dates →				
Snorkelling skills	<ul style="list-style-type: none"> rescuer approach clear fully flooded mask while breathing through snorkel surface snorkeling and diving underwater to a depth of 2-4m returning to the surface, clearing snorkel, continue surface snorkeling surface dive to a depth of 1.5-2m, snorkel underwater to a distance of 5M, returning to the surface, clearing snorkel, on one breath. 						<ul style="list-style-type: none"> rescuer approach clear fully flooded mask while breathing through snorkel surface snorkeling and diving underwater, returning to the surface, clearing snorkel via Blast or displacement method, continue surface snorkeling and repeat dive to a depth of 2-5m surface dive to a depth of 2-4m, snorkel underwater to a distance of 5M, returning to the surface, clearing snorkel, on one breath. 						<ul style="list-style-type: none"> rescuer approach clear fully flooded mask while breathing through snorkel, repeat twice surface snorkeling and diving underwater, returning to the surface, clearing snorkel via displacement method, continue surface snorkeling and repeat dive to a depth of 2-5m surface dive to a depth of 2-4m, snorkel underwater to a distance of 8M, returning to the surface, clearing snorkel, on one breath 					
Snorkelling safety skills	<ul style="list-style-type: none"> on the surface, remove & on the surface, remove & replace mask, snorkel, fins in overhead water towing buddy while performing rescue breaths for a distance of 10M rescuer exit assist 						<ul style="list-style-type: none"> on the surface, remove & replace mask, snorkel, fins in overhead water towing buddy while performing rescue breaths for a distance of 15M rescuer exit assist 						<ul style="list-style-type: none"> on the surface, remove & replace within 1minute mask, snorkel, fins in overhead water towing buddy while performing rescue breaths for a distance of 25M rescuer exit assist 					

Assessment must take place in the open water and students should complete a full safety course before being assessed.

Snow sports - this activity requires students to demonstrate performance in ski or snowboard on a blue run of no less than 15 degrees and complete the course without falling

Teacher observation sheet

Element/ Skill:	The student effectively demonstrates a wide range of elements and skills to participate proficiently:	Tick each time observed dates →					The student consistently and effectively demonstrates a wide range of elements and skills to participate proficiently:	Tick each time observed dates →					The student consistently, effectively and in an accomplished manner demonstrates a wide range of elements and skills to participate proficiently:	Tick each time observed dates →				
Snow boarding	<ul style="list-style-type: none"> • traverse - shows little edge control and tracks toward the fall line • large radius turn - both heel and toe edge turns, with consistent closed shape • medium radius turn - both heel and toe edge turns, with consistent closed shape • pivot slips to a stop with little control 						<ul style="list-style-type: none"> • traverse - shows some edge control but tracks diagonally toward the fall line • large radius turn - linked carve turns with consistent closed shape in a skidded/carved manner • short radius turn - linked toe and heel turns with consistent closed shape in a skidded/controlled manner • pivot slips to a stop with progressive edging to a slow stop 						<ul style="list-style-type: none"> • traverse - shows edge control at all times and maintains a high line across the fall line • large radius turn - linked carve turns with stance centered equally on both feet <ul style="list-style-type: none"> - use of progressive edging to gain benefits of side-cut and leaving a thinner track in snow • medium/short radius turn - linked carve turns with stance centered equally on both feet <ul style="list-style-type: none"> - use a blend of edging and steering to guide board across the fall line and leave thinner track in the snow • pivot slips to a stop with progressive edging to an immediate stop 					
Skiing	<ul style="list-style-type: none"> • shows little edge control and tracks down the fall line • turn is initiated in a wedge and skis become parallel at some point through the turn • skis are steered with the legs, but may not be consistent enough to create a round shape • turn is initiated in a wedge and completed in parallel (skis are pivoted rather than steered through the turn) • skis are not turned at the same time and are not parallel <ul style="list-style-type: none"> - skis do not come to a clean and complete stop 						<ul style="list-style-type: none"> • edges are not fully engaged and a skidded transverse is made with the skis moving across the hill with some skidding • an advanced wedge turn is made with small wedge to initiate the turn and skis become parallel at the top of the control phase (above the fall line) • a small wedge is used to initiate the turn then skis become parallel above the fall line <ul style="list-style-type: none"> - turn is steered but skidded and must remain in a corridor of two to four ski lengths • stop-sliding hockey stop <ul style="list-style-type: none"> - skis may not be completely parallel on both sides, and the stop may not be clean, some skidding may occur 						<ul style="list-style-type: none"> • shows edge control at all times and maintains two clean tracks across the fall line • both skis remain parallel throughout the whole turn <ul style="list-style-type: none"> - steering is consistent and produces a round turn shape • edges are engaged and a pole plant is used that appropriate time and place • skis are steered with legs and upper body remains stable <ul style="list-style-type: none"> - skis maintain a parallel relationship and edges are engaged creating a round turn shape - a pole plant is used in the appropriate place and time • a hockey stop is used effectively on both sides <ul style="list-style-type: none"> - movements are precise and consistent and a quick immediate stop results 					

Softball – this activity requires students to demonstrate performance in full-field games of competitive softball, officiated by a skilled umpire

Teacher observation sheet

Element/ Skill:	The student effectively demonstrates a wide range of elements and skills to participate proficiently:	Tick each time observed dates →				The student consistently and effectively demonstrates a wide range of elements and skills to participate proficiently:	Tick each time observed dates →				The student consistently, effectively and in an accomplished manner demonstrates a wide range of elements and skills to participate proficiently:	Tick each time observed dates →			
Offensive Skills	<ul style="list-style-type: none"> consistently makes contact with the ball when batting <ul style="list-style-type: none"> hits to fair territory pitch selection fundamentals are present <ul style="list-style-type: none"> attempted a variety of hitting options to get on base with some success consistently gets on base when running <ul style="list-style-type: none"> hits allow batter to consistently get to first base is able to advance safely between bases 					<ul style="list-style-type: none"> hits are directed away from fielders with a variety of hitting or short game options <ul style="list-style-type: none"> bunt, groundball, infield lift, outfield flyball etc. hits consistently show power when applicable <ul style="list-style-type: none"> batter can advance past first base on multiple base hit when power applied hitter advances base runners with consistency recognises other base runners and adjusts advancement <ul style="list-style-type: none"> forced runs acknowledged recognises when advancement potential is present or absent 					<ul style="list-style-type: none"> has a range of hitting or short-game options and is consistent in executing these successfully offensive shot selection takes into consideration base runners position. <ul style="list-style-type: none"> E.g. sacrifice bunts, line drives, fly balls, etc. promotes strategy when determining batting order <ul style="list-style-type: none"> recognises strengths and weaknesses when determining batting order runs bases at speed and slides safely at base when required selects correct sliding option dependent on receiver placement 				
Defensive Pitching Skills	<ul style="list-style-type: none"> consistently uses correct technique to produce pitches in the strike zone <ul style="list-style-type: none"> consistent release point steps to add power grip arm motion, follow through etc 					<ul style="list-style-type: none"> shows control over pitch selection some purposeful variation in pitches shown <ul style="list-style-type: none"> variations in speed, drop or rise present is aware of base runner and adjusts tactics accordingly <ul style="list-style-type: none"> throws to bases 					<ul style="list-style-type: none"> shows a range of pitching options that are suited to the circumstances <ul style="list-style-type: none"> technique is consistent high velocity when desired selects strategy based on base runners/ hitters shows 3 variations in pitches <ul style="list-style-type: none"> dominant pitch, either drop or rise change-up other, either drop or rise 				

Defensive Catching Skills	<ul style="list-style-type: none"> uses correct technique/body position to field pitches/throws <ul style="list-style-type: none"> the squat, glove up consistently uses correct technique to field at home base. <ul style="list-style-type: none"> position on base tagging, quick throws identifying base runners 					<ul style="list-style-type: none"> consistently fields pitches thrown calls pitches to direct play consistently uses correct technique to efficiently field at home base 					<ul style="list-style-type: none"> shows leadership and direction when communicating with the field <ul style="list-style-type: none"> sets up defensive patterns continuous pitch selection and communication with the pitcher to dictate plays 				
Defensive Catching and Throwing Skills	<ul style="list-style-type: none"> can successfully catch an accurate throw from another player <ul style="list-style-type: none"> uses glove effectively can successfully catch a fly ball in the field <ul style="list-style-type: none"> body position glove position uses 2 hands can successfully field a ground ball in the field <ul style="list-style-type: none"> position body behind the ball can throw with accuracy to team mate. <ul style="list-style-type: none"> throws to the glove shows correct technique. Step, hips, leads with elbow etc can play on base with success. <ul style="list-style-type: none"> retires runners through fielding and catching 					<ul style="list-style-type: none"> consistently makes catches in the field where movements are required attacks a ground ball <ul style="list-style-type: none"> movement towards the ball transfers the ball from the glove to throwing hand in one smooth movement throws are accurate and powerful <ul style="list-style-type: none"> in front of a baseman to the glove demonstrates effective base play <ul style="list-style-type: none"> body position on the base tagging unforced runs 					<ul style="list-style-type: none"> identifies fielding priorities <ul style="list-style-type: none"> sets a field based on team mates' ability demonstrates appropriate decision making when facing opponents <ul style="list-style-type: none"> movement in the field before the pitch looks to complete 'special plays' <ul style="list-style-type: none"> double plays, triple plays sets up for tag plays at the base can catch or field balls that require extension 				

Squash - this activity requires students to demonstrate performance in full games of competitive squash, officiated by a skilled referee

Teacher observation sheet

Element/ Skill:	The student effectively demonstrates a wide range of elements and skills to participate proficiently:	Tick each time observed dates →	The student consistently and effectively demonstrates a wide range of elements and skills to participate proficiently:	Tick each time observed dates →	The student consistently, effectively and in an accomplished manner demonstrates a wide range of elements and skills to participate proficiently:	Tick each time observed dates →
Offensive Skills	<ul style="list-style-type: none"> to place ball away from opposition player, move opponent away from "T" sets up offensive attacks and makes good decision on shot choice using appropriate force make good decisions on shot choice <ul style="list-style-type: none"> forehand drive forehand volley forehand drop forehand boast back hand drive lob serve shots accurate and of appropriate force for chosen shot <ul style="list-style-type: none"> forehand drive forehand volley forehand drop forehand boast back hand drive lob serve 		<ul style="list-style-type: none"> effectively places ball away from opposition player, move opponent away from "T" consistently and effectively makes good decisions on shot choice <ul style="list-style-type: none"> forehand Drive forehand volley forehand drop forehand Boast back hand drive lob serve shots accurate and of appropriate force for chosen shot <ul style="list-style-type: none"> forehand Drive forehand volley forehand drop forehand Boast back hand drive lob serve 		<ul style="list-style-type: none"> effectively place ball away from opposition player, move opponent away from "T" consistently and effectively makes decisions on shot choice <ul style="list-style-type: none"> forehand Drive forehand volley forehand drop forehand Boast back hand drive lob serve shots accurate and of appropriate force for chosen shot <ul style="list-style-type: none"> forehand Drive forehand volley forehand drop forehand Boast back hand drive lob serve anticipates where player may be can move ball to a specified area (accuracy, angles length) can use deception 	
Tactical Play	<ul style="list-style-type: none"> ability to move to the ball early moving the opponent so that they are not able to return the ball or have to play a defensive or weak shot plays the right shot depending on their position on the court. 		<ul style="list-style-type: none"> ability to move to the ball early moving the opponent so that they are not able to return the ball or have to play a defensive or weak shot plays the right shot depending on their position on the court 		<ul style="list-style-type: none"> ability to move to the ball early moving the opponent so that they are not able to return the ball or have to play a defensive or weak shot plays the right shot depending on their position on the court. 	

Defensive skills	<ul style="list-style-type: none"> • ability to return the ball and keep it in court • make good decisions on shot choice - length in straight drives forehand/backhand - accurate volleys forehand/Backhand - appropriate use of the drop shot and boast - lob serve in to corner and off walls 						<ul style="list-style-type: none"> • ability to return the ball and keep it in court • anticipates opponents return and uses a variation of placement to disadvantage opponent • make good decisions on shot choice - length in straight drives forehand/backhand - accurate volleys forehand/Backhand - appropriate use of the drop shot and boast - lob serve in to corner and off walls 						<ul style="list-style-type: none"> • ability to return the ball and keep it in court • anticipates opponents return and uses a variation of placement to disadvantage opponent • make good decisions on shot choice - length in straight drives forehand/backhand - accurate volleys forehand/Backhand - appropriate use of the drop shot and boast - lob serve in to corner and off walls • closes down options (plays to own strengths and away from opponents strengths) 					
Footwork and movement off the ball.	<ul style="list-style-type: none"> • positioning on court - gets into good position at the right moment • body position and footwork appropriate • demonstrates good balance to get back to the "T" • racquet foot leads 						<ul style="list-style-type: none"> • positioning on court - gets into good position at the right moment • body position and footwork appropriate • demonstrates good balance to get back to the "T" • racquet foot leads • fitness level allows the positive, effective and consistent use of skills • transition – establishing new position on court (for example, attempts to get back to base after each shot) 						<ul style="list-style-type: none"> • positioning on court - gets into good position at the right moment • body position and footwork appropriate • demonstrates good balance to get back to the "T" • racquet foot leads • fitness level allows the positive, effective and consistent use of skills • transition – establishing new position on court (for example, attempts to get back to base after each shot) • explosive movement out of base to get to the ball quickly 					

Stand Up Paddle boarding (SUP) - flat water race - this activity requires students to demonstrate performance in competitive races (1- 5km or 200m sprint)

Teacher observation sheet

Element/ Skill:	The student effectively demonstrates a wide range of elements and skills to participate proficiently:	Tick each time observed dates →					The student consistently and effectively demonstrates a wide range of elements and skills to participate proficiently:	Tick each time observed dates →					The student consistently, effectively and in an accomplished manner demonstrates a wide range of elements and skills to participate proficiently:	Tick each time observed dates →				
Race Start	Can carry board into water, mount, get to feet and start paddling in a smooth connected sequence.						<ul style="list-style-type: none"> Can run board into water, mount and get to feet rapidly and quickly initiate proper paddling 						<ul style="list-style-type: none"> Can run board into water, mount, spring to feet and instantly initiate proper paddling while coping with congested environment (*) 					
Accelerating	<ul style="list-style-type: none"> Can accelerate from stationary to a good speed using a higher cadence stroke. 						<ul style="list-style-type: none"> Can accelerate rapidly from the start and turns to a good speed using a higher cadence stroke with minimal excess turning 						<ul style="list-style-type: none"> Can accelerate explosively from the start and turns up to racing speed using a higher cadence stroke with minimal excess turning in congested environment (*) 					
Paddling Skills	<ul style="list-style-type: none"> Shows good paddling technique (1) 						<ul style="list-style-type: none"> Shows competent paddling technique (2) 						<ul style="list-style-type: none"> Shows competent paddling technique (2) Can use either a feathered or straight side release & reach (3) Can demonstrate torso twist to lengthen the stroke 					
Turning	<ul style="list-style-type: none"> Can turn around the race marks using a forward rudder turn 						<ul style="list-style-type: none"> Can turn tightly around the race marks using a forward rudder turns Can turn around the race mark using a pivot turn 						<ul style="list-style-type: none"> Can turn around the race mark in congested environment (*) using the appropriate turning technique and radius to gain an advantage where possible Can turn around the race mark in congested environment.(*) using a pivot turn 					
Racing Skill	<ul style="list-style-type: none"> Can complete the course maintaining commitment and strong paddling throughout, holding good lines between marks. 						<ul style="list-style-type: none"> Can complete the course maintaining: <ul style="list-style-type: none"> - commitment and strong paddling throughout - optimum lines between marks - good positioning judgement in avoiding traffic - good approaches to turning marks 						<ul style="list-style-type: none"> Can complete the course in congested environment(*) maintaining: <ul style="list-style-type: none"> - commitment and strong paddling throughout - optimum lines between marks - optimum positioning judgement in avoiding traffic - excellent approaches to turning marks 					
Drafting	<ul style="list-style-type: none"> Can position in the smoother water behind another paddler 						<ul style="list-style-type: none"> Can maintain a good drafting position behind another paddler for short periods 						<ul style="list-style-type: none"> Can draft behind another paddler for long periods including course changes 					
Finish	<ul style="list-style-type: none"> Can dismount under control via kneeling position 						<ul style="list-style-type: none"> Can dismount under control from standing position 						Can dismount under control from standing position straight into a sprint up the beach					

Sprint	<ul style="list-style-type: none"> Can complete a 200m course in under 2 mins 30 secs male, 2 mins 45 secs female 							<ul style="list-style-type: none"> Can complete a 200m course in under 2 minutes male, 2 mins 15 secs female 							<ul style="list-style-type: none"> Can complete a 200m in under 1 minute 30 seconds male, 1 min 45 seconds female 						
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Conditions:

- Safety regulations for paddleboard events in accordance to NZSUP regulations will apply
- Demonstration of performance in both distance and sprint disciplines are required
- Distance race to be 2-4 km with a running beach start and finish, and at least two mark roundings. The marks could be defined or placed.
- Sprint to be straight 200m drag race course with static start (standing). Course should be along a beach, breakwater etc, to allow easy timing of start and finish. Wind conditions should be minimal, no more than 5km hr tailwind.
- Assessment to take place in a safe, flat water location eg. estuary, lake, inner harbour
- Elements and skills should be observed by a NZSUP accredited Instructor

Paddling Technique Notes

- Good paddling technique to include holding the paddle correctly, correct foot positioning (square stance) and head positioning (looking up and forward), complete immersion of the paddle blade in the water, relatively straight lower arm, vertical shaft (viewed from front), catch well forward on the board, and a controlled return.
- Competent paddling technique to include basic requirements, plus a clean catch with bottom shoulder forward, good downwards pressure during the power phase assisted by upper body driving forward and downwards, clean release and rapid controlled return.
- The paddler should be able to demonstrate both of the two primary styles of release and reach, ie; the feathered reach, with the blade turned by the top wrist twisting, or the straight or "Tahitian" style of release, with the blade drawn straight up out of the water, with no twist.

(*) Congested Environment: In a pressure situation, amongst close traffic with other paddleboards in front and behind

Stand Up Paddleboarding (SUP) - Surfing Skills - this activity requires students to demonstrate performance in 30 min heats
Teacher observation sheet

Element/ Skill:	The student effectively demonstrates a wide range of elements and skills to participate proficiently:	Tick each time observed dates ➔					The student consistently and effectively demonstrates a wide range of elements and skills to participate proficiently:	Tick each time observed dates ➔					The student consistently, effectively and in an accomplished manner demonstrates a wide range of elements and skills to participate proficiently:	Tick each time observed dates ➔				
Getting on the paddle board	<ul style="list-style-type: none"> can go from kneeling position to standing paddling position in control shows correct body posture feet are centered equally in the straight (square) stance 						<ul style="list-style-type: none"> can go from kneeling position to standing paddling position in control shows correct body posture feet are centered equally in the straight (square) stance can demonstrate staggered stance 						<ul style="list-style-type: none"> can go from kneeling position to standing paddling position in control shows correct body posture feet are centered equally Can demonstrate straight (square) stance, staggered stance and surf stance and switch smoothly between each stance on flat water (ie not on a wave) 					
Paddling Skills	<ul style="list-style-type: none"> holds the paddle correctly displays basic paddling technique (1) Shows correct posture and head positioning (looking ahead) demonstrates correct use of straight stance while paddling demonstrates a basic back paddle turn demonstrates the ability to stop 						<ul style="list-style-type: none"> holds the paddle correctly displays intermediate paddling technique (2) shows correct posture and head positioning (looking ahead) demonstrates the ability to stop demonstrates a forward sweep turn demonstrates a reverse sweep turn 						<ul style="list-style-type: none"> holds the paddle correctly displays competent paddling technique (3) shows correct posture and head positioning (looking ahead) demonstrates the ability to stop demonstrates a forward sweep turn demonstrates a reverse sweep turn demonstrates a cross-bow turn demonstrates a tail sink turn 					
Paddle surfing Skills	<ul style="list-style-type: none"> demonstrates ability to get out to the surf zone over white water by laying prone on the board or in kneeling position displays ability to select and catch an appropriate wave displays the correct stance while riding along the wave face demonstrates the ability to end the ride with a controlled dismount. 						<ul style="list-style-type: none"> demonstrates ability to paddle out to the surf zone over white water while standing displays ability to select and catch an appropriate wave displays the correct stance while riding along the wave face shows ability to trim position and weight distribution to accelerate/decelerate performs basic forehand and backhand top and bottom turns on the open face using the paddle demonstrates ability to end the ride in control and turn to paddle back out again, staying in standing position throughout. 						<ul style="list-style-type: none"> demonstrates ability to paddle out to the surf zone over white water while standing displays ability to select the best wave of a set displays the correct stance while riding along the wave face shows good trim position and weight distribution to accelerate/decelerate rides the waves along the open face and completes both top and bottom turns with speed, power and flow using the paddle can demonstrate an advanced surfing manoeuvre such as a cut back, floater or re-entry demonstrates ability to end the ride in control, by kicking out the back of the wave 					

Conditions:

- Assessment to take place on a safe sand bottom beach break with wave height a minimum of waist high
- Elements and skills should be observed by a Surfing NZ Accredited SUP Instructor or SNZ Approved SUP School

Paddling Technique Notes:

- (1) Basic paddling technique to include complete immersion of the paddle blade in the water, relatively straight lower arm and not pulling the paddle significantly past the body
- (2) Intermediate paddling technique to include basic requirements, plus the top arm pushing out and across to ensure the paddle engages well forward on the board, and a controlled return.
- (3) Competent paddling technique to include intermediate requirements, plus a clean catch, vertical shaft (viewed from the front or rear), top shoulder up and low shoulder down, good downwards pressure during the power phase.

Surfing – this activity requires students to demonstrate performance in 20 min heats

Teacher observation sheet

Element/ Skill:	The student effectively demonstrates a wide range of elements and skills to participate proficiently:	Tick each time observed dates →				The student consistently and effectively demonstrates a wide range of elements and skills to participate proficiently:	Tick each time observed dates →				The student consistently, effectively and in an accomplished manner demonstrates a wide range of elements and skills to participate proficiently:	Tick each time observed dates →			
Padding and take-off including:	<ul style="list-style-type: none"> identifies the safe point of entry into the water displays correct positioning and body posture while lying on the surfboard displays correct paddling technique finding the trim position performs the push up technique to get over whitewater waves performs the eskimo roll technique to go under large waves takes off on an unbroken wave and drops straight down the face 					<ul style="list-style-type: none"> identifies the safe point of entry into the water displays correct positioning and body posture while lying on the surfboard displays correct paddling technique finding the trim position performs the push up technique to get over whitewater waves performs the eskimo roll technique to go under large waves takes off on the shoulder of an unbroken wave and angles down the wave face 					<ul style="list-style-type: none"> identifies the safe point of entry into the water displays correct positioning and body posture while lying on the surfboard displays correct paddling technique finding the trim position performs the push up technique to get over whitewater waves Uses rips to get out the back quicker displays good wave knowledge and positioning on the peak can turn the board out the back in a seated position <input type="checkbox"/> performs a committed take off on the peak of an unbroken wave and angles down the wave face 				
Standing up and riding the surfboard	<ul style="list-style-type: none"> jumps up on the surfboard using the knee method displays the correct stance while riding unbroken waves performs a basic bottom turn ends the ride in control by keeping hold of the surfboard 					<ul style="list-style-type: none"> jumps up on the surfboard without using the knees in one smooth movement displays the correct stance while riding unbroken waves shows good trim position and weight distribution to accelerate/decelerate performs basic forehand and backhand top turns on the open face ends the ride in control by kicking out the back of the wave 					<ul style="list-style-type: none"> consistently catches the best set waves jumps up on the surfboard without using the knees in one smooth movement displays the correct stance while riding waves shows good trim position and weight distribution to accelerate/decelerate body and hand position enable speed to be used to maximum effect rides the waves along the open face and completes both top and bottom turns with speed, power and flow completes a combination of at least two surfing maneuvers eg: cut back, tube ride, floater, re-entry on the same wave ends the ride in control by kicking out the back of the wave 				

Conditions:

- Surf conditions must be no less than waist high
- Elements and skills should be observed by a Surfing NZ Accredited Surf Instructor or SNZ Approved Surf School

Swimming (Includes: 400m freestyle and 200m medley)

Students can choose to be assessed in:

- 400m freestyle (includes 16 lengths of a 25m pool)
- 4 stroke 200m medley (includes 2 lengths of each stroke, in the following order: butterfly, backstroke, breaststroke and freestyle)

Students must touch the pool wall at the end of each lap.

400m times

	Female	Male
Excellence	time < 5m 52s	time < 5m 20s
Merit	5m 52s ≤ time < 7m 28s	5m 20s ≤ time < 6m 56s
Achieved	7m 28s ≤ time < 9m 14s	5m 56s ≤ time < 8m 32s

4 stroke 200m medley times

	Female	Male
Excellence	time < 3m	time < 2m 51s
Merit	3m ≤ time < 3m 27s	2m 51s ≤ time < 3m 17s
Achieved	3m 27s ≤ time < 3m 54s	3m 17s ≤ time < 3m 42s

Taekwon Do – this activity requires students to demonstrate performance in competitive bouts

Teacher observation sheet

Element/ Skill:	The student effectively demonstrates a wide range of elements and skills to participate proficiently:	Tick each time observed dates →				The student consistently and effectively demonstrates a wide range of elements and skills to participate proficiently:	Tick each time observed dates →				The student consistently, effectively and in an accomplished manner demonstrates a wide range of elements and skills to participate proficiently:	Tick each time observed dates →			
Offensive	<ul style="list-style-type: none"> striking effectively to legal target areas: front of head, front half of torso above waist. (1 point - punch to head or torso, 2 points - kick to torso, 3 points - kick to head) penetration skills:(Accurate punching, kicking, dodging, change of speed, change of position) using ring effectively to score points by forcing them out of ring creates space for self by moving into position at the right time 					<ul style="list-style-type: none"> striking effectively to legal target areas: front of head, front half of torso above waist. (1 point - punch to head or torso, 2 points - kick to torso, 3 points - kick to head) penetration skills:(Accurate punching, kicking, dodging, change of speed, change of position) using ring effectively to score points by forcing them out of ring creates space for self by moving into position at the right time make good decisions about what move to make: whether to strike, kick, block, dodge 					<ul style="list-style-type: none"> striking effectively to legal target areas: front of head, front half of torso above waist. (1 point - punch to head or torso, 2 points - kick to torso, 3 points - kick to head) penetration skills:(Accurate punching, kicking, dodging, change of speed, change of position) using ring effectively to score points by forcing them out of ring creates space for self by moving into position at the right time make good decisions about what move to make: whether to strike, kick, block, dodge makes things 'happen' 				
Defensive	<ul style="list-style-type: none"> sparring defensively defending a specific technique using footwork, speed, agility, timing intercepting a technique, timing, elevation closing down options 					<ul style="list-style-type: none"> sparring defensively defending a specific technique using footwork, speed, agility, timing intercepting a technique, timing, elevation closing down options pressurising opponent to make errors using arms, legs or body effectively as blocking techniques 					<ul style="list-style-type: none"> sparring defensively defending a specific technique using footwork, speed, agility, timing intercepting a technique, timing, elevation closing down options pressurising opponent to make errors using arms, legs or body effectively as blocking techniques awareness of where self is in the ring at all times 				
Ring Craft	<ul style="list-style-type: none"> changing from offense to defence and vice versa gets into good position at the right moment use of peripheral vision change of direction 					<ul style="list-style-type: none"> changing from offense to defence and vice versa gets into good position at the right moment use of peripheral vision change of direction fitness level allows the positive, effective use of the skills strategic ability is displayed 					<ul style="list-style-type: none"> changing from offense to defence and vice versa gets into good position at the right moment use of peripheral vision change of direction fitness level allows the positive, effective use of the skills strategic ability is displayed reading opponent and anticipate developments ahead of the action skill level so autonomous that focus is on strategy 				

Tennis - this activity requires students to demonstrate performance in full-court games of competitive tennis, officiated by a skilled referee

Teacher observation sheet

Element/ Skill:	The student effectively demonstrates a wide range of elements and skills to participate proficiently:	Tick each time observed dates →					The student consistently and effectively demonstrates a wide range of elements and skills to participate proficiently:	Tick each time observed dates →					The student consistently, effectively and in an accomplished manner demonstrates a wide range of elements and skills to participate proficiently:	Tick each time observed dates →				
Offensive	<ul style="list-style-type: none"> placing ball away from opposition player setting up to attack make good decisions on shot choice shots accurate and of appropriate force for chosen shot 						<ul style="list-style-type: none"> placing ball away from opposition player setting up to attack make good decisions on shot choice shots accurate and of appropriate force for chosen shot hitting ball to specified area (accuracy, angles) 						<ul style="list-style-type: none"> placing ball away from opposition player anticipating, reading the opponent setting up to attack make good decisions on shot choice shots accurate and of appropriate force for chosen shot hitting ball to specified area (accuracy, angles) 					
Movement off the ball	<ul style="list-style-type: none"> spatial awareness positioning on court – gets into good position at the right moment – returns to centre of baseline body position and footwork appropriate transition – establishing new position on court (eg receive serve then move to hitting/attack position) 						<ul style="list-style-type: none"> spatial awareness positioning on court – gets into good position at the right moment – returns to centre of baseline body position and footwork appropriate transition – establishing new position on court (eg receive serve then move to hitting/attack position) moves in closer to the net, to shut down angle 						<ul style="list-style-type: none"> spatial awareness positioning on court – gets into good position at the right moment – returns to centre of baseline body position and footwork appropriate transition – establishing new position on court (eg receive serve then move to hitting/attack position) moves in closer to the net, to shut down angle has a presence on court 					
Defensive skills	<ul style="list-style-type: none"> returning ball and keeping it in court closing down options make good decisions on shot choice 						<ul style="list-style-type: none"> returning ball and keeping it in court anticipating where opponents will return ball closing down options make good decisions on shot choice 						<ul style="list-style-type: none"> returning ball and keeping it in court anticipating where opponents will return ball closing down options make good decisions on shot choice always makes the right options and shot choice 					
Team Play	<ul style="list-style-type: none"> fitness level allows the positive, effective and consistent use of the skills may include interpersonal skills always ready to play and give best at all times strategic ability is displayed 						<ul style="list-style-type: none"> make things 'happen' fitness level allows the positive, effective and consistent use of the skills may include interpersonal skills always ready to play and give best at all times strategic ability is displayed 						<ul style="list-style-type: none"> make things 'happen' skill level so autonomous that focus is on strategies fitness level allows the positive, effective and consistent use of the skills may include interpersonal skills always ready to play and give best at all times strategic ability is displayed 					

Touch - this activity requires students to demonstrate performance in full-field games of touch, officiated by a skilled referee

Teacher observation sheet

Element/ Skill:	The student effectively demonstrates a wide range of elements and skills to participate proficiently:	Tick each time observed dates →					The student consistently and effectively demonstrates a wide range of elements and skills to participate proficiently:	Tick each time observed dates →					The student consistently, effectively and in an accomplished manner demonstrates a wide range of elements and skills to participate proficiently:	Tick each time observed dates →				
Offensive/ Defensive Movement off the Ball	<ul style="list-style-type: none"> ability to get into a position to receive a pass on attack or defend when the opposition has the ball holding the defensive line and staying on side ability create an overlap after using the ball ability to move defenders without having possession of the ball through positioning on attack (e.g. field positioning, communication) 						<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 defensive skills that successfully contribute to team defensive patterns (should include zone defence skills and man-to-man defence skills) ability to substitute at the correct times i.e. only on attack only be able to apply sub unit skills (a play that involves more than one person) for example using a 'cut', 'wrap', 'split' 						<ul style="list-style-type: none"> move to pick up opposition runners / drives/ attacking moves defends and gets back into defensive line ready for the next attack moves to attack when a turnover is achieved predicts defensive patterns in advance and uses to their attacking advantage predicts attacking plays in advance and uses to their defensive advantage communicates to team members effective cues when ball is not in hand – for example 'The touch count, position on the field, and numbering off' 					
Offensive ball skills	<ul style="list-style-type: none"> drive forward with the ball on attack dump and play the ball on the mark act as dummy-half and pass without delay give and receive a pass stationary give and receive a pass on the run start play with a tap ball 						<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) the ability to initiate the Touch and perform a roll ball whilst on attack. scoop the ball from dummy half 						<ul style="list-style-type: none"> drive forward with the ball displaying a variety of evasive skills dump and play the ball and quickly get into an attacking position. run lines to position oneself support the ball carrier to attack undefended space (eg cuts and double rounds) give and receive a variety of passes creating line-breaking opportunities the ability to initiate the touch and perform a roll ball whilst on attack at speed scoop the ball at speed and or break the defensive line 					
Defensive skills	<ul style="list-style-type: none"> ability to get into position in the defensive line effect a touch and get back into defensive position ability number off on defence calls the touch 						<ul style="list-style-type: none"> makes a majority of touches in front and gets back on side quickly works with referee to be onside defends a series of attacking plays communicates with team mates 						<ul style="list-style-type: none"> defend, make a touch and get back on defence read attacking play from the opposition, defend with skill and cover-defend consistently consistently communicates positively with team-mates adjusts defensive strategies to counter act offensive strategies demonstrates an understanding of defensive policy e.g. man on man, squeeze, zones etc. pressures attackers to force errors 					

Team/ Tactical Play	<ul style="list-style-type: none"> • reading the game • communicating positively • supporting players by assisting when required • working hard for the benefit of the team • knowledge of the rules 						<ul style="list-style-type: none"> • reading the game • communicating positively • supporting players by assisting when required • working hard for the benefit of the team • comprehensive rule knowledge • strategic ability displayed 					<ul style="list-style-type: none"> • reading the game • communicating positively • supporting players by directing play and always assisting when required • actively involved in planning team strategies • working hard for the benefit of the team's success • uses comprehensive rule knowledge to affect positive game advantage • displays a thorough understanding of team policies • directs and/or follows direction well 					
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Tough Guy/Gal -this activity requires students to demonstrate performance in an official Tough Guy/Gal 6km or 12km event

The Tough Guy and Gal Challenge can be used to assess against standard 91501.

The process for developing the criteria has been changed due to the ongoing issues with the courses and course conditions. This will now occur AFTER the Tough Guy and Gal Challenges have been completed.

The criteria times for standards 91501 will be published on the TGTG website 2 weeks AFTER each event has taken place in the regions (Auckland, Hawkes Bay, Wellington, Rotorua and Hamilton) is completed. This will allow time for the TGTG event manager with a lead group of teachers in each region supported by PENZ to analyse the actual specific data from each event. Weather conditions, under foot conditions and the amount of mud is also taken into consideration as the criteria times are released post event.

Times will be valid and fair for all students across all venues due to a formula created by the lead group supported by PENZ in 2017.

Track Cycling - this activity requires students to demonstrate performance in a track cycling event at a velodrome cycling facility in a 1000m or 2000m (endurance) time trial event or a flying 200m or 500m time trial (sprint)

1000m Time Trial

	Female	Male
Excellence	time < 1m 33s	time < 1m 22s
Merit	1m 33s ≤ time < 1m 37s	1m 22s ≤ time < 1m 26s
Achieved	1m 37s ≤ time < 1m 42s	1m 26s ≤ time < 1m 30s

Endurance Track Cycling (2000m) times

	Female	Male
Excellence	time < 2m 52s	time < 2m 40s
Merit	2m 52s ≤ time < 3m 0s	2m 40s ≤ time < 2m 48s
Achieved	3m 0s ≤ time < 3m 15s	2m 48s ≤ time < 3m 3s

Flying 200m Time Trial

	Female	Male
Excellence	time < 14.5s	time < 13.5s
Merit	14.5s ≤ time < 15.5s	13.5s ≤ time < 14.5s
Achieved	15.5s ≤ time < 16.5s	14.5s ≤ time < 15.5s

Sprint Track Cycling (500m) times

	Female	Male
Excellence	time < 43s	time < 40.5s
Merit	43s ≤ time < 45s	40.5s ≤ time < 42.5s
Achieved	45s ≤ time < 48s	42.5s ≤ time < 45.5s

Track Running (Includes: 800m and 3000m events) – this activity requires students to demonstrate performance in a competitive track running event

Either 800m

- this includes 2 laps of a 400m track
- you must stay in your own lane until the end of the first curve

or 3000m

- this includes 7.5 laps of a 400m track

800m times

	Females	Males
Excellence	time < 2m 32s	time < 2m 09s
Merit	2m 32s ≤ time < 2m 55s	2m 09s ≤ time < 2m 29s
Achieved	2m 55s ≤ time < 3m 18s	2m 29s ≤ time < 2m 48s

3000m times

	Females	Males
Excellence	time < 11m 25s	time < 9m 42s
Merit	11m 25s ≤ time < 13m 07s	9m 42s ≤ time < 11m 09s
Achieved	13m 07s ≤ time < 14m 15s	11m 09s ≤ time < 12m 36s

Turbo Touch - this activity requires students to demonstrate performance in games of competitive turbo touch officiated by a skilled referee

Teacher observation sheet

Element/ Skill:	The student effectively demonstrates a wide range of elements and skills to participate proficiently:	Tick each time observed dates →					The student consistently and effectively demonstrates a wide range of elements and skills to participate proficiently:	Tick each time observed dates →					The student consistently, effectively and in an accomplished manner demonstrates a wide range of elements and skills to participate proficiently:	Tick each time observed dates →				
Offensive/defensive movement off the ball	<ul style="list-style-type: none"> • getting into an appropriate position in a game • getting into a position to receive a pass on attack or defending when the opposition has the ball. • keep possession (passing, receiving, getting free, timing the pass, passing into space) • makes accurate pass to team player • penetration/invasion skills (Accurate passing and receiving, dodging, change of speeds) 						<ul style="list-style-type: none"> • getting into a position to defend an attacker with the ball • attacking the ball as a runner and setting up defensively when opposition has the ball. • keep possession (passing, receiving, getting free, timing the pass, passing into space) • makes accurate pass to a team player who is free • penetration/invasion skills (Accurate passing and receiving, dodging, change of speeds) 						<ul style="list-style-type: none"> • defending and getting into a position ready for the next attack • moving quickly to attack when a turnover is achieved and changing quickly to defensive mode when ball has been turned over. • keep possession (passing, receiving, getting free, timing the pass, passing into space) • makes accurate pass to team player who is free and instantly looks to move to receive another pass • penetration/invasion skills (Accurate passing and receiving, dodging, change of speeds) • moving to pick up opposition runners/drives/ attacking moves (for example, intercepts) 					
Offensive ball skills	<ul style="list-style-type: none"> • giving accurate passes in a variety of directions • driving forward with the ball on attack. • tapping and playing ball 						<ul style="list-style-type: none"> • giving a variety of accurate passes in a variety of directions • driving forward with the ball displaying some evasive skill (for example, side-stepping). • tapping and playing the ball, then quickly move into position to receive a pass • actively creates space to receive a pass/scoring opportunity 						<ul style="list-style-type: none"> • giving a variety of accurate passes in a variety of directions that create further offensive opportunities • driving forward with the ball displaying a variety of evasive skills (for example side-stepping) • tapping and playing the ball, then quickly move into effective position to receive a pass and create attacking opportunity • actively creates space to receive pass/scoring opportunity, running to draw a defender, and allowing accurate pass on the move • working quickly to “open” active zone • passing the ball into space for team members to move onto • creates attacking opportunities for team 					

Defensive skills	<ul style="list-style-type: none"> the ability to initiate touches during a game of turbo touch getting back into a defensive position each time. 						<ul style="list-style-type: none"> the ability to initiate touches during a game of turbo touch getting back into a defensive position quickly communicating with team players on defence. pressuring opponents to make forced errors 						<ul style="list-style-type: none"> the ability to initiate touches during a game and make "score saving" touches getting back into a defensive position quickly and stops offensive team attacking quickly communicating with team and adjusting defensive strategies to align with opposing teams offensive strategies. pressuring opponents to make forced errors reading attacking play from opposition and defending with skill closing down attacking opportunities of offensive team 					
Team Play	<ul style="list-style-type: none"> an understanding of the rules of Turbo Touch during competitive games the ability to correctly restart play. always being ready to play 						<ul style="list-style-type: none"> a comprehensive understanding of the rules of Turbo Touch during competitive games the ability to restart play quickly and correctly. always ready to be actively involved and gives best encourages and supports other team members strategic ability displayed 						<ul style="list-style-type: none"> a comprehensive understanding of the rules of Turbo Touch during competitive games the ability to effectively use their understanding to advance play with confidence and create opportunities to score a touchdown. always ready to be actively involved, supports team members leads by example consistently and confidently communicating positively with team players. strategic ability displayed and modified when required directs play, organises team players on both offense and defence 					

Ultimate Frisbee – this activity requires students to demonstrate performance in full games of competitive Ultimate Frisbee

Teacher observation sheet

Element/ Skill:	The student effectively demonstrates a wide range of elements and skills to participate proficiently:	Tick each time observed dates →				The student consistently and effectively demonstrates a wide range of elements and skills to participate proficiently:	Tick each time observed dates →				The student consistently, effectively and in an accomplished manner demonstrates a wide range of elements and skills to participate proficiently:	Tick each time observed dates →			
Offensive Phase	<ul style="list-style-type: none"> • receive frisbee in full • perform and pass forehands and backhands from various release points to maintain possession • establish pivot foot • cutting: create distance between a defender by committing the defender in one direction, then turning in the other direction • demonstrate an attempt to play with an organized offensive structure (e.g. vertical stack, horizontal stack or zone offense) <ul style="list-style-type: none"> - establish position after pull within the structure 					<ul style="list-style-type: none"> • receive frisbee on the full • perform and pass various throws (e.g. forehand and backhand) to pass to moving team mates • establish a pivot foot • cutting: create distance between a defender by employing a range of tactics <ul style="list-style-type: none"> - fakes - change in speed - quick acceleration • demonstrate the ability to play within an offensive structure (e.g. vertical stack, horizontal stack or zone offense) <ul style="list-style-type: none"> - establish position after pull within the structure - make cuts with an awareness of the open space available in the structure 					<ul style="list-style-type: none"> • receive frisbee on full • perform and pass various throws to team mates in a variety of locations on the field with awareness of their movement. This will involve passing to team mates: <ul style="list-style-type: none"> - on the other side (width) of the field, 'swinging' the disc - in space, as they run onto the disc - by throwing long passes at least half the field, a 'huck' • establish a pivot foot • cutting: create distance between a defender by employing a range of tactics <ul style="list-style-type: none"> - fakes - change in speed - quick acceleration • using body positioning to reliably get in front of defender to catch disc • demonstrate the ability to maintain offensive structure during play (e.g. vertical stack, horizontal stack or zone offense) <ul style="list-style-type: none"> - establish position after pull within the structure - make cuts with an awareness of the open space available in the structure - maintain the formation with effective clearing and cutting 				
Transition from Attack to Defense	<ul style="list-style-type: none"> • after losing possession react quickly • as defender mark a person 					<ul style="list-style-type: none"> • after losing possession react quickly • as defender mark a person on the open side • pick up the deepest person first 					<ul style="list-style-type: none"> • after losing possession react quickly • as defender mark a person the open side • anticipate the play by picking up the biggest threat (i.e. pick up the deepest person first) • force opposition to throw to the open side or back 				

Defensive Phase	<ul style="list-style-type: none"> marking: <ul style="list-style-type: none"> - maintain at least a disc width between thrower - apply a force downfield: <ul style="list-style-type: none"> - reduce opponents space by staying close to person as determined by marker - be in an athletic stance to react to player's movement 					<ul style="list-style-type: none"> marking: <ul style="list-style-type: none"> - apply a force - stay active on feet to avoid being broken downfield: <ul style="list-style-type: none"> - reduce opponents space by staying in the open lane as determined by marker - maintain a buffer to pressure player from receiving disc in open lane play both 'man' and 'zone' defense 					<ul style="list-style-type: none"> marking: <ul style="list-style-type: none"> - apply a force - stay active on feet to avoid being broken downfield: reduce opponents space by staying in the open lane as determined by marker man defense: actively prevent a player from receiving the disc in the open lane by changing hip positioning and maintaining the buffer zone defense: anticipate movement of players and mark an area with an awareness of the players contained in it 				
Transition from Defense to Attack	<ul style="list-style-type: none"> after possession <ul style="list-style-type: none"> - look to establish the offensive structure as quickly as possible with possession of the frisbee look to pass forward 					<ul style="list-style-type: none"> after possession <ul style="list-style-type: none"> - look to establish the offensive structure as quickly as possible - get in established role of offensive structure (run past disc if cutter, or pick it up if handler) with possession of the frisbee look to pass forward 					<ul style="list-style-type: none"> after possession <ul style="list-style-type: none"> - look to establish the offensive structure as quickly as possible read the suitability of a 'fast' break. If suitable: <ul style="list-style-type: none"> - run long (usually the person close to the location of the turnover) - throw to player running long with possession of the frisbee look to pass forward 				
Spirit of the Game, and team Play	<ul style="list-style-type: none"> plays in the spirit of the game <ul style="list-style-type: none"> - adhering to the rules - playing fairly - complimenting an opponent for good play or spirit - maintaining positive sportsmanship communicating positively working hard for the benefit of the team 					<ul style="list-style-type: none"> plays in the spirit of the game <ul style="list-style-type: none"> - adhering to the rules - playing fairly - complimenting an opponent for good play or spirit - retracting a call if you no longer believe it is necessary or unfair - remaining calm - maintaining positive sportsmanship communicating positively working hard for the benefit of the team strategic ability is displayed 					<ul style="list-style-type: none"> plays in the spirit of the game <ul style="list-style-type: none"> - adhering to the rules - playing fairly - complimenting an opponent for good play or spirit - retracting a call if you no longer believe it is necessary or unfair - remaining calm - maintaining positive sportsmanship communicating positively working hard for the benefit of the team be involved in tactical decisions for team strategy 				

Volleyball - this activity requires students to demonstrate performance in full-court games of competitive volleyball, officiated by a skilled referee

Teacher observation sheet

Element/ Skill:	The student effectively demonstrates a wide range of elements and skills to participate proficiently:	Tick each time observed dates →					The student consistently and effectively demonstrates a wide range of elements and skills to participate proficiently:	Tick each time observed dates →					The student consistently, effectively and in an accomplished manner demonstrates a wide range of elements and skills to participate proficiently:	Tick each time observed dates →				
Offensive	<ul style="list-style-type: none"> • setting for Middle, Post , D and 3m attacks • receiving of float and jump serve balls and directing them to the front 3m of the court • spike around a block using the correct footwork and a high arm action • serve both jump serve topspin and jump float • make good decisions about whether to forearm receive or handset receive • attack successfully from 3 areas (post, D, Middle or 3 metre) 						<ul style="list-style-type: none"> • set a range of options to in a positive hitting location • direct service reception ball to the setter position of 2 1/2 • read a block and hit around or off it • serve to put pressure on the opponents pass 						<ul style="list-style-type: none"> • can jumpset to a range of positions • spike attack around a block in all areas to win points • serving to all parts of the court both long and short with power where appropriate 					
Movement off the ball	<ul style="list-style-type: none"> • blocking-sets the block in the correct position and will make some one on one blocks • is active in moving out of the block shadow and reading where the ball may be hit • will more often than not make touches on balls outside of their reach 						<ul style="list-style-type: none"> • transition play to correct attacking or defending base position • anticipates what may happen based on the cues given by the opposition • uses correct 3 step spike technique and 2 or 3 step block patterns 						<ul style="list-style-type: none"> • active movement to where the ball could be going • sets up early for defensive or offensive tasks • demonstrates flow when transitioning from defense to offense or v.v 					
Defensive skills	<ul style="list-style-type: none"> • blocking – correct penetration into opponents space • back court defense displays coverage of defendable court space when opponents attack • can move to contact an attackers ball and pass it upwards • cover fellow defenders 						<ul style="list-style-type: none"> • blocking – correct penetration into opponents space with contact on the ball • back court defense Can pass a spiked ball to allow the setter to have 2 setting options • can sprawl, dive or roll to pick up attackers ball 						<ul style="list-style-type: none"> • blocking-sets the block in the correct position and will make some one on one blocks • is active in moving out of the block shadow and reading where the ball may be hit • will more often than not make touches on balls outside of their reach 					
Team Play	<ul style="list-style-type: none"> • reading the game • communicating positively • supporting players by assisting when required • working hard for the benefit of the team 						<ul style="list-style-type: none"> • reading the game • communicating positively • supporting players by assisting when required • working hard for the benefit of the team 						<ul style="list-style-type: none"> • reading the game • communicating positively • supporting players by directing play and always assisting when required • actively involved in planning team strategies • working hard for the benefit of the team's success 					

Beach Volleyball - this activity requires students to demonstrate performance in full-court games of competitive beach volleyball, officiated by a skilled referee

Note: only two players from each team should be on court at the same time

Teacher observation sheet

Element/ Skill:	The student effectively demonstrates a wide range of elements and skills to participate proficiently:	Tick each time observed dates ➔					The student consistently and effectively demonstrates a wide range of elements and skills to participate proficiently:	Tick each time observed dates ➔					The student consistently, effectively and in an accomplished manner demonstrates a wide range of elements and skills to participate proficiently:	Tick each time observed dates ➔				
Offensive	<ul style="list-style-type: none"> • executing a hand set • executing a bump set • ability to spike over the net • make good decisions on shot choice • roll shot • cut shot • over line shot • knuckle shot • successful serve • forearm pass 						<ul style="list-style-type: none"> • executing a power spike line or angle • shots accurate and of appropriate force for chosen shot • sets both hand and forearm to a hittable position with correct technique • passing ball to good location for partner to set an attack • serves that move the opponent • placing ball away from opposition player/s 						<ul style="list-style-type: none"> • a range of attack shots that win points • serves that move the opposition and put pressure on their receiver • movement from a defensive position to idle to attack • can back set 					
Defensive skills	<ul style="list-style-type: none"> • back court player holding neutral in defense • ability to set up a block • running down a cut or over line shot • signalling block position 						<ul style="list-style-type: none"> • pulling from the net • executing a block • one hand pick up • returning a spiked ball to a location that allows partner to set the ball • returning a cut/over line ball to where your partner can execute a set 						<ul style="list-style-type: none"> • pulling from the net • executing a block • one hand pick up • returning a spiked ball to a location that allows partner to set the ball • returning a cut/over line ball to where your partner can execute a set 					
Team Play	<ul style="list-style-type: none"> • reading the game • communicating positively • supporting players by assisting when required • working hard for the benefit of the team 						<ul style="list-style-type: none"> • reading the game • communicating positively • supporting players by assisting when required • working hard for the benefit of the team 						<ul style="list-style-type: none"> • reading the game • communicating positively • supporting players by directing play and always assisting when required • actively involved in planning team strategies • working hard for the benefit of the team's success • understands and uses environmental factors (wind, sun) 					

Water polo– this activity requires students to demonstrate performance in full games of competitive water polo, officiated by a skilled referee.

Teacher observation sheet

Element/ Skill:	The student effectively demonstrates a wide range of elements and skills to participate proficiently:	Tick each time observed dates →					The student consistently and effectively demonstrates a wide range of elements and skills to participate proficiently:	Tick each time observed dates →					The student consistently, effectively and in an accomplished manner demonstrates a wide range of elements and skills to participate proficiently:	Tick each time observed dates →				
Attacking Phase (player in possession/close supporting player, players away from the ball or collective attacking)	<ul style="list-style-type: none"> Penetration to get behind opponents by passing, dribbling, shooting Create space behind a defender by committing the defender to challenge for the ball Unbalance the defence by making swims into space Keep possession of the ball Provide passing options for the ball 						<ul style="list-style-type: none"> Ability to shoot ball off the hand in a continuous scoop and shoot motion Clear ability to get torso/shoulders out of the water when shooting Strong fake and shooting technique Move defending player out of position i.e. – feints, dummy runs Provide depth, width and penetration Clear ability to catch ball cross-face and strong side Provide passing options for the player on the ball to achieve penetration or to maintain possession 						<ul style="list-style-type: none"> Be able to shoot the ball off a pass in one fluid motion. Strong lateral fake, drawing a defender from a drop Using a variety of drives to break down a drop Ability to turn defender and drive to the goal Complete a set move on 6/5, shifting the defender and moving into space to score a goal 					
Transition from attack to defence (individual players around the ball or group and team awareness /teamwork)	<ul style="list-style-type: none"> After losing possession, react quickly As a defender, close down the ball by slowing down play, tracking forward moves and by tackling Ability to swim with head up 						<ul style="list-style-type: none"> As a defender, be able to remain in a position to support other defence players Prevent opposition from switching play Force opposition wide or back Ability to backstroke with breaststroke kick to identify attack 						<ul style="list-style-type: none"> During transition, successfully communicate with team to cover player closest to the ball Ability to counter roll off attackers back while they try and draw an exclusion (foul) Ability to backstroke with breaststroke kick to identify attack 					

Defensive Phase (pressure/cover, balance or collective defending)	<ul style="list-style-type: none"> Reduce opponent's space by applying pressure quickly – closing down using appropriate speed and angle of recovery swims Stop the opponent playing the ball Applies a tackle to the opponent when there are supporting defenders Stays in a balanced and ready state, focusing on the ball Defensive position is clear with hips up and ability to move freely towards player 					<ul style="list-style-type: none"> Clear ability to press with hand on shoulder of opponent Stop the opponent playing the ball and generate a turnover Ability to steal the ball through hitting the elbow of opponent and scooping the ball Ability to push off player and regain defensive position Defensive body position is high above the water to limit passing options 					<ul style="list-style-type: none"> Move from a press to a drop (or vice versa) While dropping, cover blocking lanes to support goalie Be able to call defenders back for a drop when opponents drive during a post-up, OR move body around attacking player to defend from front Correct leg position, movement and blocking of attacking player on 2-3-4 drop Execute a strong press, high in lanes with potential to steal the ball On 5/6 defence, successfully block and move within the defending area, adjusting body and movement to attacking player 				
Transition from defence to attack (individual players around the ball or group and team awareness/ teamwork)	<ul style="list-style-type: none"> Get in behind defence instantly With possession of the ball, look to pass forward 					<ul style="list-style-type: none"> Clear ability to roll from free/back to receive pass Ability to gain clear space between players Without possession of the ball, make forward swims to split the defence With possession of the ball, look to pass forward Ability to cut/move into player to generate exclusion (foul) 					<ul style="list-style-type: none"> Ability to turn the opposition and cut player off by zigzagging to either draw an exclusion (foul) or get in front on a counter attack Be aware of other players to successfully move into correct positions on counter attack Hook at a 90-degree angle for an outlet pass from the goalie 				

Water polo terminology explained:

- Mushroom** is the term used to describe the usual position of players around the goal area.
- Post-up** is an attacking move when a wing player drives (swims) in from the side to play as a second centre forward to help their team with an attacking option. Often used when the team is struggling to 'feed' the ball to the centre forward. The defending team does not want the attacking team to drive during a post-up as there is a high chance a defender will get excluded and therefore the defence will be a player down for a period of time. Therefore, you must know how to defend a post-up without getting an exclusion.
- A **drop** and a **press** are ways of defending. When an attacking team is too strong, the defending team will play a **drop** which means that the players around the outside of the mushroom come back from a **press** to support the player defending the centre forward. **2-3-4 drop** is a common type of drop that can be played as an option. An attacking player aims to break down a drop (draw the defender in) or score a goal when a drop (instead of a press) is being played on them. [i.e. a drop is similar to zone defence and a press is similar to 1 on 1 defence].
- Counter attack** is the result of transitioning from defence to attack, when the attacking players have a more players closer to the goal as they go up the pool.
- A **hook** refers to swimming and turning at a 90-degree angle when transitioning from defence to attack to get an outlet pass from the goalie in order to play the counter attack.
- Exclusion** is the term referred to a foul when a player is temporarily removed from the game into a 'sin bin'.
- 6/5** is the terminology when an exclusion (foul) has been drawn. Therefore, the attacking team have 6 players and the defence team have 5 players. This may also be referred to as 5/6 defence.

Water polo Goal Keeping – this activity requires students to demonstrate performance in a full waterpolo game officiated by a skilled referee

Teacher observation sheet

Element/ Skill:	The student effectively demonstrates a wide range of elements and skills to participate proficiently:	Tick each time observed → dates					The student consistently and effectively demonstrates a wide range of elements and skills to participate proficiently:	Tick each time observed → dates					The student consistently, effectively and in an accomplished manner demonstrates a wide range of elements and skills to participate proficiently:	Tick each time observed → dates				
Offensive/defensive movement off the ball	<p>Positioning / Angles</p> <ul style="list-style-type: none"> Keeps with the centre of the goal in relation to the angle of the shot <p>Decision making</p> <ul style="list-style-type: none"> Makes decisions to ensure that they are involved with the play (not swimming out and eliminating themselves from the contest. 						<p>Positioning / Angles</p> <ul style="list-style-type: none"> Advances in counter attack situations (near side block, far side block, halo block) and holds the centre of the goal while advancing <p>Decision making</p> <ul style="list-style-type: none"> Makes decisions to ensure that they are involved with the play (not swimming out and eliminating themselves from the contest. 						<p>Positioning/ Angles</p> <ul style="list-style-type: none"> Adjusting to open play where the ball transitions across the pool shifting and using slide technique and hand positioning to be able to reposition and hold the centre of the goal <p>Decision making</p> <ul style="list-style-type: none"> Makes appropriate decisions with the positional play of defence (reference to team play, 6v6, 6v5 situations). Depending on the numbers, how aggressive they are, or decisions made on the threat from the angle they shoot from 					
Goalie skills	<p>Stance</p> <ul style="list-style-type: none"> Right and left hand shoulder width preparing for ball. Weight slightly forward. Feet, knees and shoulder in line with each other vertically in conjunction with good eggbeater kick. <p>Shot stopping</p> <ul style="list-style-type: none"> Uses the push pull technique to shift their body weight in the direction of the save <p>5v6 technique</p> <ul style="list-style-type: none"> Can perform good movement in conjunction with defensive blockers to help channel the ball to them. 						<p>Stance</p> <ul style="list-style-type: none"> Right and left hand shoulder width preparing for ball. Weight slightly forward. Feet, knees and shoulder in line with each other vertically in conjunction with good eggbeater kick. <p>Shot stopping</p> <ul style="list-style-type: none"> Anchor leg (leg not involved in the save) does one leg breast stroke kick to provide further reach in the save. <p>5v6 technique</p> <ul style="list-style-type: none"> Can perform good movement in conjunction with defensive blockers to help channel the ball to them. Able to communicate these blocking lines during the 5v6 play. 						<p>Stance</p> <ul style="list-style-type: none"> Right and left hand shoulder width preparing for ball. Weight slightly forward. Feet, knees and shoulder in line with each other vertically in conjunction with good eggbeater kick. <p>Shot stopping</p> <ul style="list-style-type: none"> Anchor leg (leg not involved in the save) does one leg breast stroke kick to provide further reach in the save. Able to transition this quickly from eggbeater to breast kick and ability to block low, high corner. <p>5v6 technique</p> <ul style="list-style-type: none"> Can perform good movement in conjunction with defensive blockers to help channel the ball to them. Able to communicate these blocking lines during the 5v6 play. Has the ability to slide from post to post while also communicating to the defenders where the blockers need to be. 					

	<p>Clearances</p> <ul style="list-style-type: none"> Is able to control clearances away from incoming attackers <p>6 metre area</p> <ul style="list-style-type: none"> Makes effective decisions on whether to go out steal ball or hold the goal <p>Penalty shot</p> <ul style="list-style-type: none"> Demonstrates agility and able to commit to blocking a side. 						<p>Clearances</p> <ul style="list-style-type: none"> Strong clearances, wide and out of the goal circle, providing no opportunity for attackers to gain rebound opportunities <p>6 metre area</p> <ul style="list-style-type: none"> Makes effective decisions on whether to go out steal ball or hold the goal. If holding the goal, has good hand positioning and flutter kick to prepare to race out if needed. <p>Penalty shot</p> <ul style="list-style-type: none"> Demonstrates agility and able to commit to blocking a side. Ability to breast kick high and then jump to the side that the ball is being thrown. 						<p>Clearances</p> <ul style="list-style-type: none"> Ability to be able to clear to defenders or wide out of the goal circle area. Clearances are powerful and kept under control. Ability to have awareness to deal and anticipate incoming attackers. <p>6 metre area</p> <ul style="list-style-type: none"> Makes effective decisions on whether to go out steal ball or hold the goal. , has good hand positioning and flutter kick to prepare to race out if needed. Able to move from horizontal position to vertical shot blocking position with ease. <p>Penalty shot</p> <ul style="list-style-type: none"> Demonstrates agility and able to commit to blocking a side. Ability to breast kick high and then jump to the side that the ball is being thrown. This is also combined with the ability to complete a halo block, breast kick with wide blocking arms. 					
Team Play	<p>5v6 Defence organisation</p> <ul style="list-style-type: none"> Organises a defensive shape against 5v6 <p>Communication</p> <ul style="list-style-type: none"> Communicates with volume to defenders 						<p>5v6 Defence organisation</p> <ul style="list-style-type: none"> Uses a range of defensive shape against 5v6 <p>Communication</p> <ul style="list-style-type: none"> Communicates with volume and clarity with game plan structure 						<p>5v6 Defence organisation</p> <ul style="list-style-type: none"> Scouts and calls defensive penalty corners against oppositions penalty corner threats <p>Communication</p> <ul style="list-style-type: none"> Communicates with volume and clarity Provides information to prepare for counter defence, demonstrating strategic awareness 					

Windsurfing - this activity requires the students to demonstrate performance in a series of races (regatta)

Teacher observation sheet

Element/ Skill:	The student effectively demonstrates a wide range of elements and skills to participate proficiently:	Tick each time observed dates →					The student consistently and effectively demonstrates a wide range of elements and skills to participate proficiently:	Tick each time observed dates →					The student consistently, effectively and in an accomplished manner demonstrates a wide range of elements and skills to participate proficiently:	Tick each time observed dates →				
The Start	<ul style="list-style-type: none"> close proximity to the line ability to start at the favoured end of start line ability to find a transit ability to have speed at the line 						<ul style="list-style-type: none"> ability to start on time ability to start at the favoured end of start line ability to find a transit ability to have speed at the line 						<ul style="list-style-type: none"> ability to start on time ability to start at the favoured end of start line ability to find a transit ability to have speed at the line 					
Upwind	<ul style="list-style-type: none"> ability to sail with velocity made good (vmg) ability to respond to lifts and knocks ability to maintain correct board balance and sail trim ability to sail with harness lines when appropriate ability to pump ability to find the layline 						<ul style="list-style-type: none"> ability to sail with velocity made good (vmg) ability to respond to lifts and knocks ability to maintain correct board balance and sail trim ability to sail with harness lines when appropriate ability to select and apply appropriate pumping techniques ability to find the layline 						<ul style="list-style-type: none"> ability to sail with velocity made good (vmg) ability to respond to lifts and knocks ability to maintain correct board balance and sail trim ability to sail with harness lines when appropriate ability to select and apply appropriate pumping techniques ability to create bad air to own advantage (overtaking boards) ability to find the layline with lifts and knocks and allow for tide 					
Downwind	<ul style="list-style-type: none"> ability to maintain correct board balance and sail trim ability to respond to lifts and knocks ability to sail with harness lines when appropriate ability to pump ability to demonstrate apparent wind 						<ul style="list-style-type: none"> ability to maintain correct board balance and sail trim ability to respond to lifts and knocks ability to sail with harness lines when appropriate ability to select and apply appropriate pumping techniques ability to pump on surfing waves ability to demonstrate apparent wind 						<ul style="list-style-type: none"> ability to maintain correct board balance and sail trim ability to respond to lifts and knocks ability to sail with harness lines when appropriate ability to select and apply appropriate pumping techniques ability to pump on surfing waves to accelerate forward to overtake ability to maintain overlap when passing ability to create bad air to own advantage (overtaking boards) ability to demonstrate apparent wind independently 					
Reaching (if applicable)	<ul style="list-style-type: none"> ability to maintain correct board balance and sail trim ability to respond to lifts and knocks ability to sail with harness lines when appropriate 						<ul style="list-style-type: none"> ability to maintain correct board balance and sail trim ability to respond to lifts and knocks ability to sail with harness lines when appropriate ability pump on to surf waves 						<ul style="list-style-type: none"> ability to maintain correct board balance and sail trim ability to respond to lifts and knocks ability to sail with harness lines when appropriate ability to pump to surf waves to increase speed 					

	<ul style="list-style-type: none"> ability to pump on surfing waves to maintain speed 												<ul style="list-style-type: none"> ability to create bad air to own advantage (overtaking boards) 						
Mark Roundings	<ul style="list-style-type: none"> the ability to perform mark roundings eg come in loose and come out tight ability to maintain board balance and sail trim for the mark rounding 												<ul style="list-style-type: none"> ability to perform mark roundings eg come in loose and come out tight ability to maintain board balance and sail trim for the mark rounding 						
The Finish	<ul style="list-style-type: none"> ability to cross the finish line at favoured end 												<ul style="list-style-type: none"> ability to cross the finish line at favoured end 						

Conditions:

Up to 20 knots of wind and up to 2m swell

Courses: Windward leeward or trapezoid

YNZ Racing Rules of Sailing and Safety Regulations of Sailing will apply

Internal Assessment Resource

Physical Education Level 3

This resource supports assessment against:

Achievement Standard 91501

Demonstrate quality performance of a physical activity in an
applied setting

Resource title: <insert title>

4 credits

This resource:

- Clarifies the requirements of the standard
- Supports good assessment practice
- Should be subjected to the school's usual assessment quality assurance process

Internal Assessment Resource

Achievement Standard Physical Education 91501: Demonstrate quality performance of a physical activity in an applied setting

Resource reference: Physical Education 3.4

Resource title: *<insert title>*

Credits: 4

Teacher guidelines

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

Teachers need to be very familiar with the outcome being assessed by Achievement Standard Physical Education 91501. The achievement criteria and the explanatory notes contain information, definitions, and requirements that are crucial when interpreting the standard and assessing students against it.

Context/setting

<briefly describe the activity/context see <http://ncea.tki.org.nz/Resources-for-aligned-standards/Health-and-physical-education/Physical-education/Level-3-Physical-education> to give you guidance on this>

Conditions

This assessment activity should take place over the course of a unit of work.

<describe any conditions of assessment>

Resource requirements

Resource A: Performance Rubric.

Resource B: Verification Sheet.

Additional information

<insert any additional information>

Internal Assessment Resource

Achievement Standard Physical Education 91501: *Demonstrate quality performance of a physical activity in an applied setting*

Resource reference: Physical Education 3.4

Resource title: *<insert title>*

Credits: 4

Achievement	Achievement with Merit	Achievement with Excellence
Demonstrate quality performance of a physical activity in an applied setting.	Demonstrate a high quality performance of a physical activity in an applied setting.	Demonstrate an outstanding quality performance of a physical activity in an applied setting.

Student instructions

Introduction

This assessment activity requires you to

Your teacher will observe and assess your performance over a period of time and you will complete a self-assessment. Also, one of your peers will complete a peer assessment using the same criteria.

You will be assessed on the level and consistency of the elements and skills that you demonstrate.

Task

<Insert detailed and clear instructions on what the students have to do. The instructions need to allow the opportunity for students to gain excellence.>

NB

Resource A is the assessment rubric (checklist).

<You may want to use a verification sheet if appropriate>

Resource A: **Insert the Rubric on this page(s)**

Assessment Schedule: Physical Education 91501 *<insert title>*

Evidence/Judgements for Achievement	Evidence/Judgements for Achievement with Merit	Evidence/Judgements for Achievement with Excellence
<p>The student effectively demonstrates a wide range of elements and skills to participate proficiently in <i><insert activity></i>.</p> <p>This means that the student demonstrates all of the points shown in the rubric at Achieve level equivalent to those shown in the Resource A rubric.</p> <p>Evidence is provided by the teachers' own ongoing observations and records. Self and peer observations could provide supporting evidence.</p>	<p>The student consistently and effectively demonstrates a wide range of elements and skills to participate proficiently in <i><insert activity></i>.</p> <p>This means that the student demonstrates all of the points shown in the rubric at Merit level equivalent to those shown in the Resource A rubric.</p> <p>Evidence is provided by the teachers' own ongoing observations and records. Self and peer observations could provide supporting evidence.</p>	<p>The student consistently, effectively, and in an accomplished way demonstrates a wide range of elements and skills to participate proficiently in <i><insert activity></i></p> <p>This means that the student demonstrates all of the points shown in the rubric at Excellence level equivalent to those shown in the Resource A rubric.</p> <p>Evidence is provided by the teachers' own ongoing observations and records. Self and peer observations could provide supporting evidence.</p>

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