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|-----------------------------|----------|----------|----------|----------|--------------|
| <b>Candidate identifier</b> |          |          |          |          |              |
| <b>Criterion</b>            | <b>A</b> | <b>B</b> | <b>C</b> | <b>D</b> | <b>Total</b> |
| <b>Level awarded</b>        | 4        | 3        | 3        | 3        | 13           |

| <b>Criterion A: Knowing and understanding</b>  | <b>Explanatory commentary: what in this work characterizes it at the achievement level?</b>   | <b>Level by strand</b>  |
|--|---|---|
| <b>Strand i:</b> explain physical and health education factual, procedural and conceptual knowledge  | <ul style="list-style-type: none"> <li>- The coach includes evidence of understanding the basics of the shot put throw (factual) and includes the breakdown of the skill into parts (procedural). The coach also outlines the connection of aesthetics (conceptual understanding) to the skill shot put and how they are linked.</li> <li>- The inclusion of health knowledge is implicit, but is not explicitly included. This lack of clarity does not show the coach's knowledge and understanding of the health component.</li> </ul> | 4   |
| <b>Strand ii:</b> apply physical and health education knowledge to analyse issues and solve problems set in familiar and unfamiliar situations | - Based on the information given, the development of the shot put throw is an unfamiliar situation to the coach. This unfamiliar situation allows the coach to have access to the Level 5-6 band.   | 5   |
| <b>Strand iii:</b> apply physical and health terminology effectively to communicate understanding  | - The coach uses physical and health terminology throughout the portfolio, however it is not consistently communicated. Background factual terminology is included, however the application of this terminology through the development plan and through reflection does not show the application of this knowledge to the specifics of the skill and in analysis of the skill in performance.  | 4   |
| <b>Overall criterion level</b>   | 4   | <b>What aspects of the work made it difficult to arrive at a level? How did you compensate in "best fit"?</b> <ul style="list-style-type: none"> <li>- There was no bibliography included in this portfolio.</li> </ul> |

| Criterion B: Planning for performance  | Explanatory commentary: what in this work characterizes it at the achievement level?  | Level by strand  |
|--|---|--|
| <b>Strand i:</b> design, explain and justify a plan to improve physical performance and health | <ul style="list-style-type: none"> <li>- The development plan has been constructed to improve the physical performance of a shot put throw.</li> <li>- The development plan is only outlined, little detail is included that would show procedural knowledge of shot put and the breaking apart of the skill into its components, and putting it successfully back together again.</li> <li>- The exercises are only listed, without explanations as how they tie to the development of the skill towards reaching the stated goals.</li> </ul> | 3  |
| <b>Strand ii:</b> analyse and evaluate the effectiveness of a plan based on the outcome        | <ul style="list-style-type: none"> <li>- There were weekly summaries included that explained the successes and challenges of the development plan as it progressed. The included graph showed success in the distance of the throw; though little detail is included as to why the selected drills and skills were selected for each session, how they would improve the development of the client (related to knowledge and understanding of procedural shotput knowledge).</li> </ul>   | 3  |
| <b>Overall criterion level</b>   | <b>3</b>  | <b>What aspects of the work made it difficult to arrive at a level? How did you compensate in “best fit”?</b> <ul style="list-style-type: none"> <li>- There is little evidence of the health goal being explicitly developed alongside the physical performance development goal; and how the two goals are linked together.</li> </ul> |

These materials are produced to exemplify mark standards and are for in-school use only.

| Criterion C: Applying and performing  | Explanatory commentary: what in this work characterizes it at the achievement level?  | Level by strand |
|---|---|-----------------|
| <b>Strand i:</b> demonstrate and apply a range of skills and techniques effectively | <ul style="list-style-type: none"> <li>- The evidence provided demonstrates a couple of the activities completed during the program (triceps extensions, rowing).</li> <li>- The evidence showed only one throw. There was no evidence of the lead up to the throw, the follow through, nor the flight of the shot put.</li> <li>- With only a single throw, it is difficult to demonstrate accuracy, efficiency, control, coordination, timing, fluency, speed or power – and it is also difficult to assess the changes in the development of the throw after completing the development plan.</li> <li>- The single throw does not show evidence of power that would support the information that the thrower had improved by 2m over the course of the unit.</li> </ul> | 3               |
| <b>Strand ii:</b> demonstrate and apply a range of strategies and movement concepts | <ul style="list-style-type: none"> <li>- The single throw of evidence makes it difficult to assess the use of space, or the force and flow of movement.</li> <li>- The shot put throw is a skill that uses different parts of the body with smaller skills put together in order to complete the throw successfully. However, there is no ability to show adaptation to various situations, as a shot put throw (if done correctly) will be the same each time.</li> <li>- The skill of shot put does not allow a range of movements to be demonstrated, which limits the client from achieving at higher levels.</li> </ul>  | 3               |
| <b>Strand iii:</b> analyse and apply information to perform effectively             | <ul style="list-style-type: none"> <li>- Due to the nature of the shot put throw, it is difficult for the client to show evidence of reading the situation, processing information, responding to feedback and make appropriate decisions that would impact the performance.</li> <li>- The shotput throw here only shows the ability to recall information to be able to complete the throw. In order to reach the next level, there needs to be a set of possibilities for the client to then choose from and then apply it to perform. This is not evident in the video.</li> </ul>  | 2               |

|                         |   |   |
|-------------------------|---|---|
| Overall criterion level | 3 | <b>What aspects of the work made it difficult to arrive at a level? How did you compensate in “best fit”?</b><br>- The video evidence only gave one demonstration of the skill, which was considered to be the final performance. |
|-------------------------|---|---|

| Criterion D: Reflecting and improving performance                                   | Explanatory commentary: what in this work characterizes it at the achievement level?  | Level by strand   |
|---|---|---|
| <b>Strand i:</b> explain and demonstrate strategies to enhance interpersonal skills | - There is a lack of clarity in the inclusion of strategies (on both the part of the coach and the client) that would show evidence of enhancing interpersonal skills throughout the unit. There is some mention of the coach building confidence in the client through the way the coach developed the plan at a reasonable pace for the client to be successful.  | 2   |
| <b>Strand ii:</b> develop goals and apply strategies to enhance performance         | - Without interim video evidence, there is lack of information regarding the coach’s development of the goals and strategies used throughout the unit in order to help the client enhance their performance.<br>- When clients are completing drills in order to improve skills, the successes and challenges are not always in line with the goals and development plan. By reflecting throughout the unit, with evidence, coaches are then able to develop and adjust the goals and then apply varied strategies to make further improvements in performance.<br>- The client’s reflection spoke of diagnostic fitness tests, however, these were not included in the coach’s development plan or goal setting. | 3   |
| <b>Strand iii:</b> analyse and evaluate performance                                 | - Both the client and the coach describes the performance and how the plan helped to improve the shot put throw. The client writes about comparing videos of professionals with her own throw, but there is no evidence of this comparison.<br>- The breakdown of the “fitness plan of action” by the client should have been included by the coach in the development of the plan (task 2).<br>- The coach ties the performance back to the key concept of aesthetics.   | 4+  |
| Overall criterion level   | 3   | <b>What aspects of the work made it difficult to arrive at a level? How did you compensate in “best fit”?</b> |