

NZQA Approved

Internal Assessment Resource

Physical Education Level 3

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| This resource supports assessment against:Achievement Standard 91501Demonstrate quality performance of a physical activity in an applied setting |
| Resource title: Badminton  |
| 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
* Should be modified to make the context relevant to students in their school environment and ensure that submitted evidence is authentic
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| Date version published by Ministry of Education | July 2017To support internal assessment from 2017 |
| Quality assurance status | These materials have been quality assured by NZQA. NZQA Approved number A-A-07-2017-91501-02-6417 |
| Authenticity of evidence | Teachers must manage authenticity for any assessment from a public source, because students may have access to the assessment schedule or student exemplar material.Using this assessment resource without modification may mean that students’ work is not authentic. The teacher may need to change figures, measurements or data sources or set a different context or topic to be investigated or a different text to read or perform. |

Internal Assessment Resource

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

Resource reference: Physical Education 3.4A v2

Resource title: Badminton

Credits: 4

Teacher guidelines

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

Teachers need to be very familiar with the outcome being assessed by Achievement Standard Physical Education 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

Students are required to demonstrate performance in singles badminton through their involvement in a class badminton tournament.

Conditions

At specified times, students will play single games against an opponent of a similar level. However, there may be circumstances where a teacher/coach will be required to provide adequate opposition. The achievement criteria relate to the students’ performance overall, and practice completed in class sessions may therefore be used to verify final grades.

Resource requirements

Badminton courts, nets, poles, racquets, and shuttlecock

Useful resources for the observation of badminton skills are included in the performance standards appendix.

Additional information

It is expected that this assessment activity will follow a programme of teaching, which includes both the low and high serves, the clear (forehand/backhand), and volley shots including the smash.

The following resources provide helpful information on the game of badminton:

Badminton NZ <http://www.sportingpulse.com/assoc_page.cgi?c=1-2406-0-0-0>

Connections with a local badminton club will assist the provision of authentic settings and expert coaches.

Video footage of the game can be found on YouTube.

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

Resource reference: Physical Education 3.4A v2

Resource title: Badminton

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.
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Student instructions

Introduction

This assessment activity requires you to prepare for and participate in a class singles badminton tournament. Badminton is a tactical game that involves a high level of skill and strategy.

In preparation for the badminton tournament you will participate within a performance improvement programme to develop and refine your skills and game play.

Your teacher will observe and gather evidence on your performance over the entirety of the unit of work including the tournament. You will be assessed on the quality and consistency of your performance.

Teacher note: This resource uses the context of badminton. However, you can modify the context to suit the needs of your students and/or your school’s resources, for example, athletics, netball, or aquatics. If you choose an alternative context, ensure that it has been approved by NZQA and is published in the performance standard appendix document.

Task

Badminton tournament – singles

You are to participate in a singles badminton tournament. You will play a number of competitive games. Each game is played to 21 points, with players scoring a point whenever they win a rally regardless of whether they served.

Teacher note: An example of a suitable tournament format could include a round robin, ladder, pyramid or play-offs. Depending on class sizes students could compete within teams of pairs, triples, or fours.

In your badminton tournament you need to use a wide range of:

* tactical play
* defensive skills
* offensive skills
* footwork.

See Resources A and B, for more details.

The use of these elements and skills needs to be consistent, effective and accomplished.

Resource A: 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 | * 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
* forehand clear
* forehand drop
* forehand smash
* high serve
* shots accurate and of appropriate force for chosen shot
* forehand clear
* forehand drop
* forehand smash
* high serve
 |  |  |  |  |  | * 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
* forehand clear
* forehand drop
* forehand smash
* high serve
* shots accurate and of appropriate force for chosen shot
* forehand clear
* forehand drop
* forehand smash
* high serve
 |  |  |  |  |  | * 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
* forehand clear
* forehand drop
* forehand smash
* high serve
* shots accurate and of appropriate force for chosen shot
* 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 | * 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
 |  |  |  |  |  | * 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
 |  |  |  |  |  | * 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 | * 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
 |  |  |  |  |  | * 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
 |  |  |  |  |  | * 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 | * positioning on court - gets into good position at the right moment
* body position and footwork appropriate
* racquet foot leads
 |  |  |  |  |  | * 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)
 |  |  |  |  |  | * 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
 |  |  |  |  |  |

Resource B:
Badminton in the game situation/applied setting – What does it look like?

Tactical play

Displays a range of tactical play, for example:

* Taking the shuttle early
* Moving the opponent so that they are not able to return the shuttle or have to play a defensive or weak shot (for example, moving the opponent out of base, hitting to the opponent’s backhand, keeping the opponent to the rear of the court, moving the opponent front and back, moving the opponent to the diagonals of the court, using a broken lines movement i.e. making the opponent change direction)
* Identifying the opponent’s weaknesses during the match
* Plays the ‘right’ shot depending on their position on the court
* Uses an understanding of the rules to create an attacking position or winning shot.

Attacking skills – examples are:

|  |  |  |
| --- | --- | --- |
|  | Purpose | Technical aspects |
| Forehand clear | To push the opponent to the rear of the court. | * forehand grip
* shuttle is hit above the racquet shoulder, at its highest point, high in the air to the rear of the court
 |
| Forehand Drop | To move the opponent into the net. | * forehand grip
* shuttle is lightly hit at its highest point, just in front of the racquet shoulder
* the shuttle should be hit in a downward direction so that it crosses close to the net and lands very near the front of the court
 |
| Forehand Smash | Generally used to win the point or to set up the next shot to win the point. | * forehand grip
* shuttle is hit, with pace, above and in front of the racquet shoulder, slightly further forward so it can be brought down steeply
* power and pace are important
* shuttle is usually directed at the opponent
 |
| High Serve | To push the opponent as far back as possible. | * forehand grip
* transfer of weight from rear to front foot – keeping a part of each foot on the ground at all times – feet can be lifted up but not off the ground and cannot be dragged along the ground
* hit shuttle below waist and in front of the body
* shuttle should be hit high and land in between the two white service lines at the rear of the court.
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Defensive skills – examples are:

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| --- | --- | --- |
|  | Purpose | Technical aspects |
| Net lifts – forehand/backhand | To push the opponent to the rear of the court | * forehand/backhand grip
* shuttle is taken close to the net and should be hit high – landing between the two white service lines at the rear of the court.
 |
| Net drops – forehand/backhand | Bring the opponent back in towards the net | * forehand/backhand grip
* the shuttle is taken close to the net and is hit very lightly so it drops just over the net.
 |
| Backhand Clear | To push to opponent to the rear of the court or alternatively to allow a player to have some time to go back to base and prepare for the next shot | * backhand grip
* the shuttle is hit from the rear of the court, at its highest point, above the racquet shoulder
* it is hit high towards the rear of the opponent’s court
* usually played when a player is in trouble and is unable to run around the shot and hit it on the forehand.
 |
| Backhand Drop | To bring the opponent into the net. This shot is generally only played when a player is in trouble and is unable to run around and play the shot on their forehand | * backhand grip
* the shuttle is hit at the rear of the court, at its highest point but slightly behind the racquet shoulder (remembering that the player is facing the rear of the court in order to play this shot)
* the shuttle should be hit in a downward direction so that it crosses close to the net and lands very close to the front of the court.
 |
| Short Serve – forehand/backhand | To keep the shuttle low to the net so the opponent is forced to hit it up in the air thereby giving the player the opportunity to play attacking shots | * forehand/backhand grip
* racquet head is held in a downward direction and the shuttle must be hit below the waist
* shuttle should be lightly hit so that it passes close to the top of the net and lands just beyond the first white line on the other side of the net.
* a part of each foot must be in contact with the ground at all times – feet can be lifted up but not off the ground and cannot drag along the ground
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Footwork

* Positioning on court – gets into good position at the right moment
* Body position and footwork appropriate
* Demonstrates chase movement showing good balance
* Racquet foot leads
* Attempts to go back to base after each shot
* Explosive movement out of base to get to the shuttle quickly
* Fitness level allows the positive, effective, and consistent use of skills.

Assessment Schedule: Physical Education 91501 Badminton

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| --- | --- | --- |
| Evidence/Judgements for Achievement | Evidence/Judgements for Achievement with Merit | Evidence/Judgements for Achievement with Excellence |
| The student effectively demonstrates a wide range of elements and skills to participate proficiently in badmintonThis 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.Evidence is provided by the teachers’ own ongoing observations and records. Self and peer observations could provide supporting evidence.  | The student consistently and effectively demonstrates a wide range of elements and skills to participate proficiently in badminton 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.Evidence is provided by the teachers’ ownongoing observations and records. Self andpeer observations could provide supportingevidence. | The student consistently, effectively, and in an accomplished way demonstrates a wide range of elements and skills to participate proficiently in badmintonThis 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.Evidence is provided by the teachers’ own ongoing observations and records. Self and peer observations could provide supporting evidence. |

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