

Internal Assessment Resource

Physical Education Level 1

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| This resource supports assessment against:  Achievement Standard 90967 version 2  Demonstrate strategies to improve the performance of a physical activity and describe the outcomes |
| Resource title: Move to Improve |
| 3 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 | February 2015 Version 3  To support internal assessment from 2015 |
| Quality assurance status | These materials have been quality assured by NZQA.  NZQA Approved number A-A-02-2015-90967-02-4566 |
| 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. |

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| Internal Assessment Resource |

Achievement Standard Physical Education 90967: Demonstrate strategies to improve the performance of a physical activity and describe the outcomes

Resource reference: Physical Education 1.6B v3

Resource title: Move to Improve

Credits: 3

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 90967. The achievement criteria and the explanatory notes contain information, definitions, and requirements that are crucial when interpreting the standard and assessing students against it.

Context/setting

This assessment requires students to use appropriate strategies to work towards improving their performance in a physical activity, and to describe the outcomes.

Students will draw on knowledge from achievement objectives 6B1, 6B3 and 6C3, and will need to build knowledge about:

* the technique/s of the selected activity
* tactics and strategies of the selected activity
* observing performance and being able to identify key aspects
* using principles of motor skill learning to acquire, apply and refine practice
* applying scientific and technological knowledge to enhance physical ability
* the role and place of practice in improving performance
* providing constructive feedback, feed forward and/or comment on performance and being able to discuss with others possible ways of improving. Others may include peers, teachers, coaches, parents etc.
* consideration of other factors that may or may not affect the improvement of performance
* experimentation with, and reflection on what works and what doesn’t when working to improve performance.

Students will plan for their improvement by identifying and explaining what they would like to improve and being able to explain reasons for their choices, and planning for improvement by selecting strategies that will be most appropriate and effective in helping them to improve in the time allocated.

Student reflection is expected to be ongoing. However, you are advised to set specific times each week for students to reflect on what is working and therefore should continue, and what is not working and might need to be modified.

Strategies to improve will include technique, and at least one other of: quality of practice, type of practice, amount of practice, knowledge of tactics and strategies, levels of related fitness, level of motivation, or goal setting.

Conditions

This assessment activity will take place through ongoing assessment opportunities, and involves three stages. Decide a time period to suit your programme and set a due date for completion of the assessment work.

Students will demonstrate chosen strategies, and describe the outcomes of the application of the strategies.

Evidence of demonstration of strategies will come from self-reporting and ongoing teacher observation. A sample checklist teachers might use to record details of observations is provided as a teacher resource in the Physical Education 1.6A activity, *Shoot More Hoops*.

Evidence of the outcome of the use of the strategies will come from student logs, blogs or journals, and discussions with the teacher.

Resource requirements

Students may need access to computers, presentation software, still or video cameras, or digital recorders, as appropriate to the assessment modes you specify.

Additional information

This assessment activity could be linked to assessment of Physical Education Achievement Standard 90963 *Demonstrate understanding of the function of the body as it relates to the performance of physical activity*, where students are building knowledge that enables them to deconstruct skills in a physical activity and demonstrate their understanding of how the body relates to the performance of the game. The information gathered in assessment of that standard could help students identify aspects of their performance that they can improve during this assessment.

Adapt the assessment modes to reflect the needs of your students, and your specific context. Other appropriate modes of assessment include: self-assessment, peer assessment, a written task, an electronic portfolio, a Blog/Wiki, or a visual portfolio.

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Resource reference: Physical Education 1.6B v3

Resource title: Move to Improve

Credits: 3

| Achievement | Achievement with Merit | Achievement with Excellence |
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| Demonstrate strategies to improve the performance of a physical activity and describe the outcomes. | Demonstrate strategies to improve the performance of a physical activity and describe, in depth, the outcomes. | Demonstrate strategies to improve the performance of a physical activity and describe, comprehensively, the outcomes. |

Student instructions

Introduction

This assessment activity requires you to practice and improve a physical activity of your own choice. You need to demonstrate and describe the outcome of two different strategies you use to improve your performance in that period.

You will need to find out what you can already do and what you need to improve, and choose strategies that will best help you improve.

The assessment will take place over an extended period, using in-class and out-of-class time.

Your teacher will specify a due date for completion of your assessment work.

You will be assessed on how well you demonstrate strategies to improve the performance of a physical activity, and describe the outcomes of their use.

Task:

*Demonstrate strategies to improve performance of a physical activity.*

Choose two strategies to improve your performance of your chosen physical activity.

One strategy will be technique. The other can be any of:

* quality of practice
* type of practice
* amount of practice
* knowledge of tactics and strategies
* levels of related fitness
* level of motivation
* goal setting.

Your teacher will observe you using (demonstrating) the strategies you have chosen that will improve your performance, and may ask you questions about the strategies you have used and the outcome of their use.

Teacher note: Tell students how you wish to record their responses. You could log notes about the student responses or allow students to record their answers in a log, blog or journal, or digitally record them.

During your programme, you will have at least 3 opportunities to do this so that you can modify or change your strategies if needed.

Describe comprehensively the outcomes of using these strategies. After demonstrating the strategies to improve performance the following flow chart may be used to describe comprehensively how well the application of the strategies did or did not result in performance improvement.

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(WHAT)

What strategies did I use?

What part of your performance are you trying to improve?

What did you notice about your actions and behaviours when using these strategies?

Describe what strategies you used and what you saw when using them?

HOW

How did these strategies influence performance?

How well did the strategies work?

How did you implement these strategies?

How did your performance improve/or not?

What was an advantage of using these strategies?

What was a disadvantage of using these strategies?

Is there any bias when viewing this evidence?

WHY

What evidence is there to support these strategies?

SO WHAT

From using these strategies what can I conclude?

What would I modify for the future?

What needs to change? How can I make a change? Why should it change?

Assessment schedule: Physical Education 90967 Move to Improve

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| Evidence/Judgements for Achievement | Evidence/Judgements for Achievement with Merit | Evidence/Judgements for Achievement with Excellence |
| The student demonstrates strategies to improve the performance of a physical activity and describes the outcomes.  The student chooses a physical activity they want to practice and improve, identifies an aspect/s of their performance that they want to improve, and selects relevant strategies to improve their performance.  The student demonstrates the strategies used to improve their performance, and uses at least one strategy derived from knowledge of technique(s) and at least one other strategy.  Other strategies the student uses might include, for example: quality, type and/or amount of practice; knowledge of tactics and strategies; levels of related fitness; level of motivation, or goal setting.  The student gives details of characteristics of the strategies that influenced their performance of the physical activity, and of how they were applied for performance improvement.  Context: Athletics  Strategy: Knowledge of technique  *I am working on my knowledge of technique relating to the discus throw. I am going to start with a standing throw and concentrate on holding the discus and releasing it at the right time so that it stays flat when travelling through the air and not wobble. I know this from athletics last year in year 10. This will help me to improve my performance and make the discus go as far as it possibly can. If I keep practicing with this knowledge of keeping the discus flat when travelling through the air then I will be able to throw the discus further. This strategy worked very well and improved my performance as seen by my first and then second throws.* | The student demonstrates strategies to improve the performance of a physical activity and describes, in depth, the outcomes.  The student chooses a physical activity they want to practice and improve, identifies an aspect/s of their performance that they want to improve, and selects at relevant strategies to improve their performance.  The student demonstrates the strategies used to improve their performance, and uses at least one strategy derived from knowledge of technique(s) and at least one other strategy.  Other strategies the student uses might include, for example: quality, type and/or amount of practice; knowledge of tactics and strategies; levels of related fitness; level of motivation, or goal setting.  The student gives details of characteristics of the strategies that influenced their performance of the physical activity, and of how they were applied for performance improvement.  The student explains how and why the strategies influenced their performance in the physical activity, and why the strategies were applied for performance improvement.  Context: Athletics  Strategy: Knowledge of technique  One of the strategies that I used to improve my performance was knowledge of technique. From my PE classes in year 10 I have some knowledge of technique. I am going to start with a standing throw and concentrate on holding the discus and releasing it at the right time so that it stays flat when travelling through the air and not wobble.  When I have got that right I will work on getting more power into the throw by using more body parts. I am going to do this as we learnt that it is good to break some skills down into parts so that you can get each part right and then put the parts back together again. This will hopefully help me to improve the distance I throw the discus.  This was an important strategy because the knowledge I gained from last year helped me to throw the discus correctly. This strategy is important because without this knowledge I would be unable to know the correct way to throw the discus. By getting the discus to travel through the air staying flat it got more distance than if it travelled through the air wobbling. This is due to the resistance caused by the air when throwing it. A couple of times when I threw it, it wobbled and it did not go as far as when it went flat.  Also my knowledge of force summation helped with my throw. We learnt about force summation earlier on in the year how sequencing body parts together can lead to more force being produced. I am going to do this as we learnt that it is good to break some skills down into parts so that you can get each part right and then put the parts back together again. This will hopefully help me to improve the distance I throw the discus. In my second practice session I started using my trunk and legs with the throw to try and get more power behind it. This helped me a lot as I managed to throw the discus further due to my knowledge of technique. | The student demonstrates strategies to improve the performance of a physical activity and describes, comprehensively, the outcomes.  The student chooses a physical activity they want to practice and improve, identifies an aspect/s of their performance that they want to improve, and selects relevant strategies to improve their performance.  The student demonstrates the strategies used to improve their performance, and uses at least one strategy derived from knowledge of technique(s) and at least one other strategy.  Other strategies the student uses might include, for example: quality, type and/or amount of practice; knowledge of tactics and strategies; levels of related fitness; level of motivation, or goal setting.  The student gives details of characteristics of the strategies that influenced their performance of the physical activity, and of how they were applied for performance improvement.  The student explains how and why the strategies influenced their performance in the physical activity, and why the strategies were applied for performance improvement.  The student evaluates how well the application of the strategies did or did not result in performance improvement.  Context: Athletics  Strategy: Knowledge of technique  A strategy that I used to improve my performance was knowledge of technique. I have thrown the discus before at the athletics sports in year 10 and also was taught how to throw the discus by our year 10 PE teacher Mrs Cleaver. My knowledge of the technique will help me to improve the distance I throw the discus because I already have some firm ideas on how to throw it. I noticed I was a lot more confident when going to throw the discus. This was due to the fact that I have some knowledge of how to throw it. I am going to start with a standing throw and concentrate on holding the discus and releasing it at the right time so that it stays flat when travelling through the air and not wobble.  When I have got that right I will work on getting more power into the throw by using more body parts. I am going to do this as we learnt that it is good to break some skills down into parts so that you can get each part right and then put the parts back together again. This will hopefully help me to improve the distance I throw the discus.  My knowledge of technique not only helped me to throw it correctly but also how to get more distance to the throw. By knowing that the discus must travel through the air staying flat this was something that I was working on. A disadvantage of this knowledge of technique would be if you had an incorrect technique you may not be able to throw as far as you are able because you are just relying on previous knowledge. This happened to me when I was trying to do the spin turn for the discus. I had to get someone to show me what to do because I didn’t have any previous knowledge on how to do it.  Also my knowledge of force summation helped with my throw. We learnt about force summation earlier on in the year how sequencing body parts together can lead to more force being produced. I am going to do this as we learnt that it is good to break some skills down into parts so that you can get each part right and then put the parts back together again. This will hopefully help me to improve the distance I throw the discus. In my second practice session I started using my trunk and legs with the throw to try and get more power behind it. This helped me a lot as I managed to throw the discus further due to my knowledge of technique.  You have got to have some knowledge of technique when trying to improve performance otherwise you would not improve at all as you would not know what to do. If you did not know how to throw the discus then how would you get better. This strategy needs to be combined with other strategies to gain the best results. Having someone provide feedback would be a strategy that I would combine this with. Your knowledge of how to throw the discus would be limited by how often you do it and your experience with throwing. As most of us learnt how to throw the discus in year 10 previous knowledge is a very important strategy to improve performance but I think it must be used with feedback. Most top athletes have a coach to provide feedback as their knowledge of technique alone will not help them to improve.  This is definitely a strategy I would use again as most skills and sports require knowledge of technique. It would not be so useful if you had not done the skill before, as you would have no knowledge of what to do. This is where feedback would be a more important strategy. |

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