Internal Assessment Resource

Physical Education Level 1

|  |
| --- |
| This resource supports assessment against:Achievement Standard 90969 version 3Take purposeful action to assist others to participate in physical activity |
| Resource title: Running the Event |
| 2 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
 |

|  |  |
| --- | --- |
| Date version published by Ministry of Education | February 2015 Version 3To support internal assessment from 2015 |
| Quality assurance status | These materials have been quality assured by NZQA.NZQA Approved number A-A-02-2015-90969-02-4570 |
| 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 90969: Take purposeful action to assist others to participate in physical activity

Resource reference: Physical Education 1.8B v3

Resource title: Running the Event

Credits: 2

* 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 outcomes being assessed by Achievement Standard Physical Education 90969. 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 activity requires the class to organise, or be involved in the running of, a school sports event through which they take purposeful action to assist others to participate in a physical activity.

Begin by having the class work collaboratively to identify a class aim and action plan for the sports event. Guide the discussion so that the class aim reflects the desired outcome of the event. Through development of a class action plan, students will then be allocated individual roles, which they need to develop an action plan for. These roles must allow them to have a sufficient contribution to the overall class action plan. After the event, each student will write an explanation of what they did on the day, explaining how this assisted the participants to take part in the chosen activity. They should also say how their individual role contributed to the class’s aim for the event. Evidence of others participating in the school sports event and feedback from participants about the quality of the participation will need to be collected.

Conditions

It is essential that the role(s) in the chosen event give the students equal opportunities to demonstrate purposeful action to assist others to participate in the selected physical activity. Observe the students as they carry out their role(s) and the actions they defined. Their written descriptions of what they did on the day will also help to determine whether the student’s action was purposeful, considered, or independent. Refer to Resource A: Teacher recording sheet.

Resource requirements

Students require access to information related to event planning and/or event management. Ensure that you provide time to discuss with students the specific resources for the event, such as (for a cross-country run), marshalling jackets, stopwatches, desks and recording sheets, course indicators (cones, tape), maps, first aid kits and possible medical help, loudspeakers or microphones, a starter’s gun and whistles, and so on.

Additional information

Students also may be competitors in the event. Ensure that they take this into account during the planning process.

Internal Assessment Resource

Achievement Standard Physical Education 90969: Take purposeful action to assist others to participate in physical activity

Resource reference: Physical Education 1.8B v3

Resource title: Running the Event

Credits: 2

| Achievement | Achievement with Merit | Achievement with Excellence |
| --- | --- | --- |
| Take purposeful action to assist others to participate in physical activity. | Take purposeful action with consideration to assist others to participate in physical activity. | Take purposeful action independently to assist others to participate in physical activity. |

* Student instructions

Introduction

This assessment activity requires you to take purposeful action to assist others to participate in a physical activity.

You and your class will be involved in the running of a school sports event. Each person in your class will take an individual role. The specific actions of this role will help to achieve the class aim for the event.

You will be assessed on whether your actions have been purposeful, considered, or independent. Evidence from observations, your action plan and notes, and feedback from participants will determine this.

Task

Make a class action plan

Together as a class, identify an aim, for example, the class could organise and run a tabloid sports event for the year 9 students or volunteer to serve as marshals for the school cross-country day. If the class is running the whole event, you will need to make a class action plan and within that, identify the required individual role(s), and then decide how to allocate them. This class action plan is not assessed, but is necessary for completion of the activity.

You will need to gather evidence on the needs of your participants to ensure your aim is going to reflect this.

Decide how you will gather feedback from participants in the activity, for example, by reading out the questions and have the participants note down answers, or by preparing a short question sheet for them to fill in. You may need to approach some participants one-on-one and note down their responses.

Depending on the availability of cameras or camcorders, one or more class members could photograph or film the event to provide additional evidence of how successfully the class took purposeful action to assist others to participate.

Define your role

Work individually to define your role. Design your own template and include the following:

1. Consider the needs of the participants in the event.
2. Identify the class aim.
3. Identify the aim of your role (which should contribute to the class aim).
4. Determine what actions you need to take to achieve the aim of your role. Decide when you will need to complete each action.
5. Explain how your actions will help to achieve the class aim.
6. Explain how your actions will meet the participants’ needs.
7. Identify any potential obstacles that you may come upon during your plan of action and selected activity.
8. Explain how you could overcome these obstacles.

You will be given time to prepare for your role. Collect evidence to document the action you have taken (for example, questionnaires, safety forms, promotional material, permission letters, maps of the course/area, activity instructions, equipment lists, photos, videos).

Take action and consider

This activity requires each class member to complete their individually planned actions, think about what they have done, and help obtain feedback from participants in the activity.

Feedback questions might include:

* Did you enjoy the event?
* Why/why not?
* What things worked well and supported you in what you were doing?
* What could the organisers have done differently to help you?

You also need to submit a written description of what you did in your role. In your notes:

* include the date and describe the occasion
* identify your role and describe the specific actions you took in this role
* explain how these actions assisted the participants’ to take part in the physical activity.

You may be able to quote from the class-organised feedback, particularly if aspects of your role were singled out for comment. You may also be able to refer to relevant photographs or video clips if the class has planned for these.

Resource A

Teacher recording sheet

Student name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |
| --- | --- |
| **Individual aim** |  |
| **Plan of action** |  |
| **Did the student take purposeful action to assist others to participate in physical activity? Yes/No** |
| **Evidence of this action**For example, questionnaires, safety forms, promotional material, permission letters, maps of the course/area, activity instructions, equipment lists and so on. |  |
| **Guidance required*** Achieved – support/guidance from a teacher
* Merit – some support/guidance from a teacher
* Excellence – little teacher support/guidance is required
 |  |
| **Overall grade****(final judgement)**  | Not achieved | Achieved | Merit | Excellence |
| **Teacher’s comments** |  |

Assessment schedule: Physical Education 90969 Running the Event

|  |  |  |
| --- | --- | --- |
| Evidence/Judgements for Achievement | Evidence/Judgements for Achievement with Merit | Evidence/Judgements for Achievement with Excellence |
| The student takes purposeful action to assist, or provides opportunities for, others to take part in physical activity. Working with the class and in an assigned role, the student:* defines an aim
* makes a plan of predetermined actions that contribute to others participating in physical activity.

Evidence is provided by the teacher’s observations/external verification (Teacher Resource A) and the student’s written explanation of how they performed their role and how their actions contributed to others taking part in the physical activity.The student may regularly consult the teacher for support or guidance.ExampleMarshal in school cross-country eventThe aim of my role is to ensure that I am well informed about the cross-country route and race rules so that participants can enjoy a fun, safe event.My actions1) I will look at the course map and walk through it with the other marshals to identify areas that could be dangerous, such as road crossings (12 Feb).2) I will go to the marshals’ meeting (15 Feb).3) At the meeting, I will go over the course route and written instructions and ask questions if there is anything I’m not clear about. | The student takes purposeful action with consideration to assist, or provides opportunities for, others to take part in physical activity. Working with the class and in an assigned role, the student:* defines an aim that meets the needs of the participants
* makes a plan of predetermined actions that contribute to others participating in physical activity
* considers things that could prevent carrying out the predetermined actions, and possible solutions.

Evidence is provided by the teacher’s observations/external verification (Teacher Resource A) and the student’s written explanation of how they performed their role and how their actions contributed to others taking part in the physical activity.The student may occasionally consult the teacher for support or guidance.ExampleMarshal in school cross-country eventThe aim of my role is to ensure that I am well informed about the cross-country route and race rules so that participants can enjoy a fun, safe event.My actions1) I will look at the course map and walk through it with the other marshals to identify areas that could be dangerous, such as road crossings (12 Feb).2) I will go to the marshals’ meeting (15 Feb).3) At the meeting, I will go over the course route and written instructions and ask questions if there is anything I’m not clear about.4) I plan on asking whether it’s OK for the marshals to support participants during the event. We could cheer people on and encourage them as they run past. From talking to students and my previous experience, I know the participants need to have fun and enjoy the event. Some of us don’t enjoy running and need to see that it can be a fun event and get into the spirit of the day.5) I need to avoid any confusion about the route or the race rules. I can overcome this by making sure I have read up and walked the route that the students are running this year and making sure I understand the rules so that I can explain them to others. | The student takes purposeful action independently to assist, or provide opportunities for, others to take part in physical activity. Working with the class and in an assigned role, the student:* defines an aim that is responsive to the needs of the participants
* makes a plan of predetermined actions that contribute to others participating in physical activity
* considers things that could prevent carrying out the predetermined actions, and possible solutions
* caters for individual needs within the team
* provides feedback from the participants about the quality of the participation
* provides evidence (such as rolls of participation, photos, video) of others participating in the physical activity.

Evidence is provided by the teacher’s observations/external verification (Teacher Resource A) and the student’s written explanation of how they performed their role and how their actions contributed to others taking part in the physical activity.The student rarely consults the teacher for support or guidance.ExampleMarshal in school cross-country eventThe aim of my role is to ensure that I am well informed about the cross-country route and race rules so that participants can enjoy a fun, safe event.My actions1) I will look at the course map and walk through it with the other marshals to identify areas that could be dangerous, such as road crossings (12 Feb).2) I will go to the marshals’ meeting (15 Feb).3) At the meeting, I will go over the course route and written instructions and ask questions if there is anything I’m not clear about.4) I plan on asking whether it’s OK for the marshals to support participants during the event. We could cheer people on and encourage them as they run past. From talking to students and my previous experience, I know the participants need to have fun and enjoy the event. Some of us don’t enjoy running and need to see that it can be a fun event and get into the spirit of the day. This fits with the class aim for a fun, well organised and safe cross-country day.5) I need to avoid any confusion about the route or the race rules. I can overcome this by making sure I have read up and walked the route that the students are running this year and making sure I understand the rules so that I can explain them to others.6) Some students who will be running have asthma (like me) so I will remind the marshal organiser to make sure that those students carry their inhalers. We need to talk about who brings cell phones so that we can call for help if we need to, and where the first aid kits will be in case of accidents or injuries.Feedback from the 10 participants I interviewed was very positive. They all enjoyed the cross-country because it was well organised and they did not get lost like they did in previous years due to us being marshals and showing them where to go. They also liked it that we cheered them on which made them keep running when they felt like walking. The photos show the runners smiling during the cross-country, which is evidence of this as well as the increase in runners in this year’s event (380 in 2011, 420 in 2012). They said one thing they would like to change is the cold weather, which is beyond our control.  |

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