

Internal Assessment Resource

Physical Education Level 1

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| This resource supports assessment against:  Achievement Standard 90970 version 2  Demonstrate self management strategies and describe the effects on participation in physical activity |
| Resource title: Take the Plunge |
| 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-02-2015-90970-02-4571 |
| 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 90970: Demonstrate self management strategies and describe the effects on participation in physical activity

Resource reference: Physical Education 1.9A v3

Resource title: Take the Plunge

Credits: 3

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 90970. 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 students to demonstrate self management strategies in the context of aquatics and describe the effects on their participation of applying the selected strategies.

Conditions

The students will need opportunities to participate in a range of aquatic activities.

You need to check and verify that the students’ identified strategies are evident in their demonstration(s).

The students can complete their evaluations as a homework task. If this work is completed out of class, you will need to verify its authenticity.

Resource requirements

Access to a pool

Additional information

Methods of collecting evidence should reflect your students’ needs, the nature and context of your teaching and learning programme, and the facilities and environment you work in.

It may be possible for you to select a more appropriate method of collecting evidence without influencing the intent or validity of this task. Examples of these methods can be found in other Level 1 Physical Education assessment resources. These include self assessment, peer assessment, written tasks, verbal assessment, electronic portfolios, blogs/wikis, visual portfolios, and teacher professional judgements.

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Credits: 3

| Achievement | Achievement with Merit | Achievement with Excellence |
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| Demonstrate self management strategies and describe the effects on participation in physical activity. | Demonstrate self management strategies and describe, in-depth, the effects on participation in physical activity. | Demonstrate self management strategies and describe, comprehensively, the effects on participation in physical activity. |

Student instructions

Introduction

This activity requires you to demonstrate self management strategies as you participate in aquatic activities and to describe how putting these strategies into practice affected your participation.

Teacher note: You can modify this assessment activity for a different context. Ensure that the activity suits the needs of your students.

You will be assessed on your demonstration of self management strategies while participating in the activity/s and on the comprehensiveness of your description.

Task

Select and demonstrate two self management strategies

Select at least two self management strategies that can help you to improve your participation in aquatics (refer to the list in Resource A). Your teacher will help you to unpack these strategies and may suggest additional strategies.

Record (see Resource B) your selected strategies and describe how you plan to demonstrate each one.

Demonstrate your selected strategies during each aquatics session. Your teacher will assess your demonstration of these.

Evaluate your self management strategies

Complete an evaluation of your use of strategies (which may be done as homework) using the following questions as a guide. Write separate answers for each of your strategies.

1. Identify the self management strategy that you have demonstrated.
2. How and why did you implement this self management strategy during the aquatics unit?
3. How and why did this self management strategy result or not result in changes to your participation in aquatics?
4. What was the overall impact of this self management strategy?
5. Consider the self management strategies that you used. Would you modify your strategies as a result of the effects you observed/experienced. Justify, with examples, these suggested modifications. What does/could this mean for your participation in this activity (and in other physical activities) in the future?

As you answer these questions, aim to evaluate (describe comprehensively) your use of each self management strategy. Consider whether the strategies affected your overall participation in aquatics. Support your points with explanation and examples.

Resources

Resource A: Self management strategies

Self management strategies include, but are not limited to:

* seeking knowledge
* seeking feedback and/or feed-forward
* meeting challenges
* being resourceful
* working with others
* setting goals
* time management
* stress management
* being adaptable
* using self control
* risk management
* showing resilience
* seeking motivation
* showing perseverance
* dealing with both disappointment and success.

Resource B: Demonstration of self management strategies – recording sheet

* Enter your two chosen self management strategies.
* State how you will be using each self management strategy when you participate in aquatics.
* Hand this sheet to your teacher so that they can collect evidence of your demonstrations.

Student Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| My self management strategies | What would this self management strategy look like during participation in aquatics? | Teacher records  N: Not demonstrated D: Demonstrated | | | | |
| Date | Date | Date | Date | Date |
| Example: Goal setting | I have made a goal to bring my togs, towel, goggles, and cap so that I can actually get in the pool on time. This will look like me being changed and in the pool every lesson. |  |  |  |  |  |
| I have set a goal that I will attempt all activities even though I’m not very confident in the water. This will look like me trying and starting each activity that the teacher has set for the lesson. |  |  |  |  |  |
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| 2. |  |  |  |  |  |  |
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Teacher verification

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Signature\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_

Assessment schedule: Physical Education 90970 Take the Plunge

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| Evidence/Judgements for Achievement | Evidence/Judgements for Achievement with Merit | Evidence/Judgements for Achievement with Excellence |
| The student demonstrates at least two self management strategies during participation in aquatic activities. Evidence is provided by teacher observations and verification of the demonstrations.  The student describes the effects of the self management strategies on participation in aquatic activities.  Example: Time management  I used time management by carrying my swimming gear in my bag so that I wouldn’t have to go to my locker between classes. This helped me to be on time for PE, giving me longer to participate.  My use of time management meant that I was ready to start all lessons on time. I was often the first person in the pool. | The student demonstrates at least two self management strategies during participation in aquatic activities. Evidence is provided by teacher observations and verification of the demonstrations.  The student describes and explains the effects of the self management strategies on participation in aquatic activities.  Example: Time management  I used time management by carrying my swimming gear in my bag so that I wouldn’t have to go to my locker between classes. This helped me to be on time for PE, giving me longer to participate.  I arrived at PE class on time, got changed into my swimming gear, and was ready to get going. Some other students still had to go and get their swimming gear from their lockers. While we waited, the teacher gave me some floating equipment and I got to be active for about 5 minutes longer than others in my class. | The student demonstrates at least two self management strategies during participation in aquatic activities. Evidence is provided by teacher observations and verification of the demonstrations.  The student describes, explains, and evaluates the effects of the self management strategies on participation in aquatic activities by evaluating them. The student may extend the evaluation to other physical activities or to other activities.  Example: Time management  I used time management by carrying my swimming gear in my bag so that I wouldn’t have to go to my locker between classes. This helped me to be on time for PE, giving me longer to participate.  I arrived at PE class on time, got changed into my swimming gear, and was ready to get going. Some other students still had to go and get their swimming gear from their lockers.  While we waited, the teacher gave me some floating equipment and I got to be active for about 5 minutes longer than others in my class.  When I was first in the pool, my teacher was able to give me some drills and feedback on my freestyle technique. This helped me improve my swimming skills and confidence in the water. It also made me realise the difference a few extra minutes can make, and that time management can really help you to improve your skills in an activity.  This is something I can use in other areas of my life too, like with schoolwork and chores.  I would rather spend my time being active and continuing to improve, so I have decided that I will continue to use time management and will encourage my classmates to do that too. |

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