Exemplar for Internal Assessment Resource

Physical Education Level 2

Resource title: Get Up and Go Week

This exemplar supports assessment against:

Achievement Standard 91335

Examine the implementation and outcome(s) of a physical activity event or opportunity

Expected responses
The moderators have developed expected student responses from a wide variety of sources

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To support internal assessment from 2012
Grade Boundary: Low Excellence

1. To achieve the standard with Excellence, the student is required to examine comprehensively the implementation and outcome(s) of a physical activity or opportunity.

The student has met the criteria for Merit by having full and thorough explanations for the implementation, the outcome(s) and the ways in which the outcomes are related to the planned aims.

The student has made an evaluation on the implementation (planning) of the activity.

‘Another thing I can say … we actually got it.’ (Refer to para 5)

An evaluation is also made on the outcome of the and how it is linked to the planned aims/purpose.

‘Also the students were not really active … heart rate more.’ (Refer to para 5)

To make this a clear Excellence the student needs to support the evaluation on the outcome with more evidence and personal accounts. For example how long were the students not active? And what games were the ‘students involved in when they were not doing anything? ’
The aim of our get up and go activity was to encourage people to do things at lunchtime and get them involved in physical activity. According to SPARC research young people should be active for 60min a day of moderate or vigorous physical activity, be active in as many ways as possible for example through play and be active with friends at school. This then formed the basis for our activity. We wanted to do things that involved little equipment and that we would not have to teach too many skills for. We have been observing peoples actions over the past 3 weeks and noticed that not many people participate in any type of physical activity. We conducted a survey for a random group of people in school about their physical activity interests and how much physical activity they took part on during a normal week. We found that only 40% of people were involved in regular physical activity. We thought if we took equipment out to the courts then we may attract people to come and play and get involved in physical activity for more than 20mins. We went around and asks a few people what kinds of activities they would like to play at lunchtime if they had a choice. Lots of people spoke about what they did at primary and intermediate school. Games like four square, skipping and handball. With the large amount of responses that we got from all year groups, we decided that we would organise these games at lunchtimes to get people involved in physical activity.

Our group thought that this would be a good idea to have these kinds of activities. We would not have to plan so much by running the activity but would be there with the equipment and to help out if needed. Tom and I would organise the equipment, there is not that much to organise as we only need a few tennis balls and some skipping ropes. We will have to get the caretaker to draw us up some 4 square boxes on the ground. If that doesn’t go ahead then we could do it ourselves using chalk. This involves little planning and minimal amount of equipment. We will ask Mrs Hart of we can use some tennis balls from the PE department and few skipping ropes. We also need to organise the area that these activities will take place. As the quad is usually full of people at lunchtime eating lunch, we made sure that we got out to the quad early before all the other students so that we could set up our activities without people getting in the way

The other thing that we thought we would do would be just to go out and play ourselves with some mates the week before at lunchtime to show people what we would be doing. We got a few guys together as this would give us the opportunity to play four square and do skipping as we needed two people to hold the rope. We needed a bit of practice with the double dutch skipping ropes as this was one of the skipping activities we were going to do. And going out to practice meant that we had to be roles models for people who wanted to join in. This really worked as lots of people wanted to join in with us and then we were able to say come next week and join in. We also spoke in assembly about what was going to happen and the games that we would be running.
We did not really have to sign people up because we thought by demonstrating people would get in and have a go. This was definitely the case because at least 40 people turned up each lunchtime. They were often the same people but that was OK. Our aim was just to get people active. If we had thought more about it we might have taken names to indicate how many sessions people had attended to show us the true numbers that had participated.

We has a least 40 people turn up and get involved, from observing the people that turned up they seemed to have fun and get involved in the activity. They were active for the whole time and this would contribute to the SPARC guidelines of moderate exercise for more than 60mins a day. They also had friends with them and this also contributed to promoting physical activity. I don’t know if you can call four square moderate physical activity, as you just seem to stand there and hit the ball and don’t move around all that much. At least with skipping and handball there is a lot more movement. Also the students were not really active for 60mins, there are breaks in between for the games when students are not doing anything and this probably does not count towards the 60min. Also the time period we did this for was not a whole 60mins as lunch does not usually last this long. Maybe in the future we could hold a games tournament were people compete against each other which may increase their heart rate more. Another thing I can say that did not work well was that we could have had more skipping ropes. We did not want to bring too much equipment as this would go against our aims. However, by having long skipping ropes meant more than one person could get involved we had up to 5 people in some of the skipping ropes at one time,.and it also cut down on the amount of gear we needed to bring out which was one of our outcomes.. When planning in the future we need to make sure that the skipping ropes also needed to be prepared ahead of time. We went to get the skipping ropes one time and they were all tangled up and in knots from one of the PE classes which meant that we had to spend a lot of time untangling them beforehand. So when the students got there at lunchtime we had to spend 5min of this time untangling the ropes. If we were to do this again then we would arrive at the equipment shed earlier so that if there is a problem with the skipping ropes we can untangle them before going out to run our activity. Next time we would also make sure that we could do double dutch,. as the first time we went out there we just had no idea what we were doing. It wasn’t; until a couple of Y11 girls showed us how to turn the ropes and the timing that we actually got it. At times we had to turn people away and this is an activity that heaps of people can do at once. Especially the long skipping ropes because lots of people wanted to jump together or play double dutch. We planned not to have to teach much skills and we did not have to. People knew a lot about the games because they had done them before. This means that all that people might need to play at lunchtimes is gear. We are now going to see if the sports captains can put out a bin of this gear at lunchtimes so that people can just play and continue to get involved in physical activity.
**Grade Boundary: High Merit**

2. To achieve the standard with Merit, the student is required to examine in-depth the implementation and outcome(s) of a physical activity event.

The student has given full and thorough reasons for the implementation with each person in the group taking on a role and the reasons for each specific role.

*Me – get the gear … playing a fun activity.* (Refer to “out group roles” point 1)

An explanation is given for the outcome(s):

‘*I think we did meet our outcomes … ball when playing netball.*’ (Refer to “did we meet out outcomes, para 1)

The outcome(s) are related to the planned aims of the activity:

‘*We were really fortunate to be able to use our class time and to get the international students freed up. This meant that we did not have to get people to stay at school longer than they needed to and to give up their lunch time or have to come after school*’

There is evidence to support the explanations:

‘*Lots of us got to meet people … and I are now friends.*’ (Refer to “did we meet out outcomes, para 3)

There is also some evidence of an evaluation about the outcome(s):

‘*This is something … turning up to the activities*. (Refer to “did we meet out outcomes, para 2)

‘*I think we should … fun with the netball*’ (Refer to “did we meet out outcomes, para 1)

However for Excellence, an evaluation would also need to be made about the implementation of the activity and be supported with more examples.
The aim/purpose:

1. To get the year 13 international students to learn some New Zealand games. We did this because it is nearly the rugby world cup and a lot of them are from countries that do not play rugby or it is not a sport that is in the media at all. We thought that it would be a good idea to teach them the basics of netball and rugby as these are popular New Zealand games and we have lots of experience with these games.

2. To do this in school time so that they did not have to come back after school.

3. To help the international students meet new people. We thought that if we organised games against other senior students and mixed them up in the teams that they would have the opportunity to mix with other students and not just their international friends.

Our Group/roles

1. Me – get the gear from the PE department, organise with Miss Roimata to use the time in our PE class. We wanted to be the students that play against the other students. We are pretty active and know the rules so we would be able to help the students with understanding the game when we are playing. Also it would give us and them a chance to mix and mingle as a group and get to know the international students and maybe make some new friends, while playing a fun activity.

2. Maia – To organise with the international student office and Mrs Cleaver the principal, for the international students to get out of class for three lessons during the get up and go week. This is because usually the international students for home straight after school with their host families and are not usually involved in any after school clubs. Which is why getting them involved during school time is a good idea. The international students are usually here for study reasons.

3. Harry – to explain the rules of netball and rugby, this is because our overseas students are generally from the Asian continent were rugby and netball are not common or popular sports and the international students would know the rules or maybe not have seen the game before. He would also organise the umpires and do some umpiring himself for rugby, as he is involved with it. Maia and I would help with the netball umpiring as we both play and are familiar with the rules. Harry is really good at explaining things so we thought it would be better to get him to explain to the other students.

What Happened?

It actually went really well. At the beginning the international students were really confused about the games but once we got going and active they seemed to really enjoy it. Some of them even asked if they could join the school team which showed us that what we did was good and they were interested in the new games that we showed them.
Did we meet our outcomes based on our planning?

I think we did meet our outcomes because we planned to teach the Year 13 International students new games and we did. Most of the international students were from countries that did not have rugby or netball as their national sport and not one of them said they have ever played the game before when we asked them. They had little in the way of basic skills in passing and catching as they were not used to having to pass balls with their hands. We have many drills that we used from our vast experience at playing touch and netball. Harry led the touch rugby sessions as he has a lot of experience with this at was captain of the seniors boys touch team. Maia and I are in the senior A netball team so our experience with drills and ball skills was useful to show the students what to do. At the end of the sessions they were able to say that they knew what the game was, and knew a few basic rules about the game like forward passes in touch rugby and not moving with the ball when playing netball. They really enjoyed touch rugby because you could be a bit more lenient with the rules and the game was more flowing than netball. When the bell went for lunchtime they did not want to stop. I think we should have been a bit more lenient on them with some of the netball rules as they often moved when they got the ball. It was hard trying to apply all the netball rules when they were playing, and therefore didn’t pick up all the skills associated with netball. If we had been more lenient this would have made it more enjoyable for them and may be they would have had more fun with the netball.

We were really fortunate to be able to use our class time and to get the international students freed up. This meant that we did not have to get people to stay at school longer than they needed to and to give up their lunch time or have to come after school. This meant the international students were more likely to turn up as they did not have to miss classes or get their host families to wait for them after school. This is something that we would do again in the future as it made sure that we got all the international students turning up to the activities.

Lots of us got to meet people from all over the world and some of us have now made friends. Our group has to make up the numbers when playing so that we were actively involved in the games and worked closely with the international students. Tokoshi has come along to lunchtime volleyball with me as a result of this activity and her and I are now friends. I think that having the chance to meet others in school was a good plan and I think that we met this outcome.
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<th>Grade Boundary: Low Merit</th>
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| 3. To achieve the standard with Merit, the student is required to examine in-depth the implementation and outcome(s) of a physical activity event. They have also given full and thorough reasons for the implementation, they have given jobs to people in the group and provided a reason for a specific date:  
‘To help promote the activity … sign up at lunchtime in the quad.’ (Refer to para 2) They have also given detailed reasons for the planning of the event:  
‘We decided to run it … play in the gym.’ (Refer to para 1) The student has given full and thorough explanations for the outcome(s) and there is a link between the outcomes and the aims:  
‘There was a few more Y11s … did meet that outcome’ (Refer to para 3) However, the student has not given any explanation, with regards to the reasons why the plan did not work. For example why did they only get a few Y9 students or why did they not get many girls to participate in physical activity. There is also a lack of evidence to support statements made in this section.  
In order to make this a clear Merit, the student needed to give a full and through explanations of both the implementation and outcomes |
Our goal was to successfully plan and implement an after school basketball competition to get students active and involved in physical activity. We chose to do this because we investigated by asking year groups around the school, what sort of physical activity they were involved in. From the responses that we got we decided that not enough of our students are involved in physical activity and that this would be a good idea to help promote that, as they will be involved in more than 20mins of exercise. **We decided to run it after school because we knew that we would be able to use the gym spaces, because during the day and lunchtime this area is used by the PE department. This would help with weather as well and be a good chance for people to be able to play in the gym.** We wanted to get at least 4 teams worth of people turning up for each year level – a minimum of 7 people in a team. We planned to run year 9 on Monday, 10 on Tuesday, Year 11 on Wednesday and year 12 and 13 on Thursday. We also wanted to make sure that it was a mixed competition for both girls and boys so we made it clear that each team had to have at least 3 girls in it. This is because not many girls play basketball at school and by running this tournament it would give them the opportunity to have a go at basketball.

**To help promote the activity we advertised in the school notices and also went to the assemblies this is the best way to get our message across to the school as they will be all together in these places. People had a specific date as well that they had to sign up by which was the 2nd of September, so we knew how many games we would have to be running and how many people that we could have in the teams. We got people to sign up at lunchtime in the quad.**

We gave jobs out as follows:
- Sarah – time keeper and game organiser/advertising, putting up poster around the school and going to assemblies
- Gabrielle/Johnathon – umpires/ sorting of teams, organising students when they got to the gym afterschool
- Rachel – Equipment and booking gyms.
- Rachel and I spent time in the quad at lunchtimes alternating with the boys to sign up people. Having us do this meant people were wondering what we were doing so they would come and sign up as well. Going to assemblies will probably be the biggest way of getting people to sign up as I don’t think too many students listen to the school notices.
Overall our outcomes were not really met. Not many people turned up, we only got a few year 9 students on Monday perhaps they did not read the notices or were too busy after school. This meant that we didn’t get people involved in physical activity. *We really wanted to use the gym but did not really think about whether after school would be a good time or not.* We got a few more year 10s on Tuesday to that was good, and we were able to have a game with them and organise them into teams, we all had to play though because there was not quite enough numbers to run two teams of 5. *There was a few more Y11s on Wednesday we had enough for a game. We had a good turn out for the year 12 and 13s as this was our year group and we managed to persuade them to turn up.* Everyone who turned up got engaged in some type of activity so we met our goal of getting people active. We also got people involved in more than 20min of physical activity as the games went for over 20mins. Not many girls turned up at all so we just had to play with what we had on the days. *The people that did turn up got involved and were doing some type of activity so we did meet that outcome.*
Grade Boundary: High Achieved

4. To achieve the standard the student is required to examine the implementation and outcome(s) of a physical activity event or opportunity.

The student has examined the implementation and outcome(s) of a physical activity event.

The student has given full and thorough reasons reasons for the outcome(s) of the event:

‘We played games that they … met our intended outcomes’ (Refer to para 3)

Some of them did not want to go back to their classes. We also provided a challenge for the students by playing game like ultimate frizbee and big ball soccer which were games that they had not played before. This met our intended outcome of providing a challenge for the students

They have also given reasons for the implementation:

‘First of all we came up … work it on the day’ (Refer to para 2)

However these reasons are not full and thorough reasons as the student has not said what games they picked or what things that they got from the $2 shop.

To make this a Merit, the student needs to have full and thorough reasons for both the outcome(s) and the way this is related to the aims/purpose and the implementation of the event.
The aim for our group was to run tabloid activities on the field. The main goals for our group were to make the activities fun for the students at lunchtime, to get students to challenge themselves by making activities a little bit hard, and to get people to try different things that they would not normally do at lunchtime. We decided to organise tabloid sports because we could arrange a variety of different activities that would cover the aims that we had. We did not want to make all the activities hard just some of them so tabloid games was good because we could arrange the different games so that they provided, challenge, the next game about fun, the next game about something different etc.

We planned 6 small games that the group rotated through. First of all we came up with a list of ideas and then picked out the best 6 games for 7 minutes each. We made sure that we had a lot of the equipment in the gear shed at school or we organised the things we needed from home and the $2 shop. We all divided up our responsibilities and then ran through how we were going to work it on the day. Scotty even went around to all of the junior form classes to rev them up and get them to sign up for the activity. It was important to get them to sign up so that we knew how much equipment we would need. I went and spoke at assembly the day before just so they did not forget about it and remembered to bring their PE gear.

We were really happy with the results. We played games that they do not offer at school like crab soccer and la crosse which was challenging for the student but also meant they had heaps of fun. They laughed heaps and did not want to change the games. This was the feedback we got from the kids which gave us evidence that we had met our intended outcomes. Some of them did not want to go back to their classes. We also provided a challenge for the students by playing game like ultimate frizbee and big ball soccer which were games that they had not played before. This met our intended outcome of providing a challenge for the students. The kids that played really wanted to do this again so our group have offered to run it in another week at school so that they can play again.
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<th>Grade Boundary: Low Achieved</th>
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<tr>
<td><strong>To achieve the standard the student is required to examine the implementation and outcome(s) of a physical activity event or opportunity.</strong></td>
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<tr>
<td>The student has given reasons for the outcome(s):</td>
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<tr>
<td>‘<em>The games went really well. … could organise it so well</em>’ (Refer to para 3)</td>
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<td>There are limited reasons provided for the implementation (the planning) of the actual activity. Although the student has identified another classmate was involved in the planning, they have not actually gone into any detail to outline what they did:</td>
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<td>‘<em>I helped with running the activity by organising the groups and refereeing the dodgeball game</em>’.</td>
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<td>More information about the actual planning is required.</td>
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<td>They have also given reasons and ways which the outcome is related to the aim/purpose of the activity with supporting evidence:</td>
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<td>‘<em>The games went really well…. we helped run something for junior students</em>’</td>
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<td>‘<em>this meant that we were supporting the school by being good role models</em>’.</td>
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<tr>
<td>To make this a clear Achieved the learner needed to give more reasons for the implementation of the activity.</td>
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The aim for our group was to add an activity in to the house competition and helping run something for the junior students. We wanted to introduce an activity that would be there a lot of the time – we did not want a one off activity. So we organised to add the activity in to a house competition series that goes on every year.

We played house dodgeball. We like the game and so do heaps of others at school so we thought that it would be fun to add it as a house event. Our main goals were to get the sport added to the house events and be out there as positive role models to the junior students. Alice did most of the planning for before the activity like getting the balls, doing the advertising and talking to our sports co ordinator as this is what we needed to do to get the event running. I helped with running the activity by organising the groups getting them into team and refereeing the dodgeball game.

The games went really well. I know this because we asked some of the students who took part. They said that it was “good fun”, and that they would “totally do it again next year”. The main outcomes of the activity was that we helped run something for junior students, this meant that we were supporting the school by being good role models. We know we were good role models because Miss said that we were. Also we managed to get the game of dodgeball added to the school house activities schedule for next year because the students enjoyed the activity so much and the teachers were impressed the we could organise it so well. If I was to do this again I would make sure that we shared the workload of the activity a bit more because Alice got really stressed out cause she had to do most of the organising everything by herself.
Grade Boundary: High Not Achieved

6. To meet the criteria for achieved, students need to examine the implementation and outcome(s) of a physical activity event.

The student has given reasons for the implementation of the activity:

‘Ula’s job was to organise the groups … Ula finished talking to them’ (Refer to para 2)

However the outcome is not linked back to the aims of the activity.

The activity went really well, lots of people turned up so we knew that the advertising worked cause they said they saw it in the notices and around the school.

‘The activity went really well … want to play again. (Refer to para 3)

The student has just said that everyone enjoyed the activity. To secure an achieved grade the student needs to link the outcome back to the planned aims/purpose, in this case it was to introduce a new game.

To meet the criteria for Achieved, the student must say said how the outcome is related to the planned aims. The aim was to introduce a new game and the outcome should have been related to this.
The aim for our group in Get Up & Go Week was to introduce our group to a new game. We wanted to trial Ki o Rahi because we had played it in our level 2 PE class and all liked it. The more people we have to turn up and play the more people we will be able to introduce to this fun and new game that they may not have played before.

My group split ourselves in to different areas. I did the equipment, like getting the ki’s organised and the equipment for the game. I has to make the Ki’s and both the other people in my group helped me. Phoenix did the advertising – he put it in the notices about what we would running and he also put posters around the school so that people knew when the event was and what was happening. Ula’s job was to organise the groups and teach them when they arrived she knows the most about the game which is why she did this. When the students turned up she put them into groups and then went about teaching them what to do and how to play the game. Phoenix and I set the equipment out so that the students would be ready to do when the Ula finished talking to them.

The activity went really well, lots of people turned up so we knew that the advertising worked cause they said they saw it in the notices and around the school. The activity went really well and everyone had a good time. Some of the Year 9 students didn’t really get the game and wandered off, and some of the girls just sat around. On the whole I think that most people enjoyed it and will hopefully want to play again.