

**Curriculum: Level 7**

Refer to Health and Physical Education Level 7 achievement objectives, and the Teaching and Learning Guide for Health and Physical Education (relevant to the context used)

<http://seniorsecondary.tki.org.nz/Health-and-physical-education/Achievement-objectives/L7-physical-education#assessment>

Teaching & Learning in relation to literacy and language demands in writing:

Students need to use writing to explain concepts, processes, and theories relevant to curriculum tasks. They need to express increasingly sophisticated ideas and information, incorporate specialized vocabulary, and structure their responses according to purpose and audience.

Assessment

Achievement Standard 91328

Demonstrate understanding of how and why biophysical principles relate to the learning of physical skills

Task: Apply theoretical knowledge of functional anatomy, biomechanical principles, skill learning, and sport psychology to learning a chosen squash skill, and evaluate your application of that knowledge. Complete a written report after practice sessions.

The following is an example of a written response at Curriculum Level 7 that demonstrates the literacy and language skills students require.

<p>Structure The full report begins with an introductory paragraph, followed by a series of structured paragraphs applying theoretical knowledge to a physical application, and ends with a summary. (Students were provided with a writing frame – see below). The report could be further strengthened by focusing on one main point per paragraph, with supporting evidence and explanation. At times the writer has included several different key points in the same paragraph, which can be confusing for the reader. Strengthening order within a paragraph can also help to clarify the writer’s message e.g. Topic and Definition/Example/Explanation Reading and analyzing exemplars of report writing (from students writing and from other texts) also support students to identify the key features that they need to include in their own writing.</p>	<p>Exemplar of student work (Extract only)</p> <p><i>...The interrelationship of distributed practice and knowledge of performance were successful in helping me to improve my squash forehand drive. I know this because by applying the two principles together I was able to balance my time spent on each phase of the forehand drive.</i></p> <p><i>The skill learning principle of distributed practice was important to me when learning the forehand drive. Distributed practice is when you learn something over several shorter sessions, rather than in one big session and can be applied to study as well as sport. Distributed practice helps to refocus the mind and it allows the body to recharge. By taking breaks in the trainings I am able to ask for feedback on my performance. The breaks also allow time to regroup, to improve concentration. For example, having a drink of water to cool the body and rehydrate after a loss in body fluid is often a good way to refocus. The principle of distributed practice states that by performing the skill with rest breaks in between the skill is learned more effectively. This is because the breaks allow time for the information to be absorbed into the brain. The body works best when there is oxygen in the bloodstream and by having these breaks the individuals body is also able to repair and strengthen it’s self between workouts. Distributed practice is often the preferred method of training when in the early stages of learning, energy demands are high, skill is complex, performer is not motivated, and</i></p>	<p>Audience and Purpose</p> <p>Content, overall language use and structure are appropriate for audience and purpose (writing a report).</p> <p>Throughout the response, links are made to back to the question (e.g. ...by applying the two principles together I was able to balance my time .../Distributed practice was applied when....)</p> <p>Accuracy</p> <p>Generally accurate writing in terms of grammar, punctuation and spelling assisted in creating a clear explanation.</p>
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<p>Ideas and Information</p> <p>The writer has responded appropriately to the question indicating that he/she has a good understanding of the content.</p> <p>The information provided is relevant to the question. The writer has explained how and why the biophysical principles are interrelated and help with the learning of physical skills (e.g. <i>distributed practice and knowledge of performance</i>)</p> <p>Supporting detail is integrated into the response, through the use of examples (e.g. <i>By taking breaks in the trainings I am able to ask for feedback on my performance</i>))</p>	<p><i>the task is boring.</i></p> <p><i>Distributed practice was applied when we were learning how to play squash, I was participating in a rally with my friend X. We would play one set and then take a small break to give each other feedback. This distributed practice was a great opportunity for us to improve the skill of both receiving and giving feedback.</i> The skill of being able to give feedback was the specific skill that we were working on at the time. The use of distributed practice enabled us to practice the physiological skills as well as the physical skills that each of us was working on at the time, such as motivation or feedback, skill learning and self improvement. <i>A specific example was when, X said to me “--, swing your arm higher” so for the next while I focused on my arm and how high m shoulder was in relation to the oncoming shot. In this example X was demonstrating constructive feedback. The simple instruction was enough to make me display a more accurate shot...</i></p>	<p>Language</p> <p>Relevant subject –specific vocabulary has been used appropriately in relation to the question (<i>rehydrate, absorbed, strengthen, workouts</i>).</p> <p>Evaluative language has been used to make judgements (e.g. <i>was important to me.../helps to refocus the mind.../was a great opportunity for us to improve...</i></p>
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Writing Frame used to assist students to structure their report:

Insert your images into the boxes below.

At the beginning of the unit		
Preparation	Execution	Follow through
After a programme of improvement		
Preparation	Execution	Follow through
The interrelationship of _____ and _____ were successful in helping me to improve my squash forehand drive. I know this because..... (why). For example,(how). This meant		

On reflection I now need to improve my forehand drive further by because....This will mean...

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