

CHRISTCHURCH BOYS' HIGH SCHOOL

LEVEL 3 PHYSICAL EDUCATION COURSE OUTLINE

2009

NAME: _____

YEAR 13 PHYSICAL EDUCATION

Welcome to the course for 2009. Following are some very important pieces of information. Please take note of them, as they are very **important**.

STATIONARY

◆ *NOTES / REFERENCE MATERIAL / HOMEWORK*

Each student will be required to purchase a **ring binder** or **clear file** which are available from the school stationary store. Your worksheets can be placed inside the ring binder then removed for checking and/or marking. **All notes and reference material must be placed inside your folder and kept in sequence.** Any class work that is to be collected by your teacher must be inside a manila folder or clear file.

◆ *ASSIGNMENTS / ASSESSMENT WORK*

All work that is handed in for marking that counts towards your NCEA Level 3 grade must be presented in a clear file page or manila folder. Presentation of work in any other format may mean that your work will not be marked. Typed work is preferred.

◆ *THEORY / PRACTICAL WORK*

Always bring your folder to every session.

TIMELINE

◆ *PLANNING / TIMES / DATES*

At the start of each term you will be given a lesson schedule. This will inform you what the content of the lesson will be and where you will have to be for that lesson. The responsibility is on **you** to make sure that you are where you need to be and are fully prepared. In most cases, if you are late, you will **not** be allowed to join the class and this also applies if you do not have the correct equipment

◆ *TRANSPORT*

There are lots of occasions when you will need to travel away from school to various venues e.g. Wharenui Pool, Russley Golf Course. You will be expected to make your own way to these venues. All students must have signed and returned a permission slip before traveling in another student's vehicle. **Always** ask the teacher if you are unable to organise your own transport.

EQUIPMENT / PRACTICALS

◆ *SPORTS AND COACHING SESSIONS*

There are numerous of occasions when you will be doing practical work. Often they are out of school. Unless otherwise informed you will need to wear the correct sportswear. In most cases, if you do not have the correct sportswear you will not be able to participate.

- ◆ **SPORTS EQUIPMENT:** Sports top (rugby, t-shirt, etc.), Sports shorts, Sports socks, Sports shoes * no school uniform or part of it will be permitted for practicals.

CLASSROOM LESSONS

- ◆ *NOTETAKING* - It is in your best interests to write down everything especially when you hear the words “this is important.” Make sure you have plenty of blank paper for note taking.
- ◆ **Always** bring your folder and notes to every classroom session.

COURSE OUTLINE

The course is entirely internally assessed and thus requires a strong commitment from students throughout the ENTIRE year. The course is well designed and should provide learning experiences that promote an understanding of the need for a physically active and healthy lifestyle. These learning experiences should also develop the understandings and skills, which underpin successful physical activity and encourage continued participation in the future.

The course aims to:

- have a strong emphasis on learning through participation through a variety of physical activities
- emphasize the acquisition and development of physical skills
- develop a knowledge and understanding of the principles that influence acquisition and performance of physical skills
- examine relationships between physical activity, lifestyle and well-being
- provide opportunities for students to develop personal and social skills and attitudes that contribute to a healthy lifestyle

Year 13 Physical Education

Assessment Outline for 2009

Unit Standards and Achievement Standards will be the form of assessment in 2009. Unit Standard assessment consists of achieving a set standard, where a student will either pass or fail the standard. Achievement Standards require the students to reach specified levels of achievement. They will either Not Achieve, Achieve with Credit, Achieve with Merit or Achieve with Excellence. You will be informed of what requirements are necessary in order to achieve each standard throughout each topic.

Record your grades after each unit of work in the boxes below. Ensure that your grade matches the one posted on the Year 13 Physical Education notice board. If there are any discrepancies see your teacher immediately so that they can be rectified.

Anatomy Module (Term One)

Topic	Credits	Result
Unit Standard 5368 Explain basic Anatomical and Physiological Terminology as they relate to Movement	7 Credits	

Aquatics Module and (Term Two)

Topic	Credits	Result
Achievement Standard 3.1 Plan a physical activity program or experience.	3 Credits	
Achievement Standard 3.2 Explain the effectiveness of a physical activity and its influence on hauora and well-being.	3 Credits	
Achievement Standard 3.4 Demonstrate performance in a chosen physical activity against National Standards. (Swimming)	4 Credits	
Achievement Standard 3.5 Examine a current physical activity event, trend or issue impacting upon NZ society	4 Credits	

Golf and Tennis Module (Term Three & Four)

Topic	Credits	Result
Achievement Standard 3.4 Demonstrate performance in a chosen physical activity against National Standards. (Tennis)	4 Credits	
Achievement Standard 3.3 Participate in and evaluate a program to improve performance in a chosen physical activity.	5 Credits	
Achievement Standard 3.4 Demonstrate performance in a chosen physical activity against National Standards. (Golf)	4 Credits	

Please note: Achievement Standard 3.4 Demonstrate performance in a chosen physical activity against National Standards (4 Credits) is assessed in both Aquatics Tennis and Golf. Students must attempt all 3 practical's, but are able to choose the best score from the three units to use for the assessment of 3.4.

There is a scholarship exam at the end of the year for students who wish to sit. This will be a 3-hour written exam looking to apply the concepts that you have learnt during the year. Please inform Mr Bone if you are interested in sitting. There will be some extra tuition available outside of school.

Course Outline 2009

Year 13 – Physical Education

The emphasis of the Level 3 Physical Education course is on personal skills development and the independent study towards an understanding of individual and group needs in Physical Education, sport, health and recreation. The subject is internally assessed by achievement based and unit standard assessment. There is a three hour examination at the end of the year for those students wishing to sit scholarship.

The course consists of 26 Credits, covered under 4 modules of work.

Anatomy Module

Unit Standard 5368

Explain basic anatomical and physiological terminology (7 Credits)

- The following topics are covered: Anatomy and Exercise Physiology.

Aquatics Module

Achievement Standard 3.1

Plan a physical activity program or experience (3 Credits)

- Examine personal physical activity patterns.
- Demonstrate an understanding of the relationship between exercise and how the body responds to exercise
- Examination of the principles of exercise.
- Plan and implement a Personal Exercise Program.

Achievement Standard 3.2

Review a physical activity program and its influence on personal hauroa/well-being (3 Credits)

- Participation in a swimming performance improvement program.
- Look at the aquatics program, New Zealand's aquatic environment and the influence that has on personal hauroa/well-being.

Achievement Standard 3.4

Demonstrate performance in a chosen physical activity against National Standards (4 Credits)

- Pre and Post Testing in Aquatics for a timed 8min Freestyle Swim.

The following topics are covered: Hauroa/well-being, lifestyle analysis, socio-cultural factors, and participation in an aquatics program

Please note: Achievement Standard 3.4 Demonstrate performance in a chosen physical activity against National Standards (4 Credits) is also assessed in Tennis and Golf. Students are able to choose the best score from the 3 units for the assessment of 3.4.

Achievement Standard 3.5

Examine a current physical activity event, trend or issue impacting upon NZ society (4 Credits)

- Investigate a current trend or event
- Critically analyse this event/trend and its impact on NZ society

Tennis Module

Achievement Standard 3.4

Demonstrate performance in a chosen physical activity against National Standards (4 Credits)

- Pre and Post Testing in Golf for Chipping, Pitching, Putting and 5 Iron full swing.

Golf Module

Achievement Standard 3.3

Participate in and evaluate a program to improve performance in a chosen physical activity (5 Credits)

Achievement Standard 3.4

Demonstrate performance in a chosen physical activity against National Standards (4 Credits)

- Pre and Post Testing in Golf for Chipping, Pitching, Putting and 5 Iron full swing.
- Breakdown and analysis of the full swing.
- The development of skills and their application to a variety of settings.
- Application of the biomechanical principles to the golf swing.
- The rules and skills of golf.
- Evaluation of the program. Factors affecting learning, ability to learn a new skill, ability to implement a skill development program

The following topics are covered: Swing Development, Swing Analysis, Motor Learning, Biomechanical Analysis, rules and skills of golf and Session design.

Please note: Achievement Standard 3.4 Demonstrate performance in a chosen physical activity against National Standards (4 Credits) is assessed in Aquatics, Tennis and Golf. Students are able to choose the best score from the 3 units for the assessment of 3.4.

There is a scholarship exam at the end of the year for students who wish to sit. This will be a 3-hour written exam looking to apply the concepts that they have learnt during the year.

Previous Study – Sixth Form Certificate (Year 12) Physical Education is preferred and provides some advantage, however it is not a prerequisite.

Level 2 English is also recommended due to the large amount of written work.

Next Step – University, NZIS, Polytechnic or College of Education

Cost – \$130

CHRISTCHURCH BOYS' HIGH SCHOOL
YEAR 13 PHYSICAL EDUCATION

REQUIREMENTS FOR SUBMITTING WRITTEN WORK

Level 3 P. E. is unique in that it is completely internally assessed. Effort is required for the entire year, and work is required to be handed in on at least 10 occasions. You should constantly refer to the module timelines and use your year planner to monitor your course deadlines. Every assessment counts towards your final Bursary grade.

WRITTEN ASSIGNMENTS

1. All written assignments must be written on one side of A4 refill
2. All A4 sheets of paper are to be held together with a paper clip or staple and inserted into a manila folder - You **MUST** write you name on **EVERY** sheet.
3. Assignments are to be placed in the **CORRECT** slot on the wall between the P.E. classrooms.
4. Assignments must be handed in by 8.45am of the collection day.
5. Assignments handed in late will receive a **NOT ACHIEVED** grade.
6. Under exceptional circumstances you may wish to apply for an extension. If this is the case, you must discuss this with your teacher as soon as possible. In most cases you will be expected to provide a written request for an extension that is signed by your caregiver.
7. To obtain a **COURSE COMPLETION** certificate all work needs to be handed in before marks are finally collated.
8. Fancy title pages don't improve your grade at this level. Your work is marked according to its content. However, it is recommended that your work is word processed, typed or, at the very least, neatly handwritten.
9. Remember that every task set this year counts towards your final mark. Read the assignments carefully and endeavour to complete them all to a high standard.

PRACTICAL ASSIGNMENTS

In the work place you will be expected to meet deadlines. The same applies here. There are many times during the year when you will be required to attend practical assessments. These are usually held at one time only.

1. You are required to make your own transport arrangements to the venue.
Venues include: Wharenui Pool – Elizabeth Street
 Jellie Park – Ilam Rd
 Russley Golf Course – Memorial Ave
2. You are required to be on time for the start of each practical session. Records of all attendances will be kept and poor time keeping will not be tolerated. You will be expected to make up, at the teacher's convenience, for any time lost.
3. Attendance for **PRACTICAL ASSESSMENTS** is critical. They are, in almost every case, held only once. If you are unable to attend a practical assessment session you will need to produce a Medical Certificate. If you fail to inform the teacher of your non-attendance and/or fail to provide a medical certificate you will receive zero for that assessment.

Wilson Library

Citing or acknowledging your sources of information

If you use ideas from another written source or quote another person's work or words you **must acknowledge** this. You have to say where the ideas or information came from. This could be from a written source, a map, data, diagram, graph or words used by someone else in interview or conversation.

If you don't acknowledge other people's work you are plagiarizing or stealing their work, which can be a criminal offence.

It is also important to show where you found your information, as others must be able to find the same sources of information that you did so they can check your work or read further.

There are two main styles of referencing. :

- A. Using footnotes. This uses a numbering system after a reference or quotation, more details are given at the foot of the page and full details are given in a numbered reference list at the end of the work.
- B. Citing in the text. The author and date of publication are given straight after the reference or quotation with a detailed reference list arranged alphabetically at the end of the work. This is the style we use at CBHS; it is known as the APA or Harvard Style.

Using the Harvard Style at CBHS

You need to acknowledge your sources of information in three ways:

1. By **citing** in the text of your work the author of the reference or quotation you have made. (Waterford, 1998)
2. By **referring** to a map, diagram, etc. e.g. See Fig 1 then **citing** it (Waterford, 1998)
3. By listing all the direct references in a **Bibliography** at the end of your work. (Some people call this a Reference List)

How to cite for 1 and 2:

Immediately after you have referred to or quoted another person's work you enclose in brackets the author's name and the date the book or information source was published. (*Wrightson, 1998, p.54*). You also do this when you have referred to maps, diagrams, photographs etc. *See Fig 1 (Wrightson, 1998, p.58)*. You must also include the page number.

Example:

Books are very important, as without them we would have no idea of our history. *See Fig 1 (Wrightson, 1998, p.58)* We would not, for example, know that 400 years ago in England education was seen as a way to cure all the ills of society, (*Wrightson, 1998, p.54*) or that in 1900 there "were only twenty-five secondary schools in New Zealand" (*Bassett, Sinclair, Stenson, 1985, p.182*). Books are still the "primary means for dissemination of knowledge" (*Uses of books, 1997, p.26*), for instruction and pleasure in skills and arts (*Smith, 1998, p.56*) and for the "recording of experience whether real or imagined". (*Microsoft Encarta, CD ROM, 1997*). There is also increasing research emerging (*Bassett et al*) which demonstrates that the earlier children are exposed to books the greater their chances of becoming literate and thus able to read such vitally important books.

What do these mean?

1. *See Fig 1 (Wrightson, 1998, = this is an idea found in the book by Wrightson on Page 58. p.58)*
2. *(Wrightson, 1998, p.54)* = another idea from the same book, this time from Page 54
3. *(Bassett, Sinclair, Stenson, 1985, p.182)* = a quotation from the book by Bassett, Sinclair and Stenson from Page 182.
4. *(Uses of books, 1997, p.26)* = a quotation from a book which has no given author, therefore we use the title. Quote comes from Page 26
5. *(Smith, 1998, p.56)* = an idea obtained from the book written by Smith, Page 56
6. *(Microsoft Encarta, CD ROM, 1997)* = a quotation from the CD Rom version of Encarta by Microsoft
7. *(Bassett et al)* = another idea from the source already cited, this time you do not need to rewrite all the authors.

How to cite for 3: the Bibliography

This is the full list of sources, at the end of your work, which you have cited in your assignment. Arrange this in alphabetical order of the authors' names or the title if there is no author.

A **Bibliography** is a list of sources of information about a subject.

Usually a Bibliography is placed at the end of a book or research work. Sometimes it is listed under the heading "Further reading" or "References".

These examples will enable you to set out the Bibliography in the correct format.

In each case the author comes first (when known), followed by the title, location of publishing, publisher and date of publication.

Books

Burns, R. "The Book of Noise". London, McGraw Hill, 1996

Articles

Montgomery, P. "America's Cup Challenge" in "Seaspray". Los Angeles, Boating Incorporated, April 1998

CD Rom

"TVNZ New Zealand Encyclopaedia". Nelson, Protech International Ltd, 1997

Internet

Smythe, J.P. "Farming in the 90's" from <http://www.agr.govt.nz/>

Interview

Brigadier S.M. Jones, interviewed by John Brown at Rannerdale, 25/3/03

You must use these formats when you write the record of all the sources you used to complete your research assignment.