



National Certificate of Educational Achievement  
TAUMATA MĀTAURANGA Ā-MOTU KUA TĀEA

**2008**

## **Internal Assessment Resource**

Subject Reference: **Physical Education 2.4**

Internal assessment resource reference number:  
**PhysEd/2/4\_B6**

### **Circus**

Supports internal assessment of:

Achievement Standard: 90435 v2

Examine skill-learning principles and psychological skills in relation to physical activity

Credits: 2

---

**Date version published:**

August 2008

**Ministry of Education  
quality assurance status**

For use in internal assessment  
from 2008

### **Teacher Guidelines:**

The following guidelines are supplied to enable teachers to carry out valid and consistent assessment using this internal assessment resource.

### **Context/setting:**

This activity assesses the student's ability to examine the effect of applying skill learning principles and psychological skills to the learning and performance of a novel skill/activity.

It is expected that the students should have been exposed to:

- (a) Skill learning principles including:
  - Stages of learning, classification of skills, types of practice, and factors affecting learning.
- (b) Psychological skills including:
  - Self-talk, visualisation, mental rehearsal, routines, arousal control, goal setting, confidence, and concentration.

### **Conditions:**

Students will select a novel skill from:

Juggling, poi, tira, devil sticks, hackey sack, stilt walking, unicycle, acrobatics, rodeo kayaking, yoyo, hula hoop, jump rope, freestyle flying disk, boomerang or a like type activity.

Students are to complete a 10 minute session of the chosen novel skill in order to provide baseline information, and use a goal setting staircase to give direction to further practice (Task 1).

Students should be given the opportunity to have 10x15 minute practices (Task 2) to apply the skill learning principles and psychological skills in the chosen novel skill. This should be done in class time. Additional sessions may be done in own time. Any practice sessions outside of class sessions should also be entered onto the data recorded sheet.

Students will complete a 1 hour written task (Task 3) in class where they explain in detail the effects of:

- the skill learning principles they applied in their chosen novel skill; and
- the psychological skills they applied in their chosen novel skill;

This needs to be completed at the end of the 10 practice sessions. Students will need all previous tasks to complete this information.

### **Resource requirements:**

Core Phys Ed, Nicky Sheriff – Longman Paul.  
Equipment for the selected novel skills.

### **Additional information:**

This achievement standard could incorporate achievement objectives at level seven under the movement concepts and motor skills strand in the Health and Physical Education learning area within *The New Zealand Curriculum*.

**2008**

**Internal Assessment Resource**

Subject Reference: **Physical Education 2.4**

Internal assessment resource reference number: **PhysEd/2/4\_B6**

**Circus**

Supports internal assessment for:

Achievement Standard 90435 v2

Examine skill-learning principles and psychological skills in relation to physical activity

Credits: 2

---

**Student Instructions Sheet**

---

**PE 2.4 Examine skill-learning principles and psychological skills in relation to physical activity**

<b>Achievement</b>	<b>Achievement with Merit</b>	<b>Achievement with Excellence</b>
<ul style="list-style-type: none"><li>• Apply skill-learning principles and psychological skills to participation in physical activity.</li><li>• Describe the effects of applying the skill-learning principles and psychological skills.</li></ul>	<ul style="list-style-type: none"><li>• Apply skill-learning principles and psychological skills to participation in physical activity.</li><li>• Explain the effects of applying the skill-learning principles and psychological skills.</li></ul>	<ul style="list-style-type: none"><li>• Apply skill-learning principles and psychological skills to participation in physical activity.</li><li>• Explain in detail the effects of applying the skill-learning principles and psychological skills.</li></ul>

Before you start work, read through all the information given to you. Make sure you understand what you are being asked to do. Ensure that you know what level of performance you must achieve to obtain an achieved, merit, or excellence grade for this achievement standard.

You should select a “novel” skill from:

juggling, poi, tira, devil sticks, hackey sack, stilt walking, unicycle, acrobatics, rodeo kayaking, yoyo, hula hoop, jump rope, freestyle flying disk, boomerang or a like type activity.

You will complete the following:

### **Task 1**

- 1(a) Complete a 10 minute practice of your novel skill to provide baseline data. Record your result in the recording box.
- 1(b) Complete the goal setting staircase.
- 1(c) Select skill learning principles and psychological skills you will apply during practice sessions.

### **Task 2**

Complete at least 10 x 15 minute practices sessions of your chosen novel skill. You may do more out of class time. All practices must be entered onto the data recording sheet.

### **Task 3**

Complete a 1-hour written task in class.  
In this test you will explain in detail the effect of applying the selected skill learning principles and psychological skills to your chosen novel skill.

**Task 1(a) Baseline Date**

You will attempt your skill over a 10 minute time period recording your results.

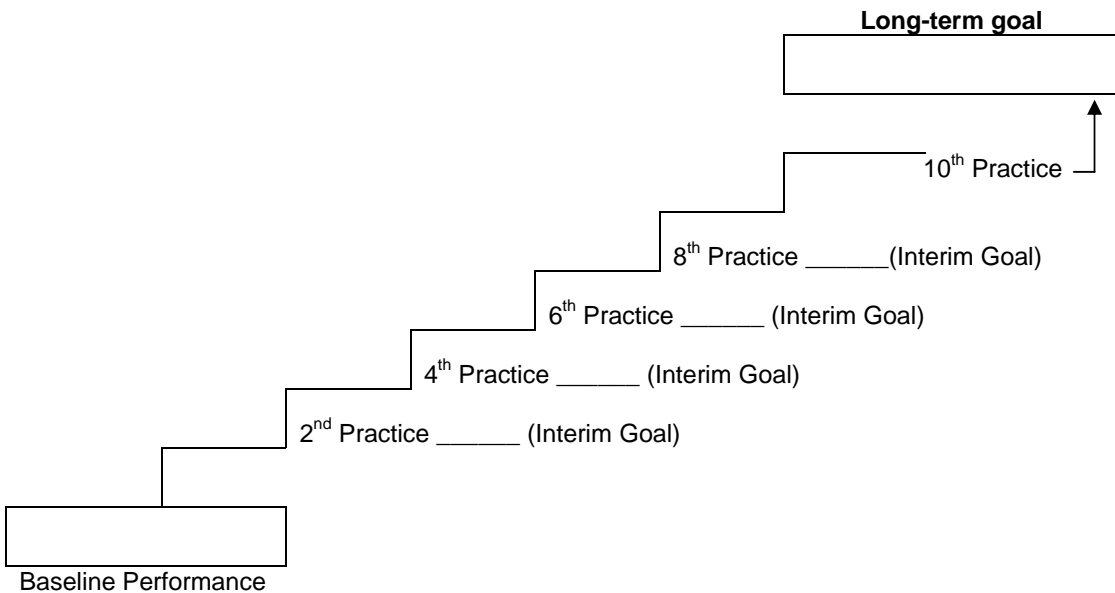
Skill	Results

**Best attempt** \_\_\_\_\_

**Task 1(b) Goal Setting Staircase**

You will set a SMART long-term goal to indicate what you should achieve after 10 practice sessions (15 min. duration each). You will then break this goal down into interim goals that should occur every second practice session.

Use this diagram as a guideline to present your own goals as appropriate to your chosen novel skill.



**Task 1(c)**

Identify two skill learning principles and two psychological skills that you will apply during your practice sessions.

Skill learning principles

1 \_\_\_\_\_

2 \_\_\_\_\_

Psychological skills

1 \_\_\_\_\_

2 \_\_\_\_\_

**Task 2** **Data Recording Sheet**

After each practice session complete each column of the table below.

**Skill:** \_\_\_\_\_

Practice date	Duration or practice	Venue of practice	Result of practices (e.g., completed times / distances / attempts)	Which skill learning principles and/or psychological skills you used
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				

Teacher: verification \_\_\_\_\_

Authorised Agent: \_\_\_\_\_

**Task 3(a)**

Select the **TWO** skill learning principles that you used to improve your performance in the novel skill. Skill learning principles include *stages of learning, classification of skills, types of practice, and factors affecting learning.*

Write a definition for each skill learning principle.

Explain in detail **how** and **why** this principle affected your performance positively.

Explain in detail **how** and **why** this principle affected your performance negatively

Principle	Definition	Positive effects ( <b>how</b> and <b>why</b> )	Negative effects ( <b>how</b> and <b>why</b> )
1			
2			

**Task 3(b)**

Select the **TWO** psychological skills that you used to improve your performance in the novel skill. Psychological skills include self-talk, visualisation, mental rehearsal, routines, arousal control, goal setting, confidence, and concentration.

Write a definition for each psychological skill.

Explain in detail **how** and **why** this principle affected your performance positively.

Explain in detail **how** and **why** this principle affected your performance negatively.

Principle	Definition	Positive effects ( <b>how</b> and <b>why</b> )	Negative effects ( <b>how</b> and <b>why</b> )
1			
2			



**Assessment schedule: PhysEd/2/4\_B6 - Circus**

Task	Evidence	Judgement towards Achievement	Judgement towards Achievement with Merit	Judgement towards Achievement with Excellence
1 2 3(a)(b) 3(b)	Complete baseline data and goal setting staircase. Completed data recording sheet for 10 practice sessions.  Completed skill learning principles tables.   Completed psychological skills tables.	Not assessed  At least 8 practice sessions are recorded on the data recording sheet. The data recording sheet has been signed by teacher to verify the practice took place. Valid definition of 2 skill learning principles. Gives a valid description of how at least 1 skill learning principle affected their performance both positively and negatively. The affect must relate to the definition supplied.  Valid definition of 2 psychological skills. Gives a valid description of how at least 1 psychological skill affected their performance both positively and negatively. The affect must relate to the definition supplied.	At least 8 practice sessions are recorded on the data recording sheet. The data recording sheet has been signed by teacher to verify the practice took place. Valid definition of 2 skill learning principles. Gives a valid explanation of how the 2 skill learning principles affected their performance both positively and negatively. Gives a valid explanation of why at least 1 skill learning principle affected their performance both positively and negatively. The affects must relate to the definition supplied.  Valid definition of 2 psychological skills. Gives a valid explanation of how the 2 psychological skills affected their performance both positively and negatively. Gives a valid explanation of why at least 1 psychological skill affected their performance both positively and negatively. The affects must relate to the definition supplied.	At least 8 practice sessions are recorded on the data recording sheet. The data recording sheet has been signed by teacher to verify the practice took place. Valid definition of 2 skill learning principles. Gives a valid and detailed explanation of how the 2 skill learning principles affected their performance both positively and negatively. Gives a valid and detailed explanation of why 2 skill learning principles affected their performance both positively and negatively. The affects must relate to the definition supplied. Valid definition of 2 psychological skills. Gives a valid detailed explanation of how the 2 psychological skills affected their performance both positively and negatively. Gives a valid and detailed explanation of why the 2 psychological skills affected their performance both positively and negatively. The affects must relate to the definition supplied.

3(c)	Completes Worksheet 3(c) Examining the effectiveness of the skill learning principles and psychological skills used to improve performance in the chosen novel skill.	Student provides a description of the effect of applying 2 skill learning principles and 2 psychological skills.  e.g. I found that applying massed practice was boring. This became clear to me by the second practice session.	Student provides an explanation of the effect of applying 2 skill learning principle and 2 psychological skills.  e.g. I found that applying massed practice was boring because I began thinking about other things and didn't concentrate on my technique. The worst session was number three, which was just before the school dance because..., and so...	Student provides a detailed explanation of the effect of applying 2 skill learning principle and 2 psychological skills. The explanation includes valid judgements as to the relative effectiveness of the factors, clearly justified with reference to personal participation and performance.  e.g. I found that applying massed practice was boring because I began thinking about other things and didn't concentrate on my technique. The worst session was number three, which was just before the school dance. So I combined the massed practice with some concentration activities in session four By using this combined method I felt that my performance was improving. So I think the massed practice principle was better for me than distributed practice because...and so...
------	--	--	--	--

**Achievement:** Meets requirements for task 2 and evidence from tasks 3a and 3b and/or task 3c demonstrate achievement criteria (Describe the effects of applying the skill-learning principles and psychological skills).

**Merit:** Meets requirements for task 2 and evidence from tasks 3a and 3b and/or task 3c demonstrates Achievement with Merit criteria (Explain the effects of applying the skill-learning principles and psychological skills).

**Excellence:** Meets requirements for task 2 and evidence from tasks 3a and 3b and/or task 3c demonstrates Achievement with Excellence criteria (Explain in detail the effects of applying the skill-learning principles and psychological skills).