

Year 8 English-PE assessment Term 3 2023

Our context this term is **Countries and Cultures**, with links to FIFA World Cup; sport plays a huge part in any culture.

In **English**, you have been analysing poems and exploring language features in relation to sport and your FIFA country cultures.

In **PEH**, you have been identifying interpersonal skills and demonstrating those through sport and games.

The poem below is familiar to you, having been studied in class. Use your annotated poem and notes to help you answer the questions below about the importance of interpersonal skills in sport and life, and how the poet uses language to help us understand these ideas.

TEAM WORK

It's all very well to have courage and skill
And it's fine to be counted a star,
But the single deed with its touch of thrill
Doesn't tell the man you are;
For there's no lone hand in the game we play,
We must work to a bigger scheme,
And the thing that counts in the world to-day
Is, How do you pull with the team?

They may sound your praise and call you great,
They may single you out for fame,
But you must work with your running mate
Or you'll never win the game;
Oh, never the work of life is done
By the man with a selfish dream,
For the battle is lost or the battle is won
By the spirit of the team.

You may think it fine to be praised for skill,
But a greater thing to do
Is to set your mind and set your will
On the goal that's just in view;
It's helping your fellow man to score
When his chances hopeless seem;
It's forgetting self till the game is o're
And fighting for the team

-Edgar A. Guest (1881-1959)

Interpersonal Skills:

Leadership
Fairplay
 Communication
Supporting and encouraging others
 Teamwork

1. Identify ONE reference to an interpersonal skill in the poem and copy/paste it into the box below.

a. What language feature/poetic device is it? (Simile, alliteration, etc.)

b. Explain which of the interpersonal skills above this quotation refers to. Give an example of how this skill might be demonstrated in a PE class.

c. What message **do you think** the poet gives to the reader about this interpersonal skill?

d. Discuss how the poet’s message is relevant to you, as a teenage reader today. You should use the PEEL paragraph template below to:

- i. explain the poet’s reference to this skill
- ii. describe how you demonstrated this skill in your PEH sessions

Point	___ is an important interpersonal skill.
Example	This is referred to in the poem when the poet writes, “....”.
Explain	The poet wants us to understand....

Links	<p><i>This skill is important in sport because...</i></p> <p><i>For example, in PE I demonstrated this by</i></p> <p><i>My actions helped/ supported.... because....</i></p> <p><i>The poem can help sports people understand....</i></p>
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2. Identify ANOTHER reference to a DIFFERENT interpersonal skill in the poem and copy/paste it into the box below.

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- a. What language feature is it? (Simile, alliteration, etc.)

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- b. Explain which of the interpersonal skills above this quotation refers to. Give an example of how this skill might be demonstrated in a PE class.

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- c. What message **do you think** the poet gives to the reader about this interpersonal skill?

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- d. Discuss how the poet's message is relevant to you, as a teenage reader today. You should use the PEEL paragraph template below to:
- i. explain the poet's reference to this skill
 - ii. describe how you demonstrated this skill in your PEH sessions

Point	<u> </u> is another important interpersonal skill.
Example	This is referred to in the poem when the poet writes, "....".
Explain	The poet wants us to understand....

Links	<p><i>This skill is important in sport because...</i></p> <p><i>For example, in PE I demonstrated this by</i></p> <p><i>My actions helped/ supported.... because....</i></p> <p><i>The poem can help sports people understand....</i></p>
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Expert Level: Give it a go!

3. Explain why this poem could help teenagers understand the importance of interpersonal skills. Use examples from the poem to support your ideas.

4. Explain the overall purpose/message of this poem and how well you think the poet demonstrates this message. Use examples from the poem to support your ideas.

Rubric

	Working Towards Curriculum Expectation	At Curriculum Expectation	Above Curriculum Expectation	Beyond Curriculum Expectation
Audience and Purpose	You are working towards identifying and commenting on the writer's purpose and have described how language and/or ideas have been used to support that purpose	You have identified the writer's purposes and have started to evaluate how language and/or ideas have been used to support that purpose	You have identified the writer's purposes and evaluated how language and ideas have been used to support that purpose	You have evaluated how the writer's use of structure and language has been used to create meaning / support writer's purpose
Language Features	You are working towards identifying a range of language features and described their meaning/effects	You have interpreted a range of language features and discussed how these create meaning in the text	You have interpreted a range of language features and your discussion includes some evaluation of how one or more of	You have started to evaluate the effectiveness of how a range of language features are used in the text, identifying some links to the

			these create meaning in the text	writer's purpose and/or ideas
Accuracy in Writing	You have made errors in grammar, spelling and/or punctuation which are intrusive and affect meaning.	You have made errors in grammar, spelling and/or punctuation which are intrusive at times, but readers can infer meaning.	You have made minor errors. Meaning is consistently clear.	You have made few to no intrusive errors. Meaning is consistently clear.

Health & PE Rubric

	Working Towards	At	Above	Beyond
Interpersonal Skills	You have identified causes of peer pressure and have begun to demonstrate strategies to manage peer pressure. You have demonstrated some interpersonal skills during PE classes and attempted to describe at least one interpersonal skill	You have identified a range of assertive communication skills that enable you to interact appropriately with others. You have demonstrated a range of interpersonal skills during PE classes and described at least one interpersonal skill	You have demonstrated some interpersonal skills during PE classes that help you make safe choices for yourself and others. You have described two interpersonal skills with good detail	You have demonstrated the five interpersonal skills consistently during PE that help you make safe choices for yourself and others. You have explained two interpersonal skills with good detail
Accuracy in writing	You have made errors in grammar, spelling and/or punctuation which are intrusive and affect meaning	You have made errors in grammar, spelling and/or punctuation which are intrusive at times, but the reader can infer meaning	You have made some errors, but minimal reader inference is needed as meaning is consistently clear	You have carefully edited your writing to ensure you have few (or no) intrusive errors, consequently meaning is consistently clear
Time Management	You have not completed the assessment by the due date:	You have completed the assessment by the due date	You have completed the assessment by the due date	You have completed the assessment by the due date