

SCHOOL BASED ASSESSMENT

NAME OF CENTRE: Ferncourt High School

CENTRE CODE: 100035

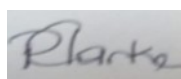
YEAR OF EXAM: 2022

NAME OF CANDIDATE: Rahiem Boland

CANDIDATE'S REGISTRATION NUMBER: 1000352630

Plan of Investigation	5 marks	4
Participation Measure	5 marks	4
Quality of Group Activity	10 marks	7
Written Report	10 marks	5
Reflection	5 marks	3
Oral Presentation	10 marks	6
Total	45	29/45

Teacher's Signature*:



Date: March 21, 2022

CSEC

English Language School Based Assessment



Name: Rahiem Boland

Candidate Number: 1000352630

School: Ferncourt High School

Center Number: 100035

Teacher: Ms. Clarke

Territory: Jamaica, West Indies

Year: 2022

Theme: Sports

Topic: “The Importance of Sports in Society?”

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Plan of Investigation

The topic for this English S.B.A is, "*Why is Sports Important to Society?*" chosen from the theme "Sports". This topic was chosen because watching and playing sports provide ways to escape the stress of our daily lives and come together as a community. It also requires you to move your body, and it's a commonly known fact that exercise is good for your health.

The completion of this SBA will lead to the improvement of: creative writing and fluent speaking. In my search for answers, I will explore a website link, a YouTube and a newspaper article which hopefully, provide the importance of Sports. During this research I hope to improve my vocabulary and comprehension skills. I will use the creative writing skills will be used to write an effective oral presentation.

SCORING RUBRIC FOR PLAN OF INVESTIGATION

Name of Student: Rahiem Boland

Date: March 25, 2022

AREAS		RATING SCALE				FINAL SCORE
		0	1	2	3	
a.	Reason for choosing the topic and selection of title	No reason and title given or obscure reason with inappropriate title	Reason given is vague or weak; appropriate title given	Appropriate reason and title given	Original and insightful reason and title given	2/3
b.	Expected benefits to you as a student of English	No benefits given	Benefits given are not clearly stated; few are attainable	Benefits are clearly expressed, but they are not all sound, most are attainable	Benefits are clearly expressed, sound and attainable	3/3
c.	Proposal for collection and use of material	Material to be collected not stated	Material to be collected stated (type or nature of material) Limited list of sources given	Material to be collected stated (type or nature of material) Various sources for possible material internet etc...) given		2/2
		Use of the English language skills to be used in analysing the material not stated	Use of the English Language skills outlined and an attempt made to indicate how they will be used.	Use of the English Language skills clearly outlined and clear indication of how they will be used provided.		1/ 2
TOTAL						8/10

Total marks for Plan of Investigation = 10 marks

Scale down to 5 marks

Score awarded = total score = 4/5

Name of Teacher: Patricia Clarke

Time/Date: March 24, 2022

SCORING RUBRIC FOR INDIVIDUAL PARTICIPATION

Name of Student: Rahiem Boland

Date: March 2022

The total mark for Individual Participation will be 5 marks based on the responses obtained from the sessions conducted by the teacher.

Areas	Questions for students	Final Score
1.	<i>Do/Did you know what you are/were expected to do to work well in a team?</i>	1 /1
2.	<i>Are you able to focus on what is taking place in your group?</i>	1 /1
3.	<i>How do/did you feel in the group? I feel self-confidence, self-esteem and self-efficacy.</i>	1/1
4.	<i>Do/Did you know how to manage how you behave in the group?</i>	1 /1
5.	<i>Do/Did you manage your tasks on time and thoroughly?</i>	0 /1
		4/5

Name of Teacher: Patricia Clarke

Time/Date: March 2022

SCORING RUBRIC FOR QUALITY OF WITHIN – GROUP ACTIVITIES
Name of group: Music **Date: March 2022**

	RATING SCALE	Final
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Facets of Process	0	1	2	3	Score
<i>Communication</i>	<i>Plan of work not known by all group members.</i>	<i>The plan of work exists, and most group members have seen, read and discussed it.</i>	<i>All members have seen, read and discussed the plan of work</i>		1/2
<i>Collaboration</i>	<i>No awareness of what members of the group are doing.</i>	<i>Some awareness of what members of the group are doing.</i>	<i>Members seek out and are aware of what all members of the group are doing.</i>		1/2
<i>Reflection</i>	<i>Group members show no evidence of reflecting on their work.</i>	<i>Group members engaged in reflection on work at the end of some of the activities or sessions.</i>	<i>Group members engaged in reflection on work at the end of most of the activities of sessions.</i>	<i>Group members engaged in reflection on work at the end of all of the activities or sessions.</i>	2/3
<i>Interaction</i>	<i>There is obvious misunderstanding among members. Group unable to resolve problems.</i>	<i>Members attempt to resolve issues and problems to ensure a comfortable relationship among group members.</i>	<i>Members are actively creating interaction with each other and displaying trust and respect.</i>	<i>Members respect and appreciate each other; and show empathy to all members.</i>	3/3
Total					7/10

Name of Teacher: Patricia Clarke

Time/ Date: March 2022

RESEARCH MATERIAL

Source 1

A website link:

State Minister Highlights Importance of Sport in Schools

June 8, 2018

Written by: GARWIN DAVIS

Minister of State in the Ministry of Education, Youth and Information, Hon. Floyd Green, says physical education is a very important part of the curriculum in schools and will be strengthened through public- and private-sector partnership.

Addressing a press conference to kick off a partnership between Sandals Resorts International, through its Beaches Resorts brand, and the Real Madrid Foundation out of Spain at Beaches Negril in Westmoreland on June 6, Mr. Green said the power of sports should never be underestimated, “which has helped to foster unity” across every spectrum in society.

“We across the education system have long recognised the power of sports. We have also recognised the great role that sports play in education, and which is why for a very long time in Jamaica, we always have a mandatory physical-education programme from the primary up to the secondary schools,” the State Minister said.

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“We across the education system have long recognised the power of sports. We have also recognised the great role that sports play in education, and which is why for a very long time in Jamaica, we always have a mandatory physical-education programme from the primary up to the secondary schools,” the State Minister said.

Mr. Green said the Ministry has also been busy trying to figure out “how we can strengthen our physical-education programmes,” adding that forming partnerships such as the one between Sandals and the Real Madrid Foundation “is a step in the right direction”.

The State Minister further noted that sports also help to create opportunities, and that many of Jamaica’s athletes have made it on the world stage based on the sporting programmes “in our schools”.

Sandals Resorts International and the Real Madrid Foundation are collaborating on a series of soccer clinics at Beaches Resorts slated for 2019.

Hosted in partnership with the Sandals Foundation, the philanthropic arm of Sandals Resorts International, this world-class educational and training programme will take place over two separate five-day periods, the first being in Negril from May 14-20, 2019 and the second at Providenciales, Turks and Caicos, from May 22-28, 2019.

Each training session will feature immersive instruction and sport value sessions by the Real Madrid Foundation coaches.

For his part, Deputy Chairman of Sandals Resorts International, Adam Stewart, said that partnering with the Real Madrid Foundation presents “a unique opportunity for us to bring local Caribbean children together with guests of the resorts, over the most popular sport in the world – soccer”.

“Our work with the Sandals Foundation aims to improve the communities of the Caribbean, and this partnership is an exciting way for us to continue these efforts and facilitate bonds between visitors and locals alike,” he said.

Source 2

A YouTube video:

<https://youtu.be/UnANbbVLDS8>

Source 3

A newspaper article:

Sports, money and the society

Published: Sunday | June 27, 2010 | 12:00 AM

Over the years, in fact, ever since the late 1920s, when a teenaged George Headley, with bat in hand, burst onto the scene, sports has done marvellous things for Jamaicans and Jamaica, and no one can deny that.

For Jamaicans, sports has helped them to get fit and stay fit, and especially in the days when there was hardly anything else to do, it provided entertainment.

Sports has also been a way out of poverty and of climbing the social ladder for many Jamaicans and, besides teaching them important life lessons, such as punctuality and teamwork, it allows them to express themselves confidently. For Jamaica, sports has simply been great. With so many great achievements, including world records by Jamaicans in many sports around the world, Jamaica and sports are synonymous, much more so than many larger and richer countries.

On top of all that, sports brings together people of different, colour, race, creed, and class. Despite Jamaica's greatness in other areas of endeavour, sports, perhaps more so than anything else, contributes to the national psyche, and in so doing, helps in nation building. There is a feeling in Jamaica that because Jamaicans are so talented and have done well for their country, that Jamaica has an obligation to support sports and those involved in it. And while that seems natural, it is, in reality, not so.

It is not natural for the simple reason that when one looks at the situation with health care, housing, education, water, security, etcetera, these are priorities in Jamaica which the Government, and indeed the private sector and any well-thinking Jamaican, cannot or should not ignore, priorities which, even for those in sports, should be more important than sports itself. The responsibility of every government must be to provide the basic necessities for its people, and as one former prime minister of this country told me years ago, "This country cannot afford to take poor people's money and spend on sports."

Obviously, some of the 'poor people's money' must go to sports, more so to recreational sports, to sports in schools and communities. However, when it comes to elite sports, international competitions, and especially in this age of professionalism, the development of the individual must be the responsibility of the individual, his family, friends and, if they can afford it, the national associations. The choice of sports is also important. Why should a poor person choose to play an expensive sport and then expect someone else to pay for his development - to use poor people's money, to fund his or her development?

Why, again, should someone born and perhaps living in a rich foreign country, play an expensive sport that is foreign to Jamaica, and for whatever reason, he wants to represent Jamaica, believing that Jamaica should take poor people's money, plenty of it at that, to fund his development?

Reflection 1

The informative article listed as one of the researcher's source was written by Gerwin Davis And published on the 8th of June in the year 2018. Reading this article brought me to the edge of my seat, even though it's a lengthy article it's a more informative one. In this article the writer and interviewee both stand with the point that sports is importance in school. The state minister said to the interviewer that, "We across the education system have long recognized the power of sports and we have also recognized the great role that sports play in education." Often time athletic students most often learn and concentrate by playing sports or by been around something that contribute sport. This article will help to clearly define my research better.

As my second source entitled" Sports, Money and the Society" published on June 27, 2010 states, "Sports brings together people of different, colour, race, creed, and class." In this article the writer highlighted facts of how sports has impacted Jamaica positively, in the writers article he strongly believes that sports allowed Jamaica to gain popularity and the researcher strongly agrees.

My second source is a YouTube video entitled "Sport's role in our society" by Thomas Nabbs in this video Thomas strongly spoke about the impact sports had on his childhood has inspired him to "create stronger individuals and communities by enabling the opportunity for personal development through access to sport and other activities." He did this by creating the water-boy, an organization that gives kiwi youth the opportunity to be exposed to sports.

Reflection 2

This reflection has been prepared to provide the use of language in the material I have selected for my portfolio.

The first material, the website link had formal language throughout it everything was very clear and understanding. The following material is a YouTube video that was uploaded locally. The host started off with Standard English until the very end. The speech was very bright and clear, I understood everything. The use of language was simple and formal. Finally an online article titled "Sports, Money and Society." The writer uses Standard English to present the information throughout the article. The use of language was formal.

Reflection 3

With the closing of this SBA, I have gained a lot of knowledge about sports as well as the importance of it.

Working in a group was a bit difficult for me because I'm usually quiet and afraid to speak out loud and share my thoughts, but by doing this it has taught me how to socialize and share with others. I have become more confident and outspoken and it also makes me feel more open to answer questions in classes. This was amazing by me and also my teacher and my fellow classmates because I normally would sit quietly and not answer. This makes me realize that I am now more competent in speaking out loud and to be more polite in sharing my oral presentation without any fear.

SCORING RUBRIC FOR REFLECTION

The assessment of this component will be based on the following:

Theme factors: critical knowledge related to theme, how material shaped their thinking

Language factors: analysis of language, good organization

Process factors: personal value, benefits clearly identified

Reflection on topic/issue/theme, use of language, process and its effects

DESCRIPTORS	Marks	Final Score
<p><i>Candidate produces an excellent reflection comprising THREE entries which:</i></p> <ul style="list-style-type: none"> <i>Discusses how the THREE pieces of material have affected the candidate's thinking about the issue</i> <i>Examines the use of language in the three pieces</i> <i>Discusses the process and its effects on the candidate</i> 	5 marks	/5
<p><i>Candidate produces a very good reflection which:</i></p> <ul style="list-style-type: none"> <i>Integrates the treatment of the issue in the three pieces</i> <i>Provides a very good examination of the use of language</i> <i>Discusses the process and its effect</i> 	4 marks	/4
<p><i>Candidates produces a good reflection which:</i></p> <ul style="list-style-type: none"> <i>Addresses the treatment of the issue in the three pieces</i> <i>Provides a good examination of the use of language</i> <i>Gives little discussion of the process and its effects</i> 	3 marks	/3
<p><i>Candidate produces a limited reflection which:</i></p> <ul style="list-style-type: none"> <i>Provides a limited treatment of the issue in the three pieces</i> <i>Attempts to provide an examination of the use of language with limited success</i> <i>Gives very little or no discussion of the process and its effect</i> 	2 marks	/2
<p><i>Candidate produces a weak reflection which:</i></p> <ul style="list-style-type: none"> <i>Mentions the issue</i> <i>Very weak examination of the use of language OR none provided</i> <i>No discussion of the process and its effect</i> 	1 mark	/1
TOTAL	5 marks	3/5

WRITTEN REPORT

Our SBA's was based on the topic Sports. As a five member group, we all choose our themes that's comes under sports. The group members' topics are: ***“Importance of Sports to Jamaica’s Economy”*** ***“Sports as a Tool for Discipline”***, ***“The Importance of Sports in Society”***, ***“How Injuries in Sports affect Children in the Future”*** and ***“The Effect of Sports on Human Development”***. We choose these topics as we believe that at the end of the process we will have a deep understanding of sports. We were also motivated by one of our group members who suffered a serious injury playing sports as a child.

The pieces that we used for the report taught us that sports is one of the best tools for holistic development in life. This came from a picture showing us how sports benefits humanity. From one of our articles, we learnt that sports has placed Jamaica on the map and has helped us tremendously economically. One of the videos taught us that using sports is one of the best ways to keep vulnerable youths in line. All together, they prove that sports is important to life. Overall, we learnt what's happening in sports throughout the world.

SCORING RUBRIC FOR WRITTEN REPORT

FACETS OF TASK	RATING SCALE			
	1	2	3	4
1.Content	<p><i>Does not meet the required number of pieces.</i></p> <p><i>Stimuli chosen are of little relevance or a weak attempt is made to force relevance</i></p> <p><i>Only one or two tasks attempted</i></p>	<p><i>The required number of stimuli has been selected but some of the issues are only implied.</i></p> <p><i>Some tasks are noted but generally there seems to be inadequacy, and lack of clarity.</i></p> <p><i>The report indicates an understanding of tasks but execution is insufficient</i></p>	<p><i>Contexts in/from which the stimuli are chosen are explicitly given</i></p> <p><i>There is evidence of the procedures used in selecting the three stimuli</i></p> <p><i>Some of the issues associated with the stimuli are not clearly stated (more information is needed)</i></p> <p><i>There is indication of the tasks to be done but some aspects are left out.</i></p>	<p><i>Contexts in/from which the stimuli are chosen are explicitly given.</i></p> <p><i>There is clear evidence of the procedure used in selecting the three stimuli.</i></p> <p><i>Issues raised (in the stimuli) are clearly defined and fully explored.</i></p> <p><i>All relevant tasks (processes, procedures) which should have been/ are to be, performed by group members and described in the reporting in the reporting are noted and defined.</i></p>
2.Evidence of investigation	<p><i>Weak responses to the tasks: (focus, summary, analysis)</i></p> <p><i>Issues are not clearly identified</i></p> <p><i>Inadequate evidence of research.</i></p>	<p><i>Analysis focuses on some of the key issues.</i></p> <p><i>Good evidence of research</i></p> <p><i>Good handling of documentation with the occasional error.</i></p>	<p><i>Excellent response to the tasks: (focus, summary, analysis)</i></p> <p><i>Analysis focuses on key issues</i></p> <p><i>Findings of discussions and research of the relevance to the stimulus material are clearly stated.</i></p> <p><i>All sources of the various stimuli are acknowledges and documented.</i></p> <p><i>Any comments on the stimuli, apart from students' original comments, are appropriately acknowledged and</i></p>	

			<i>documented.</i>	
3.Language use and Vocabulary	<i>The report:</i> <i>Good control of basic grammar, vocabulary, and mechanics. Competent sentence structure but lacking in maturity of expression.</i>	<i>The Report:</i> <i>Very good control of language (grammar and vocabulary) – errors do not suggest lack of capacity</i>	<i>The report:</i> <i>Excellent use of Standard English in the appropriate tone and register.</i> <i>The vocabulary shows excellent knowledge of and interaction with the issues and context.</i>	

Total marks for Written Report = 10 marks

Score Awarded = 2+ 1 + 2 = 5

Name of student: Daniel King, Oraine Steer, Rahiem Boland, Rushawn Patterson, Oshane Murray

Name of assessor: Patricia Clarke

Time/Date of assessment: March 2022

Oral Presentation Plan

I chose this genre since it would be easier to communicate information to the audience. The audience would be through engaging in the speech being read because of the language and tone of the discourse. The informative and it was acquired comes from a respectable and trustworthy source; thus, the speech would be factual.

FACETS OF TASKS	RATING SCALE				
	0	1	2	3	4
1. Fluency of delivery	<i>Jerky, halting</i>	<i>Choppy fragmentary long pauses</i>	<i>Awkward but acceptable intonation; continuous; natural</i>	<i>Intelligible; clear; smooth; well-paced low</i>	
2. Structure, comprehensibility, and development of topic	<i>Connection with topic/issue unclear; incomprehensible; Key issues not depicted; style of presentation does not always aid in depicting the key issues.</i>	<i>Connection with the topic/ issue unclear; very incoherent in parts; utterances incorrect</i>	<i>Limited comprehension lacks elaboration; slightly incoherent in parts; somewhat limited</i>	<i>Coherent; key issues well developed well expressed in many parts; very effective style</i>	<i>Clear organisation of ideas; sustained treatment of topic/theme/ issues; style very effective and Impactful in communicating</i>
3. Language use and vocabulary	<i>Lacks basic words; lacks specificity; very many errors in words and sentences</i>	<i>Ideas limited to inadequate words and jargon. Lacks specificity, limited range of grammar</i>	<i>Adequate style of presentation, basic sentences are used; control of basic grammatical structures; reliance on practical experiences</i>	<i>Accurate use of grammar, Effective use of grammar and vocabulary; High degree of fluency; rich vocabulary</i>	

Total marks for Oral Presentation = 10marks

Score awarded = 2+ 2+2 = 6

Name of student: Rahiem Boland

Name of assessor: Patricia Clarke

Time/ Date of assessment: March 23, 2022

Works Cited

Davis, G. (June, 2018) State Minister Highlights Importance of Sport. Retrieved from:
<https://jis.gov.jm/state-minister-highlights-importance-of-sport-in-schools/>

Thomas, N. (November, 2018) TED x Talks. Retrieved from:
<https://youtu.be/UnANbbVLDS8>

An online article. (June, 2010). Sports, Money and the Society. Retrieved from:
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