



NEW ZEALAND QUALIFICATIONS AUTHORITY
MANA TOHU MĀTAURANGA O AOTEAROA

National Qualifications Framework Levels 1-3, 2003

Physical Education

National Moderator's Report

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General Guidance for Assessors of Achievement and Unit Standards

The purpose of external moderation is to provide reassurance that assessor judgements are at the national standard and are made on the basis of assessment activities that are fair and valid.

All assessment materials are expected to:

- give the learner the opportunity to meet the requirements of the standard
- have an assessment schedule that gives evidence of appropriate learner responses and clear judgements at all levels.

The Ministry of Education contracted subject experts to write assessment resources for achievement standards. These are not pre-moderated. The intention is that they are modified to suit teaching programmes and learner needs. They do not provide 'rules' but suggest different ways of assessing to the nationally registered standard.

General Overall Comment

Physical Education moderation has proven to be very effective in establishing national consistency of assessment materials and assessor judgments. The majority of assessors used the exemplars from the TKI website.

Level One

90067 Participate in physical activities and describe how this influences hauora/well-being

The first criterion is the same for Achievement and Achievement with Merit *Participate actively in a variety of activities*. Achievement with Excellence requires the learners to *consistently display a high level of effort*. Evidence should be collected to determine three levels of learner participation: not acceptable, actively participates, actively participates consistently and with a high level of effort. Refer to explanatory notes for further details.

If signed self and/or peer sheets, teacher verification and or teacher recording sheets are used as evidence they need to be included with the moderation material.

The second criterion requires assessors to determine whether the evidence provided *describes, explains or evaluates*. For Achievement with Merit, the evidence must indicate that the learners are able to support descriptions made with additional detail, provide clarity and support statements made with reasons.

For Achievement with Excellence, the learner is required to show they are able to make judgements and justify with valid reasons and also show how factors and dimensions of hauora interact.

90068 Demonstrate knowledge of body structure and function in a physical activity

Explain for Achievement with Merit will require knowledge of factors such as: the relationship between anatomical structure and the performance of a physical activity, the use of biomechanical principles to improve performance of a physical activity and the relationship of physiological responses to the intensity of a physical activity.

Describe for Achievement may include the identification of features, eg labelling of bones and joints in relation to the movement.

For Achievement with Excellence, *explain in detail* could include: a more in-depth explanation of the factors and how the factors interact to improve performance of a physical activity.

The criteria refer to *body structure and function* as the biophysical focus for learning and are defined in the explanatory notes. This allows for assessors to make a holistic judgement of the quality of learner work by assessing the learner's knowledge of body structure and function for the performance of a physical activity.

90070 Explore how the body is portrayed in physical activity

Explain (for Achievement with Merit) means to demonstrate critical thinking by exploring issues such as:

- why groups or individuals choose to portray the body participating in physical activity in particular ways
- how different groups are advantaged
- how different groups are disadvantaged
- ways in which these portrayals are used to manipulate thoughts.

Explain in detail (for Achievement with Excellence) could refer to depth or breadth or both.

Self, others and society may be interpreted as self and (others/society).

Assessor judgement needs to be made holistically by considering all evidence presented.

To *describe how these portrayals are valued* (for Achievement) the student must demonstrate understanding of how portrayal of the body in physical activity by groups and individuals (such as the media) reflects and influences the value judgements we make about concepts such as femininity/masculinity, strength, agility, size, shape, gracefulness, attractiveness, clothing.

90071 Use strategies to develop own interpersonal skills in a group or team

The second criterion requires assessors to determine whether the evidence provided *describes, explains or evaluates*.

For Achievement with Merit, the learner must be able are able to support descriptions made with additional detail, provide clarity and support statements made with reasons.

For Achievement with Excellence, the learner must show the ability to make judgements and justify with valid reasons. For example, show how and why the interpersonal skills affected the functioning of the team and could be used or adapted so they would be more effective in helping the team function better. Suggestions as to how interpersonal skills could be modified for future use and why this might be desirable in relation to the functioning of the team and interpersonal skill development could be included. Future use could be in the same group or team or in another context. If no change is considered desirable, then this conclusion must be justified.

Level Two

90432 Examine relationships between regular exercise and concepts of fitness and health

The first criterion requires learners to consider the sociological 'big picture' regarding concepts of fitness and health. The interpretation of *self, others and society* can be considered as self and others/society.

Critically discuss for Achievement with Excellence requires evidence that the learner is able to compare and contrast, examine benefits and risks, positives and negatives, reflect and make judgements, generalise possibilities and relationships, considering future decisions or actions, ie examining the credibility of the health and fitness industry and the attitudes and beliefs impacting on society and self.

90433 From observation, examine how principles of anatomy and biomechanics relate to physical activity

Describe for Achievement may include the description of or the identification of features, eg labelling of muscles, bones and joints and describing their anatomical movements in relation to the performance of a physical activity.

Explain for Achievement with Merit and *explain in detail* for Achievement with Excellence requires learners to demonstrate knowledge of the relationship between anatomical structure and biomechanical principles in the performance of a physical activity

For Achievement with Excellence, *explain in detail*, evidence should include a more in-depth explanation of the information showing greater understanding.

90434 Describe principles and methods of training and apply these to participation in physical activity

Explain (for Achievement with Merit) should include not only the evidence from observations made when applying training principles and methods to physical activity, but also knowledge from texts and other sources.

Critically discuss (for Achievement with Excellence), requires evidence that the learner is able to compare and contrast, examine benefits and risks, reflect and make judgements, generalise possibilities and relationships, considering future decisions or actions, ie should include making judgements on the credibility of training principles and methods based their personal experience and the observation of others.

90435 Describe and apply principles of skill learning and sports psychology to physical activity

Explain (for Achievement with Merit) should include not only the evidence from the experience of participating in a programme having applied principles of skill learning and sport psychology, but also knowledge from texts and other sources.

Critically discuss (for Achievement with Excellence), requires evidence that the learner is able to compare and contrast, examine positives and negatives, reflect and make judgements, generalise possibilities and relationships, considering future decisions or actions, ie should include making judgements on the credibility of the principles of skill learning and sport psychology in relation to their personal experience and the observation of others.

90436 Demonstrate performance in two contrasting physical activities

Competence (for Achievement) refers to demonstrating a sufficient level of performance in the elements and skills of the activity to enable full participation in the chosen activity.

Indicators to determine *proficiency* (for Achievement with Merit) or *expertise* (for Achievement with Excellence) may include factors such as: technical accuracy, degree of flow/fluency, degree of control, use of relevant strategies, making appropriate decisions, apparent 'ease' of performance, ability of opposition, level of competition.

The selection of indicators and relative importance of these will be determined by the nature of the chosen physical activities. Achievement with Excellence should challenge the most capable of student.

90437 Investigate the sociological significance of a sporting event, physical activity or festival

The intent of this achievement standard is to assess how well the student can consider the *sociological significance* of a sporting event, physical activity or festival for self, others and society. If the event, activity or festival has minimal significance for any of 'self, others and society', this should be identified and reasons given. When considering the *significance* of the sporting event, activity or festival on self, others and society, factors and issues could include, but not limited to: societal, political, cultural, economic historical. The most relevant should be applied.

Critically analyse (for Achievement with Excellence) could include beliefs and assumptions, considering positive and negative, creative thinking, analysis and evaluation, planning for action and/or reflection. It should also address both current and likely future implications.

significance and *impact* should be identified as separate factors

self, others and society may be interpreted as self and (others/society).

90438 Explore leadership strategies in a group or team physical activity

The first criterion requires to learners to *apply personal strategies to leadership roles*. If the assessor collects evidence by using self and peer observation/session evaluation sheets and/or a teacher-recording sheet these need to be included in the moderation submission.

90439 Demonstrate knowledge of safety issues and apply safety management procedures in a physical activity

Competently put into action safety management procedures is the same for both Achievement with Merit and Achievement with Excellence. This implies that the practical safety procedure either succeeded or did not.

The judgement for Achievement with Merit and Achievement with Excellence would then be determined by the knowledge demonstrated. This evidence could verbal, written or shown by their actions.

Comprehensive and in-depth knowledge (for Achievement with Excellence) could involve: the evidence showing a full understanding of a wide range of contributing issues or factors; the ability to establish priorities in balancing risk and challenge; justifying a procedure from a range of alternatives; recognising if there is only one viable procedure, and showing an in-depth understanding of all components of a safety procedure. For example, responding correctly to a risk problem or scenario with valid actions and being able to fully justify decisions made.