



NEW ZEALAND QUALIFICATIONS AUTHORITY
MANA TOHU MĀTAURANGA O AOTEAROA

National Qualifications Framework Levels 1–3, 2004

Physical Education

National Moderator's Report

National Moderator's Report

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 materials that are fair and valid.

All assessment materials are expected to:

- give the student the opportunity to meet the requirements of the standard
- have an assessment schedule that gives evidence of appropriate student 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 student needs. They do not provide 'rules' but suggest different ways of assessing to the nationally-registered standard.

General Overall Comment

The moderation of internally assessed achievement standards and unit standards in Physical Education has proven to be effective in establishing national consistency of assessment materials and assessor judgements. Most assessors are continuing to use the exemplars from the TKI website, although many are starting to produce their own material that is relevant to their teaching programme.

Level 1

AS 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 students to *consistently display a high level of effort*. Evidence should be collected to determine three levels of student 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 must 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 students are able to support descriptions made with additional detail, provide clarity and support statements made with reasons.

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

AS 90068: *Demonstrate knowledge of body structure and function related to performance of physical activity*

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

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.

For Achievement with Excellence, *explain in detail* should 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 student work by assessing the student's knowledge of body structure and function for the performance of a physical activity.

AS 90524: Demonstrate quality movement in the performance of a physical activity

Demonstrate quality movement is judged according to the performance of the appropriate factors/skill(s) nominated for the activity. Both objective and professional judgement can be used to assess the quality and consistency of movement. Evidence is primarily gathered through a summative assessment, however additional evidence maybe gathered throughout the programme of learning.

As a guideline: *Demonstrate quality movement* for Achievement should be attainable to students who apply themselves fully to the associated physical education learning programme. *Consistently demonstrate high quality movement* for Achievement with Excellence should require a standard that would challenge the best of Level 1 students nationally.

Professional judgement is an important part of judging most performance situations. Factors to consider in regard to assessing this achievement standard include:

- an assessor should select an activity(ies) where they have appropriate prior knowledge and experience or have suitable experts to guide their judgements
- an assessor may also use formative, quantitative skill-based test results, such as a skills circuit, to provide additional evidence to support judgements
- an assessor may also consider validated self- and peer- observation sheets as additional evidence to support judgements
- an assessor may also reflect holistically on the student's level of performance, as demonstrated over the entire module, to confirm a judgement
- video analysis may be useful, where appropriate and manageable, eg an aerobics routine in a competition
- reassurance of assessor judgements being made at a national standard may be gained through communication with other professionals eg national/regional sports bodies and coaches, PENZ clusters, advisory service.

Other factors to consider:

- consider, where appropriate, the skill level of the opposition and/or fellow team members. Structure teams, and/or vary competition, to provide adequate and fair opportunity for all players to demonstrate their ability.
- consider the effects of changing environments when assessing outdoor activities, such as: wind strength, heat and sun, water flow, terrain, tides, etc. Conditions should be consistent and provide equal and appropriate opportunities for all students to achieve all grades. In assessment conditions that are obviously affecting performance, it would be sensible to use professional judgement and conservatively adjust performance standards in light of the conditions.

Safety Guidelines

Boards of Trustees are required to provide a safe physical and emotional environment for students. Boards need to ensure that all practicable steps have been taken to identify, assess, minimise and

manage risks and hazards. All Education Outside the Classroom (EOTC) programmes must comply with school and Ministry guidelines for EOTC. Principals, and staff involved with EOTC activities, have exclusive responsibility for ensuring that the Board's EOTC policy is followed.

Students with Disabilities

The performance standards included here are set for able-bodied persons. Assessors with students who have a disability, and performing a physical activity within specified limitations, eg wheelchair basketball, should modify or set new performance requirements appropriately. Contact should be made with the appropriate regional sports trust representative, regional advisors and NZQA Moderation.

Injury or illness

Providers should have their own policies for managing situations where students are unable to participate in performance assessment. In most cases, where manageable, an additional assessment opportunity should be provided. When this is not possible and sufficient evidence is available from the student's participation in the relevant module, the provider may use their professional judgement, in which case, the judgement should lean towards the conservative.

Moderation submissions require details regarding the conditions of assessment and must include relevant recording sheets and any other information available that provided evidence for the assessor judgements.

AS 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.

Assessor judgement should be made holistically by considering all the evidence presented in relation to the criteria.

To *describe how these portrayals are valued* (for Achievement) the student must demonstrate an 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.

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

AS 90071: *Demonstrate interpersonal skills and describe their effects on the functioning of a group or team*

Demonstration of interpersonal skills for the first criteria requires the assessor's professional judgement. Factors to consider in regard to assessing this achievement standard include:

- an assessor may consider validated self- and peer- observation sheets as additional evidence to support judgements
- to confirm a judgement, an assessor may also reflect holistically on the student's level of demonstrating the interpersonal skills over the entire module
- in some cases, the influence of variables created by the nature of the group or team may need to be considered.

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

For Achievement with Merit, the student must be able to support descriptions made with additional detail that provides clarity, and also back up statements with reasons or examples.

For Achievement with Excellence, the student must show the ability to make judgements about the success or failure of the interpersonal skills used and justify with valid reasons and/or examples. 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 in the future. Future use could be related to the same group or team or in another context. If no change is considered desirable, then this conclusion should be justified.

AS 90525: Examine the quality of movement in performance of a physical activity

Identifying factors in the first criterion is unchanged across the three grades. It requires the student to consider personal and external reasons for their level of performance in diagnostic testing. The most appropriate factors can be focused on in a *programme of practice*. The factor(s) selected should also be suitable for students to apply knowledge leading to a post-training evaluation of related action taken.

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

For Achievement with Merit, the student must be able to support descriptions made with additional detail that provides clarity, and support statements made with reasons or examples.

For Achievement with Excellence, the student must show an ability to make judgements about the success or failure of the action taken in practice. These must be justified with valid reasons, with reference to examples. A high level of knowledge and understanding must be demonstrated in the evaluation.

Level 2

AS 90432: Examine relationship between physical activity and health, and implications for self and society

Collecting evidence in the first criterion is unchanged across the three grades. The standard requires students to consider the sociological impact regarding concepts of fitness and health ie 'healthism'. Evidence should be collected in teaching programmes, through research and through relevant health and fitness experiences. It is important that information collected has enough breadth and depth for Level 2, and is appropriate for providing a foundation for critical thinking.

Critically discuss for Achievement with Excellence, requires evidence that the student 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, eg examining the credibility of the health and fitness industry and the attitudes and beliefs impacting on society and self.

AS 90433: Describe how functional anatomy and biomechanical principles relate to performing physical activity

Describe for Achievement may include the description of or the identification of features, eg for functional anatomy – labelling of muscles, bones and joints and using this knowledge to describe how anatomical movements are made in relation to the performance of a physical activity.

For Achievement with Merit, the student must be able to support descriptions made with further accuracy or detail.

For Achievement with Excellence, *explain in detail*, evidence should include a more in-depth explanation and the student should demonstrate an ability to clearly integrate knowledge of functional anatomy and biomechanical principles.

AS 90434: Examine the principles and methods of training in relation to participation in physical activity

Applying the principles in the first criterion is unchanged across the three grades. It indicates that the students participate in an activity(ies) that provides personal experience with applying principles and methods of training.

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 more in-depth knowledge from texts and other information sources.

Explain in detail (for Achievement with Excellence) requires evidence that the student is able to demonstrate a high level of knowledge and understanding, ie how the principles inter-relate, applying knowledge to another context or activity. This could also include making judgements on the credibility of training principles and methods, based on their personal experience and/or the observation of others.

AS 90435: Examine skill-learning principles and psychology skills in relation to physical activity

Applying the principles in the first criterion is unchanged across the three grades. It indicates that the students participate in an activity(ies) that provides personal experience with skill-learning principles and psychological skills.

Explain (for Achievement with Merit) should include not only the evidence from observations made when applying skill-learning principles and psychological skills, but also more in-depth knowledge from texts and other information sources.

Explain in detail (for Achievement with Excellence) requires evidence that the student is able to demonstrate a high level of knowledge and understanding, ie how the principles inter-relate, applying knowledge to another context or activity. This could also include making judgements on the credibility of skill-learning principles and psychological skills, based on their personal experience and/or the observation of others.

AS 90436: Demonstrate performance in a physical activity in an applied setting

Demonstrate performance is assessed according to the performance of the appropriate factors/skill(s) nominated for the activity. Both objective and professional judgement can be used to assess the quality and consistency of movement. Evidence is primarily gathered through a summative assessment, however additional evidence may also be gathered throughout the programme of learning.

As a guideline: *Demonstrate competent performance* for Achievement, should be attainable to Level 2 students who apply themselves fully to the associated physical education learning programme. *Demonstrate expertise in performance* for Achievement with Excellence should require a standard that would challenge the best of Level 2 students nationally.

Professional judgement is an important part of judging most performance situations. Factors to consider in regard to assessing this achievement standard include:

- an assessor should select an activity(ies) where they have appropriate prior knowledge and experience or have suitable experts to guide judgements
- an assessor may also use formative, quantitative skill-based test results, such as a skills circuit, to provide additional evidence to support judgements
- an assessor may also consider validated self- and peer- observation sheets as additional evidence to support judgements
- an assessor may also reflect holistically on the student's level of performance, as demonstrated over the entire module, to confirm a judgement
- video analysis may be useful, where appropriate and manageable, eg, an aerobics routine in a competition
- reassurance of the assessor judgements being made at a national standard may be gained through communication with other professionals, eg, PENZ clusters, advisory service, national/regional sports bodies and coaches.

Other factors to consider:

- consider, where appropriate, the skill level of the opposition and/or fellow team members. Structure teams and/or vary competition to provide adequate and fair opportunity for all players to demonstrate their ability.
- consider the effects of changing environments when assessing outdoor activities, such as wind strength, heat and sun, water flow, terrain, tides, etc. Conditions should be consistent and provide equal and appropriate opportunities for all students to achieve all grades. In assessment conditions that are obviously affecting performance, it would be sensible to use professional judgement and conservatively adjust performance standards in light of the conditions.

Safety Guidelines

Boards of Trustees are required to provide a safe physical and emotional environment for students. Boards need to ensure that all practicable steps have been taken to identify, assess, minimise and manage risks and hazards. All Education Outside the Classroom (EOTC) programmes must comply with school and Ministry guidelines for EOTC. Principals, and staff involved with EOTC activities, have exclusive responsibility for ensuring that the Board's EOTC policy is followed.

Students with Disabilities

The performance standards included here are set for able-bodied persons. Assessors with students who have a disability, and performing a physical activity within specified limitations, eg wheelchair basketball, should modify or set new performance requirements appropriately. Contact should be made with the appropriate regional sports trust representative, regional advisors and NZQA Moderation.

Injury or Illness

Providers should have their own policies for managing situations where students are unable to participate in performance assessment. In most cases, where manageable, an additional assessment opportunity should be provided. When this is not possible and sufficient evidence is available from the student's participation in the relevant module, the provider may use their professional judgement, in which case, the judgement should lean towards the conservative.

Moderation submissions require details regarding the conditions of assessment and must include relevant recording sheets and any other information available that supported the assessor judgements made.

AS 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 with 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 be limited to: societal, political, economic, environmental, cultural and historical. The most relevant factors should be applied.

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

AS 90438: *Plan, apply and review leadership strategies in a group or team physical activity*

The first criterion requires students to *plan and apply personal strategies to chosen leadership roles*. For Achievement with Merit, the student’s strategies must *contribute to the effective functioning of the team*. Evidence can be collected through teacher observation, self- and peer-observation sheets or group evaluations. For Achievement with Excellence, the strategies used are required to *improve the effective functioning of the group or team*. Professional judgement may be needed in regard to considering variables that could affect success in leadership, such as age or group ability, personalities and behaviour problems.

In the second criterion, *Evaluate* for Achievement with Excellence, the student must show the ability to make judgements about the success or failure of the strategies used and justify with these with valid reasons and/or examples. For example, explain how and why the strategies affected the functioning of the team and/or how and why strategies were adapted. Also, how they would be more effective in helping the team function better in the future.

Moderation submission should include all evidence used by the assessor, including any self and peer observation/session evaluation sheets and/or a teacher-recording sheet.

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

An assessor should choose an activity(ies) where they have appropriate prior knowledge and experience or have suitable experts to guide their judgements. The selected activity should enable Level 2 students to express a comprehensive knowledge of the safety management procedures and the opportunity to demonstrate the related skills.

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 procedures were administered and 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 be verbal, written or shown by their actions.

Comprehensive and in-depth knowledge (for Achievement with Excellence) could involve: 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.

Level 3

AS 90739: Plan a physical activity programme or experience that relates to a personal definition of hauora

The plan should be an application of collected information relevant to the physical activity or experience as applied by the student. The detail and depth of knowledge applied should be appropriate for Level 3 *Apply Knowledge* for Achievement, *Apply detailed knowledge* for Achievement with Merit and *Apply comprehensive knowledge* for Achievement with Excellence.

The criterion reference *that relates to a personal definition of hauora* could be a focus of one of the planning tasks or be the base of focus (see Explanatory Note #3). For students who use the planning as a basis for the assessment of AS90740, Physical Education 3.2, the evidence of *knowledge applied* in regard to this aspect, should be considered through both tasks.

AS 90740: Review a physical activity programme or experience that relates to a personal definition of hauora

Evidence for the first criterion, *participation in the programme*, should be collected and submitted with moderation material. This may include, but is not limited to: signed personal declarations; training logs signed by teacher, trainer or parent; assessor checklist or evidence of regular check points signed by the assessor.

The review, as related to the second criterion, is largely dependent on the depth and/or breadth of knowledge applied through the *participation in a physical activity programme/experience*. Content in the review should therefore be evident in the training log and/or plan (see Explanatory note #5). The criterion reference *in relation to a personal definition of hauora* may be identified in a specific task or as the foundation of the review.

AS 90741: Appraise performance and review a programme for performance improvement, for self or others

Assessor accuracy of judgement in regard to the first criterion, *appraisal of performance before and after a performance improvement programme*, needs to be based on a combination of teacher observation, visual evidence submitted by the student, eg, video, photos, diagrams, PowerPoint and the depth and or breadth of sub skills analysed.

Information related to the second criterion is clearly set out in the Explanatory Notes.

AS 90742: Demonstrate performance in a physical activity against nationally developed performance standards

The *nationally developed performance standards* have been constructed as an appendix and include information and guidelines regarding the assessment of this standard. Download from <http://www.tki.org.nz/e/community/ncea/support.php>.

AS 90743: Examine a current physical activity event or trend or issue impacting on New Zealand society

Critically examine and explain in detail in regard to *its impact on society*, for Achievement with Excellence, implies that the student's critical examination demonstrates a high level of knowledge and understanding, in particular their evaluation of the impact on New Zealand society.

AS 90744: Critically examine physical activity and take action to influence the participation of others

The first criterion involves *collection of evidence* in regard to why people choose to, or not to, participate in physical activity. Students need a base of knowledge of socio-cultural factors and should then research and analyse this knowledge in regard to participation in physical activity for a chosen community. The community selected should be relevant to the population targeted for *taking action*.

Factors identified in the analysis should be evident in *minimising barriers* for the second criterion and also be evident in the *evaluation*, in the fourth criterion.

Implement the proposed action in the third criteria is the same for all grades. This implies that the significance and depth of the action taken should be evident in the details provided in the student's *proposed action* and *evaluation*. Assessors need evidence that action has been implemented.

For *critically evaluate* for Achievement with Excellence, the student must show the ability to make judgements about the success or failure of the action taken, justify with valid reasons and make clear with examples. Knowledge and reference to socio-cultural influences should be of a high standard.