



NEW ZEALAND QUALIFICATIONS AUTHORITY  
MANA TOHU MĀTAURANGA O AOTEAROA

# **National Qualifications Framework Levels 1–3, 2005**

## **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 judgments 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 learner the opportunity to meet the requirements of the standard
- have an assessment schedule that gives evidence of appropriate learner responses and clear judgments 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

Moderation of internally assessed achievement standards and unit standards in Physical Education has been effective in establishing national consistency of assessment materials and assessor judgments. Most assessors continue to use the exemplars from the TKI website although many are starting to produce their own material relevant to their teaching programme. As feedback is delivered to schools, the provider material is becoming a more accurate reflection of the national standard.

There is concern that the quality of response for unit standards does not match the cognitive level expected in the corresponding levels of achievement standards.

### 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 Merit, "*Participate actively in a variety of activities*". Excellence requires 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 any of the following are used as evidence – signed self and/or peer sheets, teacher verification and/or teacher recording sheets – they must be included with the moderation material.

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

For Excellence, learners must show they are able to make judgments, 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 bones and joints in relation to the movement.

“Explain” for 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 Excellence, “explain in detail” should include a more in-depth explanation of the factors and how they 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 assessors to make a holistic judgment of the quality of learner work by assessing the learner’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 judgment can be used to assess the quality and consistency of movement. Evidence is primarily gathered through a summative assessment. However, additional evidence may be gathered throughout the programme of learning.

As a guideline, “Demonstrate quality movement” for Achievement should be attainable by learners who apply themselves fully to the associated physical education learning programme. “Consistently demonstrate high quality movement” for Excellence should require a standard that would challenge the best level 1 learners nationally.

Professional judgment is an important part of judging most performance situations. The following factors should be considered when assessing this standard.

- Assessors should select an activity, or activities, where they have appropriate prior knowledge and experience, or have suitable experts to guide their judgments
- Assessors may also use formative, quantitative skill-based test results, such as a skills circuit, to provide additional evidence to support judgments.
- Assessors may also consider validated self and peer observation sheets as additional evidence to support judgments.
- Assessors may also reflect holistically on the learner’s level of performance, as demonstrated over the entire module, to confirm a judgment.
- Video analysis may be useful, where appropriate and manageable, eg an aerobics routine in a competition.
- Assessors can also gain reassurance that their judgments are at a national standard by communicating with other professionals, eg national/regional sports bodies and coaches, PENZ clusters, advisory services.

Two other factors can also be considered.

- 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 learners to achieve all grades. In assessment conditions that are obviously affecting performance, it would be sensible to use professional judgment 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 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 of Education guidelines for EOTC. Principals and staff involved with EOTC activities have exclusive responsibility for ensuring the board's EOTC policy is followed.

### **Learners with Disabilities**

The performance standards included here are set for able-bodied people. Assessors who have learners with a disability, and who are performing a physical activity within specified limitations, eg wheelchair basketball, should modify or set new performance requirements appropriately. They should contact the appropriate regional sports trust representative, regional advisors and the NZQA Assessment Team.

### **Injury or Illness**

Providers should have their own policies for managing situations where learners 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 learner's participation in the relevant module, providers may use their professional judgment. In such cases, the judgment should lean towards the conservative.

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

### **AS 90070: Explore how the body is portrayed in physical activity**

*“Explain”* for Merit means learners must 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 judgment should be made holistically by considering all the evidence presented in relation to the criteria.

To *“describe how these portrayals are valued”* for Achievement, candidates 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 judgments we make about concepts such as femininity/masculinity, strength, agility, size, shape, gracefulness, attractiveness, and clothing.

“*Explain in detail*” for 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 criterion requires the assessor’s professional judgment. The following factors should be considered when assessing this standard:

- An assessor may consider validated self and peer observation sheets as additional evidence to support judgments.
- To confirm a judgment, an assessor may also reflect holistically on the learner’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 Merit, learners must be able to support the descriptions they make with additional detail that provides clarity, and back up the statements they make with reasons or examples.

For Excellence, learners must show they are able to make judgments about the success or failure of the interpersonal skills used, and justify with valid reasons and/or examples, eg 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 to 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 does not change across the three grades. It requires learners 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 learners to apply knowledge leading to a post-training evaluation of related action taken.

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

For Merit, learners must be able to support the descriptions they make with additional detail that provides clarity, and back up the statements they make with reasons or examples.

For Excellence, learners must show they are able to make judgments 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 the relationship between physical activity and health, and implications for self and society**

“*Collecting evidence*” in the first criterion does not change across the three grades. The standard requires learners to consider the sociological impact of concepts of fitness and health, ie ‘healthism’. ‘Evidence’ should be collected in teaching programmes, through research and 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 Excellence, requires evidence that learners are able to compare and contrast, examine benefits and risks, positives and negatives, reflect and make judgments, and generalise possibilities and relationships considering future decisions or actions, eg examining the relationship between physical exercise/activity and health and the attitudes and beliefs impacting on self and society.

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

“*Describe*” for Achievement may include the description or identification of features, eg for functional anatomy, identifying muscles, bones and joints to describe how anatomical movements are made in relation to the performance of a physical activity.

For Merit, learners must be able to support the descriptions they make with further accuracy or detail.

For Excellence, “*explain in detail*”, means evidence should include a more in-depth explanation and learners 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 does not change across the three grades. It indicates learners participate in an activity, or activities, that provide personal experience with applying principles and methods of training.

“*Explain*” for 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 Excellence requires evidence that learners are able to demonstrate a high level of knowledge and understanding, ie how the principles interrelate, applying knowledge to another context or activity. It could also include making judgments 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 does not change across the three grades. It indicates that learners participate in an activity, or activities, which provide personal experience with skill-learning principles and psychological skills.

“*Explain*” for 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 Excellence, requires evidence that learners are able to demonstrate a high level of knowledge and understanding, ie how the principles interrelate or applying knowledge to another context or activity. It could also include making judgments 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 judgment 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 by level 2 learners who apply themselves fully to the associated physical education learning programme.

“*Demonstrate expertise in performance*” for Excellence should require a standard that would challenge the best level 2 learners nationally.

Professional judgment is an important part of judging most performance situations. The following factors should be considered when assessing this standard.

- Assessors should select an activity, or activities, where they have appropriate prior knowledge and experience, or have suitable experts to guide judgments.
- Assessors may also use formative, quantitative skill-based test results, such as a skills circuit, to provide additional evidence to support judgments.
- Assessors may also consider validated self and peer observation sheets as additional evidence to support judgments.
- Assessors may also reflect holistically on the learner’s level of performance, as demonstrated over the entire module, to confirm a judgment.
- Video analysis may be useful, where appropriate and manageable, eg an aerobics routine in a competition.
- Assessors can also gain reassurance that their judgments are at a national standard by communicating with other professionals, eg PENZ clusters, advisory services, national/regional sports bodies and coaches.

Two other factors can also be considered.

- 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 learners to achieve all grades. In assessment conditions that are obviously affecting performance, it would be sensible to use

professional judgment 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 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 of Education guidelines for EOTC. Principals, and staff involved with EOTC activities, have exclusive responsibility for ensuring the board's EOTC policy is followed.

### **Learners with Disabilities**

The performance standards included here are set for able-bodied people. Assessors who have learners with a disability, and who are 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 Assessment Team.

### **Injury or illness**

Providers should have their own policies for managing situations where learners 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 learner's participation in the relevant module, providers may use their professional judgment. In such cases, the judgment should lean towards the conservative.

The chosen physical activity should come from either the level 2 appendix of performance at a national standard, or from following the process, as indicated in Appendix 2, for inclusion of a new activity at level 2. This can be downloaded from <http://www.tki.org.nz/e/community/ncea/support.php>.

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

### **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 learner 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 are not limited to: societal, political, economic, environmental, cultural and historical. The most relevant factors should be applied.

“*Critically discuss*” for 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 learners to “*plan and apply personal strategies to chosen leadership roles*”. For Merit, the learners' strategies must “*contribute to the effective functioning of the group*”.



*or team*”. Evidence can be collected through teacher observation, self and peer observation sheets or group evaluations.

For Excellence, the strategies used are required to “*improve the effective functioning of the group or team*”. Professional judgment may be needed when considering variables that could affect success in leadership, such as age or group ability, personalities and behaviour problems.

In the second criterion, “*evaluate*” for Excellence, learners must show they are able to make judgments about the success or failure of the strategies used and justify these with valid reasons and/or examples, eg explain how and why the strategies affected the functioning of the team and/or how and why strategies were adapted. Consideration should be given to other roles in the group or team, and an understanding of the inter-relatedness of those roles, and how they would be more effective in helping the team to 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**

Assessor should choose an activity, or activities, where they have appropriate prior knowledge and experience, or have suitable experts to guide their judgments. The selected activity should enable level 2 learners 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 Merit and Excellence. This implies that the practical safety procedure was administered and either succeeded or did not. The judgment for Merit and Excellence would then be determined by the knowledge demonstrated. This evidence could be verbal, written or shown by learners’ actions.

“*Comprehensive and in-depth knowledge*” for 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
- showing an in-depth understanding of all components of a safety procedure, eg responding correctly to a risk problem or scenario with valid actions and being able to fully justify the decisions made.

**Level 3**

**AS 90739: Apply knowledge to plan a physical activity programme or experience**

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

The application of knowledge may include:

- an evaluation of hauora and the development of a physical activity programme
- the application of biophysical principles

- consideration of socio-cultural factors
- development of purpose, timelines, methods and steps to follow
- application of safety management, logistics, environment, equipment and resources in planning an experience.

For Excellence, “*Apply comprehensive knowledge*” should involve a full understanding of a wide range of contributing issues and factors, justification of the plan, and showing an in-depth understanding of this.

For learners who use the planning as a basis for the assessment of AS 90740, Physical Education 3.2, the evidence of “*knowledge applied*” in regard to this aspect, should be considered through both tasks.

**AS 90740: Explain the effectiveness of a physical activity and its influence on hauora and well-being**

Evidence of participation in the physical activity programme or experience should be reflected in the supporting evidence for achievement.

The review is largely dependent on the depth and/or breadth of knowledge applied through the “*participation in a physical activity*” programme/experience.

The criterion reference “*its influence on personal hauora and well-being*” should include personal evidence of the influence of the programme/experience on the inter-relatedness of the dimensions of hauora and well-being.

A “*critical evaluation*” must draw conclusions about the effectiveness of the programme/experience by examining, questioning, evaluating and challenging assumptions about issues and practices.

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

Assessor accuracy of judgment 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 learner eg video, photos, diagrams, PowerPoint, and the depth and/or breadth of sub-skills analysed. Inherent in this is a biomechanical analysis of the performance.

Information related to the second criterion is clearly set out in the explanatory notes.

**AS 90742: Perform a physical activity to 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. This can be downloaded from <http://www.tki.org.nz/e/community/ncea/support.php>.

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

“*Critically examine and explain in detail*” in regard to “*its impact on society*”, for Excellence, implies that learners’ critical examination must demonstrate a high level of knowledge and understanding, in particular their evaluation of the impact on New Zealand society.

**AS 90744: Examine physical activity and take action to influence the participation of others**

The first criterion involves “*collection of evidence*” about why people choose to, or not to, participate in physical activity. Learners 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 third criterion.

To “*explain, evaluate, and critically evaluate*” it is taken for granted that there has been an implementation of the proposed action.

The significance and depth of the action taken should be evident in the details provided in the learner’s “*proposed action*” and “*evaluation*”. Assessors need evidence that action has been implemented.

For “*critically evaluate*” for Excellence, learners must show they are able to make judgments about the success or failure of the action taken, and justify these with valid reasons and make them clear with examples. Knowledge and reference to socio-cultural influences should be of a high standard.