



NEW ZEALAND QUALIFICATIONS AUTHORITY
MANA TOHU MĀTAURANGA O AOTEAROA

National Qualifications Framework Levels 1–3, 2006

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 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

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 resources from the TKI website although many are starting to produce their own material that is relevant to their own teaching situation. Many who are doing this are writing tasks and schedules that do not meet the National Standard.

As schools receive feedback assessment 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.

There were many instances where unit standards were not unpacked at the national standard, assessment materials required modification, and the quality of learner response was not at the national standard.

Level One

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

The first criterion is the same for achievement and merit level. *Participate actively in a variety of physical 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 must be included with the moderation material.

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

At the excellence level, the learner is required to show they are able to make judgements, justify with valid reasons and also show an understanding how factors and dimensions of hauora interact.

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

Describe for achievement may include the identification of features, e.g. labelling of bones and joints in relation to the movement.

Explain for merit level 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.

At the excellence level, *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 an 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.

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 final assessment event, however additional evidence maybe gathered throughout the programme of learning.

As a guideline: *Demonstrate quality movement* for the achievement level should be attainable to learners who apply themselves fully to the associated physical education learning programme. *Consistently demonstrate high quality movement* at excellence level should require a standard that would challenge the best of Level one learners nationally.

Professional judgement is an important part of judging most performance situations. Factors for an assessor to consider:

- select an activity(ies) where they have appropriate prior knowledge and experience or have suitable experts to guide their judgements
- use formative, quantitative skill based test results, such as a skills circuit, to provide additional evidence to support judgements
- validated self and peer observation sheets as additional evidence to support judgements
- reflect holistically on the learner's level of performance, as demonstrated over the entire module, to confirm a judgement.

Video analysis, where appropriate and manageable e.g. 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 and 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 learners to achieve all grades. Where assessment conditions 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.

Learners with Disabilities

The performance standards included here are set for able-bodied persons. Assessors with learners 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 the Qualifications Authority.

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, the provider may use their professional judgement.

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.

90070 Explore how the body is portrayed in physical activity

Explain (at the merit level) 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 and in particular the explanation of how the body is portrayed rather than the quantity or quality of photos.

To describe how these portrayals are valued (at the achievement level) 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 (at the excellence level) could refer to depth or breadth of explanations or both.

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 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 in some cases.

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

For merit the learner must be able are able to support descriptions made with additional detail that provides clarity and also back up statements with reasons or examples.

For the excellence level, the learner 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.

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 learner 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 *describe, explains or evaluates*.

For merit level, the learner must be able to support descriptions made with additional detail that provides clarity and support statements made with reasons or examples.

For the excellence level, the learner 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 Two

90432 Examine the 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 learners to consider the sociological impact regarding concepts of fitness and health i.e. "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 two, and is appropriate for providing a foundation for critical thinking.

Critically discuss for the excellence level, 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, e.g. examining the relationship between physical exercise/ activity and health and the attitudes and beliefs impacting on self and society.

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

Describe for the achievement level may include the description of, or the identification of features, e.g. for functional anatomy- identifying muscles and joints to describe how anatomical movements are made in relation to the performance of a physical activity.

For merit, the learner must be able to support descriptions made with further accuracy or detail.

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

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 learners participate in an activity(ies) that provides personal experience with applying principles and methods of training.

Explain at merit level 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 at excellence level, requires evidence that the learner is able to demonstrate a high level of knowledge and understanding. i.e. how the principles inter-relate, applying knowledge to another context or activity and could also include making judgements on the credibility of training principles and methods, based on their personal experience and/or the observation of others.

90435 Examine skill learning principles and psychological skills in relation to physical activity

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

Explain at merit level 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 at excellence level, requires evidence that the learner is able to demonstrate a high level of knowledge and understanding. i.e. how the principles inter-relate, applying knowledge to another context or activity and 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.

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 two learners who apply themselves fully to the associated physical education learning programme. Demonstrate consistent and effective performance for achievement with excellence should require a standard that would challenge the best of Level two learners nationally.

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

- select an activity(ies) where they have appropriate prior knowledge and experience or have suitable experts to guide judgements
- formative, quantitative skill based test results, such as a skills circuit, to provide additional evidence to support judgements
- validated self and peer observation sheets as additional evidence to support judgements
- reflect holistically on the learner's level of performance, as demonstrated over the entire module, to confirm a judgement.

Video analysis may be useful, where appropriate and manageable. e.g. 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 learners to achieve all grades. Where assessment conditions 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.

Learners with Disabilities

The performance standards included here are set for able-bodied persons. Assessors with learners 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 the Qualifications Authority.

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, the provider may use their professional judgement.

The chosen physical activity will come from either the Physical Education Performance Standards for Level 2, or from following the process, as indicated in the Physical Education performance standards, for inclusion of a new activity at Level two.

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.

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

Critically discuss at the excellence level 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.

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 learner's 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 judgement maybe 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 learner 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. Consideration should be given to other roles in the group or team and an understanding of the inter-relatedness of those roles. Also, how they would be more effective in helping the team function better in the future.

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

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 two 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 procedures* were administered and either succeeded or did not.

The judgement for merit and 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 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.

Level 3

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 three. *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 achievement with 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 AS90740 (Physical Education 3.2) the evidence of knowledge applied in regard to this aspect, should be considered through both tasks.

90740 Explain the effectiveness of a physical activity and its influence on personal 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 reference to its *influence on personal Hauora/well-being* should include personal evidence of the influence of the programme/experience on the inter-relatedness of the dimensions of Hauora/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.

The programme should take place over a period of time and does not constitute a one off activity.

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 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.

90742 Perform a physical activity to nationally developed performance standards

The Performance Standards at Level three have been constructed as an appendix and includes information and guidelines regarding the assessment of this standard. Download from <http://www.tki.org.nz/e/community/ncea/support.php>.

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

- activity(ies) where they have appropriate prior knowledge and experience or have suitable experts to guide judgements
- formative, quantitative skill based test results, such as a skills circuit, to provide additional evidence to support judgements.
- validated self and peer observation sheets as additional evidence to support judgements.
- reflect holistically on the learner's level of performance, as demonstrated over the entire module, to confirm a judgement.

Video analysis may be useful, where appropriate and manageable. e.g. 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 learners to achieve all grades. Where assessment conditions are obviously affecting performance, it would be sensible to use professional judgement and conservatively adjust performance standards in light of the conditions.

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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, the provider may use their professional judgement, in which case, the judgement should lean towards the conservative.

The chosen physical activity will come from either the Physical Education Performance Standards for Level 3, or from following the process, as indicated in the Physical Education performance standards, for inclusion of a new activity at Level three.

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.

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 excellence, implies that the learner's critical examination demonstrates a high level of knowledge and understanding based on examining, questioning, evaluating and challenging taken for granted assumptions about issues or practices. An evaluation of the impact on New Zealand society is implicit in this standard.

90744 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. Learners need a base of knowledge of socio-cultural factors and then should 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.

In order 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.

Critically evaluate for excellence, requires the learner to show the ability to make judgements about the success or failure of the action taken and justify with valid reasons and make clear with examples. Knowledge and reference to socio-cultural influences should be of a high standard.