

**Assessment Schedule – 2008****Scholarship Physical Education (93501)**

Evidence	Judgement
QUESTION ONE: Scenario A	
<p>The candidate:</p> <p>Critically evaluates the planning processes and implementation of an outdoor education experience.</p> <p>The factors involved in critically evaluating the process of planning for the outdoor education programme may include, but are not limited to:</p> <ul style="list-style-type: none"> <li>• The lack of the planning processes. Specific examples of correct and effective procedures considered.</li> <li>• Managing risk.</li> <li>• RAMS / SAPS. What could go wrong? What could cause it to go wrong? How could we prevent it from going wrong? Whose responsibility is it? When and where will it be done?</li> <li>• A discussion relating to a one-size-fits-all outdoor education programme. Students may refer to: needs analysis; goal setting; planning for holistic well-being (which may encompass the concept of hauora); monitoring and evaluation procedures.</li> <li>• A discussion of the possible negative and / or positive influences a programme such as this could have.</li> <li>• A discussion of the diversity of conceptual outcomes for outdoor education programmes, including; physical, social, psychological / mental and emotional, spiritual outcomes – either individually or a combination of the four, and how the process taken does / does not consider these.</li> <li>• A discussion of the diversity of <b>different</b> outcomes of outdoor education programmes, and how these may or may not have been met through the planning process of this outdoor education programme, such as: <ul style="list-style-type: none"> <li>• enhance learning through a variety of well-designed, safe, and enjoyable experiences in a new environment</li> <li>• develop students' personal confidence, self-esteem, and a sense of adventure</li> <li>• help learners develop an attitude of responsibility, particularly towards their own safety and the safety of others, and help them acquire the skills to do so</li> <li>• increase learners' awareness and concern for the environment and develop the ability to take action to protect and care for the environment</li> <li>• increase knowledge, understanding and awareness of the school area, local district, cultures, and other places including the unfamiliar</li> <li>• assist students in their social development and interpersonal skills by allowing them opportunities to live, work and learn with others in unfamiliar situations</li> </ul> </li> </ul>	<p>The question is focused on examining whether the candidate can critically evaluate the planning processes and implementation that have occurred in the scenario.</p> <p>Scholarship with Outstanding Performance (7, 8 marks).</p> <p>The candidate's response demonstrates depth of understanding and breadth of knowledge through a high level of sophistication across a range of factors including integration of ideas, original thought, fluency, and logical and precise communication.</p> <p>(For 8 there are no modifications that could be made to the response to improve the answer. For 7 there may be small / minor modifications that could be made to improve the response of the candidate. The response shows a balance of depth and breadth.)</p> <p>Excellent Performance (5, 6 marks).</p> <p>The candidate's response critically evaluates information to demonstrate a holistic understanding of physical education and outdoor education, arising from both theoretical and practical application.</p> <p>(For 6 the candidate has shown a balance between the theoretical knowledge and practical application. Breadth of knowledge is evident in the answer. For 5 there may be a stronger focus on either the theoretical knowledge or practical application.)</p> <p>The candidate must be able to critically evaluate the contributing issues or factors involved in the planning of this outdoor education experience, with regards to both Grant's (student) and Mrs Johnson's (teacher) perspectives and considerations.</p> <p>A critical evaluation should include:</p> <ul style="list-style-type: none"> <li>• Identification and clarification of the issue and what factors are evident in the scenario.</li> <li>• An evaluation of the positive and negative impacts such a programme could have. An evaluation should provide a balanced discussion of all points of view.</li> <li>• An understanding of issues related to programme / experience planning and evaluation; socio-cultural aspects; biophysical aspects.</li> <li>• An appropriate judgment. The evaluation should be supported with appropriate examples drawn from the candidate's participation in outdoor education.</li> </ul>

Evidence	Judgement
<ul style="list-style-type: none"> <li>• increase students' organisational, observational, recording, analysing and reporting skills</li> <li>• provide experiences for students that encourage awareness of the values, philosophies and heritages of their own and other cultures, including those of the tangata whenua.</li> <li>• provide a variety of increasingly more challenging experiences as students progress through the school / programme</li> <li>• ensure that curriculum achievement objectives are met in the health and physical education curriculum.</li> <li>• A discussion of factors contributing to the outcomes of an outdoor education programme, and how these factors may or may not have been considered. Contributing factors may include (see appendix): <ul style="list-style-type: none"> <li>• the (natural) environment where the setting takes place</li> <li>• group culture and atmosphere</li> <li>• learning environment</li> <li>• nature of the activities.</li> </ul> </li> <li>• A discussion of the factors affecting participation in outdoor education programmes and how these should be considered in the development of an outdoor education programme. Participation factors may include: <ul style="list-style-type: none"> <li>• SPEECH influences (society, political, economic, environment, cultural, historical)</li> <li>• personal – age, gender, medical, psychological</li> <li>• behavioural – attitudes, values, expectations, motivations</li> <li>• environmental – physical, social, cultural, socio-economic, time, safety.</li> </ul> </li> <li>• A discussion on socio-cultural aspects and individual differences should be considered throughout the planning process. Students may discuss contemporary ethical issues that influence well-being, for instance – how students' rights and responsibilities relate to learning activities; conceptions of personal and cultural identity; social constructions of culture and the body; stereotypes in relation to age, culture, health status, physical ability.</li> <li>• A discussion that appraises existing strategies and / or devises new strategies through which people can participate responsibly in challenging situations.</li> <li>• A discussion regarding the nature of risk and managing risk in outdoor education programmes, and how this has / has not been considered in the planning process (see appendix).</li> </ul>	<p>Sound Performance (3, 4 marks).</p> <p>Critically evaluates information to demonstrate an informed understanding of physical education, arising from both theoretical and practical application. The candidate attempts to address the question (is able to apply some relevant understanding). Reasonably well organised, inconsistencies evident, superficial coverage.</p> <p>(For 4 the response shows some evidence of critical evaluation; 3 has minimal evidence of critical evaluation.)</p> <p>(1, 2 marks).</p> <p>Ideas stated, information recalled. The candidate shows no evidence of critical evaluation and demonstrates a basic understanding of physical education and outdoor education, arising from both theoretical knowledge and practical application.</p> <p>(For 2 the response has shown evidence of some relevant subject knowledge. However, no critical evaluation is evident. For 1 there is minimal evidence of relevant subject knowledge.)</p> <p>(0 marks).</p> <p>Blank answer or irrelevant evidence.</p>

## **Appendix**

### **Question One**

#### **Outdoor Education Scenario**

Outdoor education encompasses the use of the outdoor environment – natural or man-made – to promote learning from experience and connection to students' real lives.

Outdoor education fosters connected knowing, where education is part of, rather than separate from, life. Unlike classroom learning, outdoor education uses the students' whole environment as a source of knowledge. The setting, rather than the classroom, is the context of learning.

Students learn how to identify problems, as well as how to work with their peers in formulating and implementing solutions. This learning enhances students' understandings of interdependence and of the relationships between all living things and their physical environment. Activities in this context provide opportunities for students to develop an appreciation of themselves and their peers by transferring previously learned skills to meaningful situations.

Factors contributing to the outcomes of an outdoor education programme:

- (1) the (natural) environment where the setting takes place
- (2) group culture and atmosphere
- (3) the learning climate
- (4) the nature of the activities.

#### *(1) The (natural) environment where the setting takes place*

An unfamiliar physical environment is an important contributor to outdoor education programme outcomes. The programmes generally take place in novel, predominantly natural environments, quite distinct from students' homes / school. An unfamiliar environment helps students develop new perspectives about themselves, their peers, and their normal environment.

Provided other contributing factors are conducive to emotional support and safety, in the new environment students are encouraged to experiment with new psychological strategies or a fresh sense of identity within the temporary, safe environment of support provided by the group, teacher / leader, and the programme.

An unfamiliar environment causes participants to experience a state of anxiety or dissonance by creating a constructive level of uncertainty, a sense of the unknown, and a sense of risk. By overcoming this dissonance through the mastery of the tasks presented by the environment, participants are believed to experience positive benefits.

The natural environment encourages self-awareness and self-responsibility by providing 'rules' in the form of natural consequences, which participants are unlikely to discount as being unfair or inappropriate.

An unfamiliar environment is also used to create a heightened sense of stimulation and mental focus. The element of surprise is often used deliberately and information purposely withheld to let specific events and synergies between participants develop, permitting students to reach their potential, while helping to create a sense of mystery and excitement as the programme unfolds. This captivating nature of outdoor education is difficult to replicate in familiar, known environments.

#### *(2) Group culture and atmosphere*

Outdoor education programmes are generally conducted in groups. Over time, the culture of these groups evolves, with people developing more complex bonds and relationships, having shared each other's pains and pleasures. Experiencing group development can itself be a rewarding experience for students.

Helping / assisting others realise the importance of caring about self and others, receiving the support of other participants, and feeling like part of the group are important characteristics of outdoor education experiences.

The reciprocity within a group that outdoor education tries to promote is also an important factor in the personal growth of group members as they learn to co-operate and capitalise on the strengths of individual group members. This reciprocity provides students with a sense that they are valued and supported by other group members and enables them to learn to balance individual needs with the needs of the group.

Group cohesion results in an atmosphere that promotes honest emotional expression and sharing, and can lead to a sense of family within a group.

The teacher is responsible for the physical, psychological, social and spiritual well-being of students, and for arranging a series of experiences that give students maximum chance of achieving the programme's goals and their personal goals.

Accepting, encouraging, and non-judgemental teacher / leader feedback is also believed to contribute to student growth. Communicating individually with students and being empathetic likewise have been identified as important leader characteristics.

### *(3) Learning climate*

Learners' experiences should be at the heart of learning. The process of discovery in outdoor education experiences can falter if the students' experiences are not the focus of the learning programme, or if the activities are not set up in a way that allows for discovery. Students may have forgotten how to discover, especially if they have become accustomed to being consumers and recipients, and are unsure about how to be active learners. Because of this, it is believed that the teachers' / leaders' ability to facilitate the students' learning is as important as any other contributing factor. In essence, facilitation is an enabling role in which the focus is usually on what the learner is doing and experiencing rather than on what the teacher / leader is doing.

At the very least the group climate should be favourable for learning and development.

Outdoor education programmes with a clear philosophy about personal and social growth are considered to be more effective than programmes that are less clear in their philosophy.

### *(4) Nature of the activities*

Outdoor education programmes are characterised by their variety of activities that are intertwined to create a meaningful sequence. A range of activities can lead to the positive outcomes typically associated with outdoor education. It is the qualities of these activities that are responsible for the outcomes, rather than the activities themselves.

Students usually face a set of increasingly more challenging tasks that necessitate students attempting to attain / achieve goals with real consequences. The challenge involved in these activities contributes to creating a state of dissonance, or constructive level of anxiety, in participants. Students must achieve success, or master the skills associated with the prescribed activities, to overcome this state of dissonance.

The challenges present in activities are also thought to have the greatest influence on programme outcomes if they increase incrementally.

Often, the challenges are structured so that they appear insurmountable or dangerous in order to cause dissonance in students. However, as students master new skills, a more challenging activity is required to achieve the same level of dissonance.

Failure has an equally important role to play in achieving positive outcomes. Some difficulties and setbacks serve a beneficial purpose in teaching that success usually requires sustained effort. Difficulties provide opportunities for students to learn how to turn failure into success by honing their capabilities to exercise better control over events. Specific types of activities are important to achieving specific outcomes: trust and empathy activities, communication activities, decision-making / problem-solving activities, personal responsibility activities and social responsibility activities are so named for the outcomes they attempt to achieve.

### **The nature of risk and managing risk in outdoor education programmes**

Risk management is a difficult issue in outdoor education. On the one hand we need to use appropriate risk, while on the other we have the goal of providing high-quality, safe, experiential activities for participants. This duality of safety and risk is the paradox that we must consider when planning outdoor education experiences in order to establish a balance between the two. Erring too far on the side of risk can expose participants to potential danger and possible accidents that question the validity of these activities. If we err too far on the side of caution (safety) then the very medium of the educational tool 'adventure' could be lost.

The goal of risk management in outdoor education programmes then, is to achieve the fine balance necessary to provide appropriate risks and challenges for participants, without compromising the safety of either participants or leaders.

The *Risk versus Safety Meter* shows that the goal of risk management in outdoor education planning is to create non-destructive challenges. To achieve this requires risk, and to balance the risk the planning needs to employ suitable quality safety controls. The higher the risk levels undertaken in the planning, the greater the safety controls required. If the scale is unbalanced, the needle will swing one way or the other, leading to over-controlled boredom or under-controlled recklessness. The figure shows that the fulcrum is the implementation of the risk management programme. No matter what the planned levels of risk are, or what the risk controls are that are employed in the planning, the balance between the two can be completely shifted by inappropriate judgement or supervision by the leader of the activity. If any imbalance exists, the outcomes of the programme will be compromised and the participants or the leaders may suffer the consequences in the short- or the long-term.

## Types of Risk

There are three types of risk:

- absolute risk – the uppermost level of risk involved in an activity with no safety precautions in place
- real risk – the level of risk actually present in an activity once safety precautions have been put into place
- perceived risk – the level of risk that participants perceive to be present in an activity.

Before undertaking an outdoor education activity, we must be aware of the risks involved with that specific activity. The risks associated with the activity must be identified first, before they can be dealt with. Risk can be categorised into three different areas: absolute risk, which is the uppermost limit of risk inherent in a situation, where no safety controls are present; real risk, or the amount of risk that actually exists at a given amount of time (absolute risk adjusted by safety controls); and perceived risk, which is an individual's subjective assessment of the real risk present at any time. It is important to note the difference between real and perceived risk. Negligence in identifying the risks involved in a situation can lead to someone perceiving a lower amount of risk than there actually is. This negligence can lead to a crisis, which is a lot harder to handle than the original risk identification and management process.

Once all the risks have been identified it is important to identify the possible causal factors (the factors that could result in the risks happening). Again, these can be categorised into three areas: people factors, equipment factors and environmental factors. People factors are the risks resulting from someone's mistake or inconsideration. For example, this could be mismatching a harness size to a person while rock climbing, or not understanding instructions properly. Equipment factors are the risks that result from the equipment or resources. An example of an equipment causal factor would be using equipment that was in a poor state of repair. Environmental factors are the factors that bring about risks that relate to the area where the group will be working. For instance, an environmental factor could be choosing a poor site when taking a group rock climbing, or falling rocks hitting a climber.

The next essential step is developing risk management strategies. This stage is important as it allows us to develop strategies that help to minimise the possible risks identified in the causal factors. It is also important that these strategies are followed to avoid any undesired events. An example of a risk management strategy would be checking all equipment before using it (or even leaving the 'safe environment', like a school, if going on a camp), and either repairing or replacing any damaged or faulty equipment. This would minimise the risk of using equipment that was in a poor state of repair, which could cause an undesired event. It is also important at this stage to develop emergency management strategies. By planning for an emergency or crisis, we can react in a more calm and controlled way, and also resolve the crisis in a shorter amount of time than if we were unplanned, because of the controlled reaction and knowing what to expect and how to handle it. These strategies must include ways of stopping an activity, giving reassurance to people, giving clear instructions, performing a rescue if necessary, administering first aid if needed, knowing where a phone is / nearest doctor is, and giving instructions to the rest of the group so that they can do something (rather than panicking).

The next step is to assess the amount of risk present, under the same categories of people, equipment and environment. This decision will determine whether the activity will take place or not. The leader is responsible for making a sound assessment of the risks, taking all factors into account. The leader must decide how much risk is acceptable. If the amount of risk exceeds the acceptable limit in their judgment, they can decide that the activity is not suitable and choose not to do it.

Evidence	Judgement
QUESTION ONE: Scenario B	
<p>The candidate:</p> <p>Critically evaluates the contributing issues or factors that have occurred in the planning process.</p> <p>The factors involved in critically evaluating the process of planning for the physical activity programme may include, but are not limited to:</p> <ul style="list-style-type: none"> <li>• A discussion relating to a one-size-fits-all physical activity programme, irrespective of specific socio-cultural aspects, such as the students' individual needs and personal goals / outcomes for physical activity. (Two lanes provides little choice – less chance to adapt to individual students = one-size-fits-all). Students may refer to: needs analysis; goal setting; planning for holistic well-being (which may encompass the concept of hauora); monitoring and evaluation procedures.</li> <li>• A discussion around Mr Karauna selecting the event for the whole class. Possibly could create lack of personal buy-in / motivation.</li> <li>• A discussion of the diversity of conceptual outcomes for physical activity including: physical, social, mental and spiritual outcomes either individually or any combination of the four, and how the process taken does / does not consider these.</li> <li>• A discussion of the possible positive and / or negative influences a programme such as this could have on Tracey, especially in light of her lack of swimming experience.</li> <li>• A discussion on the diversity of the group's needs and abilities.</li> <li>• A discussion of the diversity of <b>different</b> outcomes for physical activity, such as: hauora / total well-being, aerobic fitness, muscular endurance, skilled sports performance, physical work performance, elite sport performance, weight control, socialisation, enjoyment, taking part in recreational activities, longevity, stress management or vitality, optimal functioning for well-being, freedom from disease etc, or any combination of these outcomes and how these have / have not been considered in the process.</li> <li>• A discussion of principles of training (PoTs), clearly showing how different application of the principles below develops different outcomes for physical activity: <ul style="list-style-type: none"> <li>• frequency of training</li> <li>• intensity of training</li> <li>• type of training</li> <li>• specificity of training</li> <li>• duration of training</li> <li>• variety of training</li> </ul> and how these have / have not been considered in light of the individual in the process taken.</li> <li>• A discussion of the factors affecting participation in physical activity programmes and how these should be considered in the development of a physical activity programme.</li> </ul>	<p>The question is focused on examining whether the candidate can critically evaluate the contributing issues or factors involved in the planning of this physical activity programme.</p> <p>Scholarship with Outstanding Performance (7, 8 marks).</p> <p>The candidate's response demonstrates depth of understanding and breadth of knowledge through a high level of sophistication across a range of factors, including integration of ideas, original thought, fluency, and logical and precise communication.</p> <p>(For 8 there are no modifications that could be made to the response to improve the answer. For 7 there may be small / minor modifications that could be made to improve the response of the candidate. The response shows a balance of depth and breadth).</p> <p>Excellent Performance (5, 6 marks).</p> <p>The candidate's response critically evaluates information to demonstrate a holistic understanding of physical education, arising from both theoretical and practical application.</p> <p>(For 6 the candidate has shown a balance between the theoretical knowledge and practical application. Breadth of knowledge is evident in the answer. For 5 there may be a stronger focus on either the theoretical knowledge or practical application).</p> <p>The candidate must be able to critically evaluate the contributing issues or factors involved in the planning of this physical activity programme.</p> <p>A critical evaluation should include:</p> <ul style="list-style-type: none"> <li>• Identification and clarification of the issue and what factors are evident in the scenario.</li> <li>• An evaluation of the positive and negative impacts such a programme could have. An evaluation should provide a balanced discussion of all points of view.</li> <li>• An understanding of issues related to programme planning and evaluation; socio-cultural aspects; biophysical aspects.</li> <li>• An appropriate judgment. The evaluation should be supported with appropriate examples drawn from the candidate's participation in a personal physical activity programme.</li> </ul>

Evidence	Judgement
<p>Participation factors may include:</p> <ul style="list-style-type: none"> <li>• SPEECH influences (society, political, economic, environmental, cultural, historical)</li> <li>• personal – age, gender, medical, psychological</li> <li>• behavioural – beliefs, attitudes, values, behaviours, expectations, motivations</li> <li>• environmental – physical, social, cultural, socio-economic, time, safety.</li> </ul> <ul style="list-style-type: none"> <li>• A discussion on whether socio-cultural aspects and individual differences should be considered throughout the planning process. Students may discuss contemporary ethical issues that influence well-being, for instance – how students' rights and responsibilities relate to learning activities; conceptions of personal identity; social constructions of ideas about the body; stereotypes in relation to age, culture, health status and physical ability; attainable goals versus unrealistic expectations.</li> <li>• A discussion on whether the topic of exercise physiology should be taken into consideration, as well as individual differences for required specific energy systems for personalised activities; the acute and chronic effects of exercise (positive and negative); and individual differences.</li> <li>• A discussion on the relevance of setting the challenge of completing a 3 km ocean swim in open water for the individual (Tracey), especially in light of previous experience. (Relevance to the 'real life' of the participants.)</li> <li>• A discussion on the relevance of the individual training programme, especially in light of previous experience.</li> <li>• A discussion that factors how influencing performance / learning (skill acquisition) can influence individuals, such as motivation, arousal, pressure (such as pressure to join a particular lane), psychological factors, goal-setting, relevance to self, and the influence of others.</li> <li>• A discussion that appraises existing strategies and / or devises new strategies through which people can participate responsibly in challenging situations.</li> <li>• A discussion demonstrating the use of health promotion strategies for implementing a plan of action to enhance the well-being of participants – for example a plan to support inclusiveness or physical activity opportunities for everyone.</li> </ul> <p>Limitations of the critical evaluation may include, but are not limited to:</p> <ul style="list-style-type: none"> <li>• ease of taking part in a set programme</li> <li>• an apparent expectation that the programme has been developed by an expert</li> <li>• a major goal at the end of the programme of completing a 3 km ocean swim and how this in turn may influence factors such as motivation</li> <li>• could make assumptions about the correct specificity, duration, overload and fitness components relevant to the desired outcome etc ... being applied to apparent expertise of the programme developer.</li> </ul>	<p>Sound Performance (3, 4 marks).</p> <p>Critically evaluates information to demonstrate an informed understanding of physical education, arising from both theoretical and practical application. The candidate attempts to address the question – is able to apply some relevant understanding. Reasonably well organised, inconsistencies evident, superficial coverage.</p> <p>(For 4 the response shows some evidence of critical evaluation, 3 has minimal evidence of critical evaluation.)</p> <p>(1, 2 marks).</p> <p>Ideas stated, information recalled. The candidate shows no evidence of critical evaluation and demonstrates a basic understanding of physical education, arising from both theoretical knowledge and practical application.</p> <p>(For 2 the response has shown evidence of some relevant subject knowledge. However, no critical evaluation is evident. For 1 there is minimal evidence of relevant subject knowledge.)</p> <p>(0 marks).</p> <p>Blank answer or irrelevant evidence.</p>

Evidence	Judgement
QUESTION TWO	
<p>The candidate:</p> <p>Critically evaluates a current physical activity event, trend or issue and examines the impact that this is having on New Zealand society.</p> <p>The key elements that can be considered in the critical evaluation include but are not limited to:</p> <p>Candidates may define and explain why this is a current area of interest for New Zealand society:</p> <ul style="list-style-type: none"> <li>• a current physical activity event impacting on New Zealand society</li> <li>• a current trend impacting on New Zealand society</li> <li>• a current issue impacting on New Zealand society.</li> </ul> <p>Possible causes / influences that should be considered that have an impact on how this physical activity event, trend or issue is perceived in New Zealand society:</p> <ul style="list-style-type: none"> <li>• the reliability of the media as a means of mass communication</li> <li>• domination of cultural ideals</li> <li>• dominant ideologies present in society and assumptions entwined in these</li> <li>• a changing society, ie technology</li> <li>• political discussion around hidden agendas, funding, misconceptions</li> <li>• healthism – a set of assumptions based on the belief that health is solely an individual's responsibility</li> <li>• in contrast to healthism – total well-being, one model being hauora</li> <li>• the changing environment and changing values of New Zealanders</li> <li>• changing ideals over time</li> <li>• commercialisation</li> <li>• globalisation</li> <li>• sex sells</li> <li>• risks.</li> </ul> <p>Possible positive impacts that this physical activity event, trend or issue could be having on New Zealand society. The student could consider a wide range of SPEECH impacts (society, political, economic, environmental, cultural, and historical), supported with clear evidence.</p> <p>Possible limitations that this physical activity event, trend or issue could be having on New Zealand society. The student could consider a wide range of SPEECH impacts (society, political, economic, environmental, cultural, and historical), supported with clear evidence.</p> <p>Applicants adopt a position supported with a reasoned argument.</p>	<p>The question is focused on the candidate's ability to critically evaluate how a current physical activity event, trend or issue has impacted on New Zealand society.</p> <p>Scholarship with Outstanding Performance (7, 8 marks).</p> <p>The candidate's response demonstrates depth of understanding and breadth of knowledge through a high level of sophistication across a range of factors including integration of ideas, original thought, fluency, and logical and precise communication.</p> <p>(For 8 there are no modifications that could be made to the response to improve the answer. For 7 there may be small / minor modifications that could be made to improve the response of the candidate. The response shows a balance of depth and breadth.)</p> <p>Excellent Performance (5, 6 marks).</p> <p>The candidate's response critically evaluates information to demonstrate a holistic understanding of physical education, arising from both theoretical and practical application.</p> <p>(For 6 the candidate has shown a balance between the theoretical knowledge and practical application. Breadth of knowledge is evident in the answer. For 5 there may be a stronger focus on either the theoretical knowledge or practical application.)</p> <p>The candidate must be able to critically evaluate a current physical activity event, trend or issue and adopt a position on its impact on New Zealand society.</p> <p>A critical evaluation should include:</p> <ul style="list-style-type: none"> <li>• a range of perspectives on possible causes / influences that have impacted on the current physical activity event, trend or issue and how it is perceived in New Zealand society</li> <li>• a range of perspectives on possible impacts it is having on New Zealand society</li> <li>• a critical evaluation will consider all points given in the question.</li> </ul> <p>Sound Performance (3, 4 marks).</p> <p>Critically evaluates information to demonstrate an informed understanding of physical education, arising from both theoretical and practical application. The candidate attempts to address the question – is able to apply some relevant understanding. Reasonably well-organised, inconsistencies evident, superficial coverage.</p> <p>(For 4 the response shows some evidence of critical evaluation, 3 has minimal evidence of critical evaluation.)</p>



Evidence	Judgement
	<p>(1, 2 marks). Ideas stated, information recalled. The candidate shows no evidence of critical evaluation and demonstrates a basic understanding of physical education, arising from both theoretical knowledge and practical application.</p> <p>(For 2 the response has shown evidence of some relevant subject knowledge. However, no critical evaluation is evident. For 1 there is minimal evidence of relevant subject knowledge.)</p> <p>(0 marks).</p> <p>Blank answer or irrelevant evidence.</p>

Evidence	Judgement
QUESTION THREE	
<p>The candidate:</p> <p>Critically evaluates the suggested actions of the proposed youth-branded website and compares and contrasts them with their own experience(s) in taking action.</p> <p>Candidates may define and explain:</p> <ul style="list-style-type: none"> <li>• physical activity</li> <li>• health promotion and different models used</li> <li>• the taking-action process.</li> </ul> <p>The factors involved in critically evaluating the youth-branded website's action to promote physical activity may include, but are not limited to:</p> <ul style="list-style-type: none"> <li>• ease of accessing information and having it sent straight to your phone</li> <li>• making physical activity fun and competitive</li> <li>• discussion on the positive steps the 'youth-branded website' has in terms of minimising barriers and maximising enablers</li> <li>• research shows that kids and teens spend a lot of time on the computer, making the computer an ideal promotional means for physical activity</li> <li>• a discussion on whether any promotion of physical activity is positive</li> <li>• that experts from Sport and Recreation New Zealand have been used</li> <li>• looks beyond just physical activity and also allows for nutrition and lifestyle needs</li> <li>• the appropriateness of using technology that kids can relate to</li> <li>• it can reach the masses (if people have access to it)</li> <li>• the interactive nature of the website promotes student-directed learning – creating more meaning through learning.</li> </ul> <p>The limitations of the youth-branded website's action to promote physical activity may include, but are not limited to:</p> <ul style="list-style-type: none"> <li>• a discussion around the generic nature of the skill development tips for sport and recreation activities, nutrition and lifestyle goals (one size does not fit all)</li> <li>• the limitations of video games used to promote physical activity – perceived physical exertion as opposed to actual</li> <li>• is it meeting the recommended minimum daily requirement of 60 minutes a day of moderate-to-vigorous physical activity?</li> <li>• who is it catering to? (Does this age group need to be targeted? Would lower socio-economical groups have access to this website and a phone? Would this website cater to people who are not literate?)</li> <li>• an apparent expectation that the website and its tips have been developed by experts</li> <li>• poor role modelling getting the students to sit for longer in front of the computer instead of engaging in more active pursuits</li> </ul>	<p>The question is focused on examining whether the candidate can critically evaluate the youth-branded website as an action to promote physical activity. For Scholarship the candidate's answer must include a range of perspectives that integrates knowledge around physical activity, health promotion and the taking-action process.</p> <p>Scholarship with Outstanding Performance (7, 8 marks).</p> <p>The candidate's response demonstrates depth of understanding and breadth of knowledge through a high level of sophistication across a range of factors including integration of ideas, original thought, fluency, and logical and precise communication.</p> <p>(For 8 there are no modifications that could be made to the response to improve the answer. For 7 there may be small / minor modifications that could be made to improve the response of the candidate. The response shows a balance of depth and breadth.)</p> <p>Excellent Performance (5, 6 marks).</p> <p>The candidate's response critically evaluates information to demonstrate a holistic understanding of physical education, arising from both theoretical and practical application.</p> <p>(For 6 the candidate has shown a balance between the theoretical knowledge and practical application. Breadth of knowledge is evident in the answer. For 5 there may be a stronger focus on either the theoretical knowledge or practical application.)</p> <p>The candidate must be able to adopt a position in respect to, and critically evaluate how successful the youth-branded website is as an action to promote physical activity and contribute to health promotion.</p> <p>The candidate's answer must provide a reasoned argument that integrates knowledge about factors impacting on performance improvement.</p> <p>A critical evaluation should include:</p> <ul style="list-style-type: none"> <li>• The value of using the computer as a tool for getting children active and contributing to health promotion.</li> <li>• Support of the evaluation with breadth and depth of knowledge by considering what groups this initiative may have its biggest impact on, how the initiative will minimise barriers and influence participation, the taking-action process, the relevance of the messages being portrayed by this initiative.</li> <li>• Support of their evaluation with appropriate examples from their own experiences around implementing an action to promote physical activity in the community and contributing to health promotion.</li> </ul>

Evidence	Judgement
<ul style="list-style-type: none"> <li>• future ramifications of a poor experience related to the online advice</li> <li>• people not interpreting the online advice correctly – causing injury, eating problems</li> <li>• discussion of the limitations of the youth-branded websites' process to get children active, including a discussion of the barriers and enablers that can affect an individual's participation and whether these would impact on the success of the website</li> <li>• a discussion on whether the initiative warrants the spending of \$67 million</li> <li>• a discussion around the link between socio-class and inactivity</li> <li>• a discussion on the value of face-to-face personal interaction as opposed to computer interaction</li> <li>• a discussion on the limitations involved in turning the advice into action</li> <li>• a discussion on the possible exclusion of interaction between older generations with the young due to not understanding the technology</li> <li>• a discussion on the irony of using technology to increase physical activity – when some argue that technology is a contributing factor of inactivity</li> <li>• are there hidden agendas driving this initiative? (Is this initiative based on a healthism approach?)</li> <li>• adherence to the 'programme'</li> <li>• specificity and individual goals</li> <li>• starting points – who is this suitable for?</li> </ul>	<p>Sound Performance (3, 4 marks).</p> <p>Critically evaluates information to demonstrate an informed understanding of physical education, arising from both theoretical and practical application. The candidate attempts to address the question – is able to apply some relevant understanding. Reasonably well organised, inconsistencies evident, superficial coverage.</p> <p>(For 4 the response shows some evidence of critical evaluation, 3 has minimal evidence of critical evaluation.)</p> <p>(1, 2 marks).</p> <p>Ideas stated, information recalled. The candidate shows no evidence of critical evaluation and demonstrates a basic understanding of physical education, arising from both theoretical knowledge and practical application.</p> <p>(For 2 the response has shown evidence of some relevant subject knowledge. However, no critical evaluation is evident. For 1 there is minimal evidence of relevant subject knowledge.)</p> <p>(0 marks).</p> <p>Blank answer or irrelevant evidence.</p>

Evidence	Judgement
QUESTION FOUR	
<p>The candidate:</p> <p>Critically evaluates the value of using video and biomechanical analysis in a performance improvement programme, by comparing and contrasting the value of biomechanics compared with other biophysical and socio-cultural factors and drawing on their own experiences.</p> <p>Candidates may define and explain:</p> <ul style="list-style-type: none"> <li>• biomechanics, the purpose of biomechanics and its history</li> <li>• kinesiology – and that kinesiology and biomechanics are intricately related</li> <li>• what a performance improvement programme is</li> <li>• quantitative versus qualitative analysis</li> <li>• what other biophysical and socio-cultural factors are inherent in a performance improvement programme.</li> </ul> <p>The factors involved in critically evaluating the need for biomechanics in a performance improvement programme may include, but are not limited to:</p> <ul style="list-style-type: none"> <li>• better understanding of the human body and the various internal and external forces that affect movement</li> <li>• rather than being a passive recipient of coaching, students develop an understanding of the critical features of technique that provides a basis for identifying where the performance may be improved</li> <li>• offer of scientific knowledge that can provide indicators of good and bad techniques (from this we can identify how techniques can be improved)</li> <li>• learning that can be limited when you rely on purely descriptive accounts of how a skill should be performed</li> <li>• biomechanical analysis that can identify an injurious technique</li> <li>• understanding how conducting a performance analysis could be applied to other sporting domains.</li> </ul> <p>The factors involved in critically evaluating the need for video analysis in a performance improvement programme may include, but are not limited to:</p> <ul style="list-style-type: none"> <li>• the value of extrinsic feedback</li> <li>• the value of being able to 'see' a performance, not just 'feel' it</li> <li>• a discussion around elite sporting teams that use video analysis and related programmes.</li> </ul> <p>The limitations of the need for biomechanics may include:</p> <ul style="list-style-type: none"> <li>• time constraints, eg periodisation (whole-year programmes for the elite versus 10-session programme for performance improvement in their</li> </ul>	<p>The question is focused on examining whether the candidate can critically evaluate the need for individuals to use video and biomechanical analysis in a performance improvement programme, by comparing and contrasting it with other biophysical and socio-cultural influences and factors affecting performance improvement.</p> <p>Scholarship with Outstanding Performance (7, 8 marks).</p> <p>The candidate's response demonstrates depth of understanding and breadth of knowledge through a high level of sophistication across a range of factors including integration of ideas, original thought, fluency, and logical and precise communication.</p> <p>(For 8 there are no modifications that could be made to the response to improve the answer. For 7 there may be small / minor modifications that could be made to improve the response of the candidate. The response shows a balance of depth and breadth).</p> <p>Excellent Performance (5, 6 marks).</p> <p>The candidate's response critically evaluates information to demonstrate a holistic understanding of physical education, arising from both theoretical and practical application.</p> <p>(For 6 the candidate has shown a balance between the theoretical knowledge and practical application. Breadth of knowledge is evident in the answer. For 5 there may be a stronger focus on either the theoretical knowledge or practical application).</p> <p>The candidate must be able to adopt a position in respect to, and critically evaluate, the need for video and biomechanical analysis in a level 3 performance improvement programme.</p> <p>The candidate's answer must provide a reasoned argument that integrates knowledge about factors impacting on performance improvement.</p> <p>A critical evaluation should include:</p> <ul style="list-style-type: none"> <li>• consideration of the value of using video and biomechanical analysis at the participants' stage of learning and consideration of the different levels of the participant and the elite athlete they are being compared with</li> <li>• support of the evaluation with breadth and depth of knowledge drawing on biophysical and socio-cultural factors, which influence performance improvement</li> <li>• support of their evaluation with appropriate examples from their own performance improvement programme.</li> </ul>

Evidence	Judgement
<ul style="list-style-type: none"> <li>• practicing in closed conditions</li> <li>• it is highly dependent on Josh's desired outcomes, ie does Josh want to become better at the overhead clear technically and biomechanically or does he want to become more proficient all-round?</li> <li>• the stage of learning that the participant is currently at</li> <li>• a look at the different levels of knowledge required between basic level improvement and improvement for the elite</li> <li>• aspects such as differences in feedback requirements at different stages of learning</li> <li>• using the elite athlete as the benchmark and comparing the cognitive participant with the elite – differences in information-processing, memory-storage, transfer of learning, etc</li> <li>• the relative importance of principles may change with learning, ability and individual characteristics</li> <li>• need to apply principles in a manner and with a priority that is appropriate to the level of the performer</li> <li>• analysis of only one skill</li> <li>• the issue of analysing technique as opposed to other biophysical and socio-cultural factors inherent in game play - may refer to the GFU (games for understanding) approach</li> <li>• the assumption that what constitutes a successful movement pattern for one elite individual will work for another. This assumption does not allow for individual differences</li> <li>• a big picture evaluation, eg treating the body as a machine (healthism), scientism, etc.</li> </ul> <p>The factors involved in critically evaluating the limitations of video analysis in a performance improvement programme may include, but are not limited to:</p> <ul style="list-style-type: none"> <li>• the model image does not provide any direct or overt information about how the movement was produced</li> <li>• models of elite performance may only be appropriate for elite performers</li> <li>• analysis of only what is wrong, not what is right.</li> </ul> <p>Applicants draw on specific examples from their own performance improvement programme, and in doing so discuss the importance of sports psychology, skill acquisition, individual factors, socio-cultural factors in a programme.</p>	<p>Sound Performance (3, 4 marks).</p> <p>Critically evaluates information to demonstrate an informed understanding of physical education, arising from both theoretical and practical application. The candidate attempts to address the question – is able to apply some relevant understanding. Reasonably well organised, inconsistencies evident, superficial coverage.</p> <p>(For 4 the response shows some evidence of critical evaluation, 3 has minimal evidence of critical evaluation.)</p> <p>(1, 2 marks). Ideas stated, information recalled. The candidate shows no evidence of critical evaluation and demonstrates a basic understanding of physical education, arising from both theoretical knowledge and practical application.</p> <p>(For 2 the response has shown evidence of some relevant subject knowledge. However, no critical evaluation is evident. For 1 there is minimal evidence of relevant subject knowledge.)</p> <p>(0 marks).</p> <p>Blank answer or irrelevant evidence.</p>