



NEW ZEALAND QUALIFICATIONS AUTHORITY
MANA TOHU MĀTAURANGA O AOTEAROA

Scholarship, 2005

Physical Education 93501

National Statistics

Assessment Report

Physical Education, Scholarship, 2005
93501

National Statistics

No. Scholarship Results	Results			
	Outstanding Scholarship		Scholarship	
	No. Awards	% of L3 Cohort	No. Awards	% of L3 Cohort
49	8	0.2%	41	1.1%

Commentary

Candidates were well prepared for this examination. Evidence of preparation was apparent by many candidates having made good use of the instructional models provided. The citing of similar references from the same geographic region showed that some regional initiatives assisted candidates' preparation.

Critical evaluation skills are imperative and can be approached before the Assessment Specifications for the subject are issued. Candidates should be well read to be able to demonstrate the depth and breadth of knowledge required.

Effort was made to ensure the examination was accessible to candidates by scaffolding the questions to facilitate the critical evaluation required by the standard and by making the Assessment Specifications more specific. The question about obesity was well answered and many candidates showed they had read widely on the topic.

The best-performing candidates most commonly demonstrated the following skills and / or knowledge:

- ability to take a position and argue their point well, backing statements with strong argument and relevant quotations. They showed they had read beyond the expected textbooks
- the skills and depth and breadth of knowledge required across the questions within the socio-cultural and bio-physical aspects.

Specific skills and attributes that candidates showed in each question were:

Question 1:

They demonstrated depth and breadth of knowledge relevant to physical activity and health. They read the question carefully and recognised the cue that the recommendations were problematic. They showed breadth and depth of knowledge covering a variety of topics that included, but were not limited to, diversity of outcomes, the relationship between physical activity and health, principles of training, factors influencing participation, hauora and their own experience. Their knowledge was applied, integrated and demonstrated synthesis.

Question 2:

They demonstrated depth and breadth of knowledge in physiological responses to exercise relevant to the question's specific context of an 800-metre race. They showed in-depth understanding of the energy systems. They were also able to critically evaluate why oxygen consumption still increased post-exercise. This was backed up by candidates' own experience. Their knowledge was applied, integrated and demonstrated synthesis.

Question 3:

They demonstrated depth and breadth of knowledge in relation to obesity as a trend affecting the health of people in New Zealand society. Candidates recognised that the proposal of an epidemic was problematic and used quotes supplied to support their critical evaluation. They also drew on their own research and reading and took a stand in relation to the issue. Their knowledge was applied, integrated and demonstrated synthesis.

Question 4:

They demonstrated depth and breadth of knowledge in relation to motor learning / skill acquisition. Candidates were able to draw on a variety of aspects within these topics including, but not limited to, the nature of skill and practice, instructional models, information processing, context-related issues and stages of learning. They recognised that the teaching practice being used was problematic and gave possible solutions by critically evaluating what could be going wrong. Their knowledge was applied, integrated and demonstrated synthesis.

Other candidates commonly lacked the following skills and / or knowledge:

- ability to critically evaluate or to provide evidence of critical thinking
- ability to substantiate statements and / or to provide relevant specific examples
- ability to develop their ideas
- ability to draw appropriate conclusions from the material presented
- ability to provide evidence of sufficient depth
- ability to present material beyond general knowledge.

Specific skills and attributes lacking in each question:

Question 1:

Candidates did not demonstrate depth or breadth of knowledge in relation to physical activity and health. They showed little or no critical evaluation skills. Some candidates seemed to have pre-prepared answers that were not relevant to the question. Candidates did not take cues provided in the scaffolding of the question to help them to critically evaluate. They did not recognise that the recommendations were problematic, or misunderstood the use of the word problematic. Assumptions were made that were unjustified or unsupported.

Question 2:

Candidates did not demonstrate depth or breadth of knowledge in relation to physiological responses to exercise. Some candidates provided irrelevant information within the subject area of exercise physiology. Their understanding of the energy systems

was incorrect, brief or not stated. They were unable to critically evaluate or give a reasoned argument as to why oxygen consumption still increased post-exercise.

Question 3:

Candidates did not demonstrate depth or breadth of knowledge in relation to obesity as a trend in New Zealand society. They lacked critical evaluation skills and did not accept the notion of an obesity epidemic as being problematic. Many candidates perpetuated the myth that fat is bad, with little or no consideration of the diversity of views given in quotes supplied. Some candidates restated quotes without using them to support a critical evaluation. Assumptions were made that were unjustified or unsupported.

Question 4:

Candidates did not demonstrate depth or breadth of knowledge in relation to skill acquisition or motor learning. They did not demonstrate critical evaluation skills. They did not supply a reasoned argument as to why the students could not perform in a game situation. Some candidates provided irrelevant knowledge within this topic that did not answer or support their argument. Some made unsubstantiated assumptions that were not stated in the information provided. Some provided examples of lessons from their own experience that undermined the argument they were putting forward.