

Scholarship

2012 Assessment Report

Physical Education

COMMENTARY

Overall, the response of candidates to questions in 2012 was of a good standard. This is reflected in 2.83% of candidates who sat the examination being awarded a Scholarship or Outstanding Scholarship in Physical Education.

Those candidates who were awarded Scholarship or Outstanding Scholarship demonstrated a sound depth and breadth of understanding of key concepts in Physical Education. Further, these candidates consistently demonstrated the ability to critically evaluate that understanding across a range of contexts. Of those who were not awarded Scholarship, understanding of key concepts was restricted to descriptions and recall rather than critical evaluation. The candidature continues to have difficulty satisfying fully the requirements for *critical evaluation*, the single most important component for achieving Outstanding Scholarship. 2012 candidates, along with candidates from earlier years, were able to discuss the pros and cons in their critical evaluation, but few, if any, challenged assumptions or questioned the validity of issues. Candidates are encouraged to access the Scholarship exemplar responses that are published on the NZQA website. [Scholarship Physical Education](#). These provide annotated examples of responses across the marking range. As a result, candidates can see what is and what is not expected at Scholarship level. There are also resources for the revised Scholarship standard which will apply in 2013.

Overall, candidates could clearly identify a range of positive and negative outcomes as they pertained to the issue/scenario presented. However, many answers for Questions 1 and 2 particularly, were only answered from a positive and negative position. This narrows the potential for critical evaluation. While many students took the position of answering from either a positive or negative perspective, very few considered the potential for more of a continuum of positive and negative, or that different experiences/contexts/situations could provide a range of positive and negative outcomes. Critical evaluation exists along a continuum and is not simply a consideration of positive versus negative and drawing conclusions based on the stronger evidence base.

Some candidates continue to produce off-topic essays in response to the specific Scholarship issue (globalisation of sport in 2012). Essays on childhood obesity, cotton-wool kids and dropping out of sport are examples. Candidates for scholarship need to be aware of the specific assessment specifications published annually. The assessment specifications for Scholarship in 2013 link is

A number of candidates made good use of the references provided and used up to date quotes and readings as supporting/refuting evidence in their responses. References are provided as a starting point for a response and often contain information that can be used to scaffold a response. The references are also used to represent one or more viewpoints and therefore should be used as part of the response. References should be accepted, challenged or refuted as part of the candidate response. Those candidates awarded Scholarship or Outstanding Scholarship continue to be well read and make good use of research material they had engaged with to justify their responses.

A number of candidates have used technical terms incorrectly thereby demonstrating a lack of understanding of what they mean, e.g. technocentricity, healthism and hegemony. Incorrect use of such words detracts from the overall response.

There were a noticeable and increased number of candidates who discussed biomechanical principles as Principles of Training as part of Question 4 i.e. Specificity,

frequency etc. Confusion over the use of such terms also detracts from the overall response.

There were a noticeable number of candidates who did not demonstrate understanding of Health Promotion as used in the Health and Physical Education learning areas. The following resources would be useful for teachers and students:

- <http://health.tki.org.nz/Key-collections/Curriculum-in-action/Making-Meaning/Health-education2/Developing-a-conceptual-understanding>
- <http://nzcurriculum.tki.org.nz/Curriculum-resources/NZC-resource-bank/Health-and-physical-education/Supporting-materials#resource-1122>

SCHOLARSHIP WITH OUTSTANDING PERFORMANCE

Candidates who were awarded Scholarship with Outstanding Performance typically:

- evaluated the question with a critical lens
- answered the question with valid subject knowledge and were able to look at an argument from multiple perspectives that reflected the nature of the context/experience/environment
- showed the ability to write fluently and develop a clear argument that showed depth and breadth of subject knowledge
- supported their answer with own relevant experience, quotes, references, statistics, key terminology that enhanced an answer/argument that was pertinent to each question
- linked succinctly to the extracts and constantly referred back to the question.

SCHOLARSHIP

Candidates who were awarded Scholarship but not Scholarship with Outstanding Performance typically:

- answered the question with valid subject knowledge and were able to look at an argument from two sides
- demonstrated the ability to plan and develop a logical answer
- used their own relevant experiences, quotes, references, statistics, key terminology to support their response.

More specifically:

Question 1:

- considered the interconnectedness of wellbeing and that it could change dependent on context, personnel, purpose etc.
- critically evaluated assumptions made about physical activity and wellbeing.

Question 2:

- developed a coherent discussion/argument that was supported by examples
- considered whether or not Globalisation was an issue or not
- used good examples to illustrate a point
- challenged assumptions.

Question 3:

- considered the interconnectedness of motor learning and biomechanics
- considered whether or not biomechanics and or motor learning were important for the context they were discussing
- considered the role and place of other aspects in performance improvement
- critically evaluated how the application of factors influencing performance improvement may be different for different contexts or ability of the athlete
- critically evaluated the fact that performance improvement is complex and depends on many factors, both biophysical and sociocultural.

Question 4:

- demonstrated understanding of Health Promotion as it is used in the Health and Physical Education learning area
- used their own experiences to illustrate a point or give an example
- considered the extent to which health promotion processes can be used to increase participation.

OTHER CANDIDATES

Candidates who were not awarded Scholarship or Scholarship with Outstanding Performance typically:

- did not answer the question or misinterpreted the question
- answered only part of the question and/or fewer than three questions
- provided a series of paragraphs or points of knowledge that did not relate to each other
- lacked subject knowledge at this level
- provided irrelevant or incorrect knowledge e.g. confused Principles of Training with biomechanical principles, demonstrated limited or no understanding of the Health Promotion Process as used in the Health and Physical Education Learning Area.