

Assessment Schedule – 2007

Scholarship Physical Education (93501)

A nine-point marking scale (0–8) is used to assess each essay.

Three questions from a total of four were required.

Evidence	Judgement
QUESTION ONE: Scenario A	
<p>The candidate: Critically evaluates the processes that have occurred in the scenario.</p> <p>The factors involved in critically evaluating the process of planning for the physical activity programme include, but are not limited to:</p> <ul style="list-style-type: none"> • A discussion relating to a generic programme developed on the internet, irrespective of desired individual and personal outcomes/goals for physical activity. • 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 not consider this. • A discussion of the possible negative influences a programme such as this could have on Georgina, especially in light of her lack of interest in running. • A discussion of the diversity of different outcomes for physical activity, such as for total well-being / hauora, aerobic fitness, muscular endurance, skilled sports performance, physical work performance, elite performance sport, weight-control, socialisation, enjoyment, 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 not been considered in the process. • A discussion of PoTs clearly showing how different application of the principles below develops different outcomes for physical activity: <ul style="list-style-type: none"> – Specificity of training – Intensity of training – Frequency of training – Duration of training and how these have not been considered in light of the individual in the process taken. 	<p>The question is focused on examining if the candidate can critically evaluate the process that has occurred by downloading a generic programme from the internet. For Scholarship, the candidate's answer must provide a reasoned argument that integrates knowledge about the relationship of exercise prescription with desired outcomes for that physical activity.</p> <p>Top Performing Candidates (7, 8 marks) 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 thinking, fluent, 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.)</p> <p>Excellent Performance (5, 6 marks) The candidate's response critically evaluates information to demonstrate a holistic understanding of physical education, arising from both theoretical knowledge and practical application.</p> <p>(For 6 the candidate has shown a balance between the theoretical knowledge and practical application. For 5 there may be a stronger focus on either the theoretical knowledge or practical application.)</p> <p>The candidate must be able to both adopt a position in respect to, and critically evaluate, a single common physical activity programme for physical activity.</p> <p>A critical evaluation should cover all the points given in the question.</p>

Evidence	Judgement
<p>A discussion of the factors affecting participation including but not limited to:</p> <ul style="list-style-type: none"> • S.P.E.E.C.H. influences (society, political, economic, environment, cultural, historical) • Personal – age, gender, medical, psychological • Behavioural – attitudes, values, expectations, motivations • Environmental – physical, social, cultural, socio-economic, time, safety <p>and how these should be considered in the development of a physical activity programme.</p> <p>A discussion that the topic of exercise physiology should be taken into consideration and individual differences for required specific energy systems for own activities, the acute and chronic effects of exercise and individual differences.</p> <p>A discussion on the relevance to the individual of fitness components being trained.</p> <p>A discussion that factors influencing performance/ learning (skill acquisition) can influence individuals, such as motivation, arousal, goal setting, relevance to self ...</p> <p>Limitations of the critical evaluation may include, but are not limited to ...</p> <ul style="list-style-type: none"> • ease of downloading a programme • an <i>apparent</i> expectation that the programme has been developed by an expert • a major goal at the end of the programme of completing a half marathon and how this in turn may influence factors such as motivation • could make assumptions about the correct specificity, duration, overload, fitness components relevant to the desired outcome etc ... being applied due to <i>apparent</i> expertise of the programme developer. 	<p>Sound Performance (3, 4 marks) Critically evaluates information to demonstrate an informed understanding of physical education, arising from both theoretical knowledge and practical application. The candidate attempts to address the question and 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) Limited understanding relevant to the question – ideas stated, information recalled. The candidate shows no evidence of critical evaluation and demonstrates a basic understanding of physical education, arising from very little theoretical knowledge or practical application.</p> <p>(For 2 the response has shown evidence of some relevant subject knowledge. However, no critical evaluation evident. For 1 there is minimal evidence of relevant subject knowledge.)</p> <p>Unacceptable (0 marks) Blank answer or irrelevant evidence.</p>

Question 1 Scenario A codes

GP	Generic Programme
NSH	Not Specific to Hauora
DGN	Different Goals / outcomes / Needs individuals have
B / R	Benefits / Risks of exercise
B / E	Barriers / Enablers to exercise
EM	Ease of Management
H+	impact positives Hauora
H-	impact negatives Hauora
AE	Apparent Expert
POT	Principles Of Training
MOT	Methods Of Training
FAP	Factors Affecting Participation, eg S.P.E.E.C.H
FC	Fitness Components
E	Ease of downloading
P	Process
SP	Sports Psychology
EP	Exercise Physiology
H	Hypothesis
O	Outcomes
P-	Process negatives
P+	Process positives
S	Synthesis
Q	Quotes
CR	Creative thinking / ideas initiatives
OE	Own Experience
RD	Requires Development
G	General, may be used alone or in combination with another code, eg GSP General Sports Psychology knowledge
A	Applied, may be used alone or in combination with another code, eg ASP Applied Sports Psychology knowledge
N	Negates argument
CT	Critical Thinking
Br	Breadth of knowledge
D	Depth of knowledge
I or IR	Irrelevant
As	Assumption
Po	Position

Evidence	Judgement
QUESTION ONE: Scenario B	
<p>The candidate: Critically evaluates the processes that have occurred in the scenario.</p> <p>A critical evaluation should consider but is not limited to:</p> <p>TYPES OF RISK</p> <ul style="list-style-type: none"> • <i>Absolute</i> risk, <i>perceived</i> risk and <i>real</i> risk that could occur because of the process undertaken. • The instructing staff, whether they have the correct skills, knowledge and competence to run such activities. <p>The lack of the following processes ... this may be taken from the point of view of these were the processes that were lacking and /or these are the processes that need to occur to produce a safer and more effective environment that meets safety requirements in the outdoors. In the latter case this is taking action (see below). Specific examples of correct and effective procedures should be considered.</p> <ul style="list-style-type: none"> • Managing risk • Injury prevention in the outdoors • SAPS / RAMS • Consideration of equipment, environment and people (as above) • Development of a master Safety Action Plan • Activity specific Safety Action Plans • Crisis management knowledge and sharing of information • Incident and accident reporting • Safety Action Planning – <ul style="list-style-type: none"> – What could go wrong? – What would cause it to go wrong? – How could we prevent if from going wrong? – Whose responsibility is it? – When and where will it be done? • Emergency Plan • Insurance • School transport policy • Relevant policy documents • Meeting the needs of students. • Risk Management – manage appropriate risk, and have a goal of providing high-quality, safe experiential activities for the students. 	<p>The question is focused on examining if the candidate can critically evaluate the process that occurred in the planning for this outdoor education experience. For Scholarship the candidate's answer must provide a reasoned argument that integrates knowledge about the relationship of safety and risk management.</p> <p>Top Performing Candidates (7, 8 marks) 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 thinking, fluent, 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.)</p> <p>Excellent Performance (5, 6 marks) The candidate's response critically evaluates information to demonstrate a holistic understanding of physical education, arising from both theoretical knowledge and their own practical application in outdoor education.</p> <p>(For 6 the candidate has shown a balance between the theoretical knowledge and practical application. For 5 there may be a stronger focus on either the theoretical knowledge or practical application.)</p> <p>The candidate must be able to both adopt a position in respect to, and critically evaluate, the processes or lack of that occurred in the given scenario.</p> <ul style="list-style-type: none"> • A critical evaluation should cover all the points given in the question. <p>Sound Performance (3, 4 marks) Critically evaluates information to demonstrate an informed understanding of physical education, arising from both theoretical knowledge and practical application. The candidate attempts to address the question and is able to apply some relevant understanding. Reasonably well organised, inconsistencies evident, superficial coverage.</p>

Evidence	Judgement
<ul style="list-style-type: none"> • This duality of safety and risk is the paradox that all adventure educators are working in, however this can be seen as lacking. • The difficulty of not having definite accommodation should be considered, as this is a common occurrence in DOC cabins etc, so alternative accommodation should be considered. • A candidate may hypothesise difficulties that may occur because of the lack of safety and risk management. <p>The critical evaluation could consider the aims of outdoor education and how this may not be being met through the process that has occurred, eg:</p> <ul style="list-style-type: none"> • Help learners develop an attitude of responsibility, particularly towards their own safety and that of others and help them acquire the skills to do so. • Increase learners' awareness and concern for the environment and ability to take action to protect and care for the environment. • Increase knowledge, understanding and appreciation of the school area, local district, cultures, and other places, including the unfamiliar. • Assist students in their social development and interpersonal skills by giving them opportunities to live, work and learn with others in unfamiliar situations. • Increase students' organisational, observational, recording, analysing and reporting skills. • Provide experiences for students that encourage awareness of the values, philosophies and heritages of their own and other cultures, including those of the <i>tangata whenua</i>. • Ensure that curriculum achievement objectives are met in the Health and Physical Education Curriculum. • Provide a variety of increasingly more challenging experiences as students progress through the school. <p>Limitations of the critical evaluation may include, but are not limited to:</p> <ul style="list-style-type: none"> • Timing and year that this occurred. Was it before guidelines were published? • Consider a position around the point that some take, that are we wrapped up in cotton wool these days where there are so many procedures and policies to consider, it could be seen as over the top. • The positive of students having input into the trip, as regards gear, equipment, etc. • Apparent cheaper cost of students being dropped at the tramp. <p>Candidates should look at ways forward and how to take action, considering procedures they used in their own programme.</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>Limited understanding relevant to the question – ideas stated, information recalled. The candidate shows no evidence of critical evaluation and demonstrates very little understanding of physical education, arising from theoretical knowledge or practical application.</p> <p>(For 2 the response has shown evidence of some relevant subject knowledge. However, no critical evaluation evident. For 1 there is minimal evidence of relevant subject knowledge.)</p> <p>Unacceptable (0 marks) Blank answer or irrelevant evidence.</p>

Question 1 Scenario B codes

NR	Nature of Risk
GRM	General Risk Management
RMT	Risk Management Tools
SR	Safety vs risk
IE	Instructor Experience
TR	Types of Risk
BO	Benefits Outdoor education
IH	Impacts on Hauora
AOE	Aims of Outdoor Education
MI	Medical Information
AP	Accommodation Problems
P	People
E	Environment
EQ	Equipment
H	Hypothesis
Alt	Alternative processes
EP	Emergency Plan
SI	Student Input
C	Cost
P-	Process positives
P+	Process negatives
S	Synthesis
Q	Quotes
CR	Creative thinking / ideas / initiatives
OE	Own Experience
RD	Requires Development
G	General, may be used alone or in combination with another code, eg GP General People knowledge
A	Applied, may be used alone or in combination with another code eg AEQ Applied Equipment knowledge
N	Negates argument
CT	Critical Thinking
Br	Breadth of knowledge
D	Depth of knowledge
I or IR	Irrelevant
As	Assumption
Po	Position

Evidence	Judgement
QUESTION TWO	
<p>The candidate: Critically evaluates the need for individuals to interact with experts in fields such as Anthropometry (body measurement), Biomechanics, Exercise Physiology, Physical Conditioning, Sports Nutrition, Sports Psychology, Sports Medicine Practitioners, Coaches and other life skills, education, goals and career support services, by comparing and contrasting a programme for elite athletes with a programme they have developed to improve their own performance.</p> <p>The factors involved in critically evaluating the need for expertise stated in the question include, but are not limited to:</p> <p>The wide scope of knowledge requiring application in programmes for performance improvement such as ...</p> <p>Aspects of sports psychology such as:</p> <ul style="list-style-type: none"> • mental rehearsal, self confidence, feedback, goal setting etc <p>Aspects of biomechanics such as:</p> <ul style="list-style-type: none"> • forces, types of motion, levers, projectile motion, stability etc <p>Aspects of exercise physiology such as:</p> <ul style="list-style-type: none"> • energy systems, training effects (acute and chronic) etc <p>Aspects of training principles such as:</p> <ul style="list-style-type: none"> • specificity, variety, progressive overload, frequency, intensity, duration, detraining, periodisation etc <p>Aspects of methods of training such as:</p> <ul style="list-style-type: none"> • continuous, interval, resistance, circuit etc <p>The limitations of the need for expertise are: Differences in levels of participants (individuals) in performance improvement programmes and therefore the level of knowledge / application required such as;</p> <ul style="list-style-type: none"> • Time constraints, eg periodisation (whole year programmes) for the elite athlete vs 8 week programmes for performance improvement in their Level 3 programme. • Different outcomes / goals of individuals may involve different levels, abilities, specificity, examples of goal setting, motivation etc ... between elite athlete and self. 	<p>The question is focused on examining if the candidate can critically evaluate the need for individuals to interact with experts in fields such as Anthropometry (body measurement), Biomechanics, Exercise Physiology, Physical Conditioning, Sports Nutrition, Sports Psychology, Sports Medicine Practitioners, Coaches and other life skills, education, goals and career support services, by comparing and contrasting a programme for elite athletes with a programme they have developed to improve their own performance.</p> <p>Top Performing Candidates (7, 8 marks) 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 thinking, and fluent, 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.)</p> <p>Excellent Performance (5, 6 marks) The candidate's response critically evaluates information to demonstrate a holistic understanding of physical education, arising from both theoretical knowledge and practical application.</p> <p>(For 6 the candidate has shown a balance between the theoretical knowledge and practical application. For 5 there may be a stronger focus on either the theoretical knowledge or practical application.)</p> <p>The candidate must be able to both adopt a position in respect to, and critically evaluate, the need for individuals to interact with experts as stated above.</p> <p>The candidate's answer must provide a reasoned argument that integrates knowledge about the influences on improvement in physical performance.</p>

Evidence	Judgement
<ul style="list-style-type: none"> • Different starting points, levels of ability, fitness, skill, stages of learning etc • May look at the different levels of knowledge required between basic level improvement and improvement for the elite. • Aspects such as differences in feedback requirements at different stages of learning. • Differences in information processing, memory storage, transfer of learning etc ... between the elite athlete and self. • Genetics as a limitation to performance improvement. • Maturation as a limitation to performance improvement. • Aspects of skill acquisition such as may be considered, as this is not mentioned explicitly in the expertise areas but may have been considered in their own programmes for performance improvement, eg factors affecting motivation, factors affecting learning, information processing, stages of learning, arousal etc. <p>May involve socio-cultural impacts on a programme for performance improvement, eg:</p> <ul style="list-style-type: none"> • Hauora, barriers and enablers, factors influencing participation. • May involve big picture evaluation, eg treating the body as a machine, healthism, scientism etc. <p>May draw on specific examples of application in their own programme, and in doing so show how they have also applied knowledge from those areas specified in the question, such as biomechanics, exercise physiology etc.</p>	<p>A critical evaluation should include:</p> <ul style="list-style-type: none"> • Consider the different levels of individuals who try to improve performance in a sport/ activity and the different goals and outcomes these individuals may have. • Support the evaluation with breadth and depth of knowledge drawing on bio-physical aspects such as those stated above. • Consider socio-cultural influences and factors affecting performance improvement. • Support your evaluation with appropriate examples from your own experience of a performance improvement programme. <p>Sound Performance (3, 4 marks) Critically evaluates information to demonstrate an informed understanding of physical education, arising from both theoretical knowledge and practical application. The candidate attempts to address the question and 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) Limited understanding relevant to the question – ideas stated, information recalled. The candidate shows no evidence of critical evaluation and demonstrates very little understanding of physical education, arising from theoretical knowledge or practical application.</p> <p>(For 2 the response has shown evidence of some relevant subject knowledge. However, no critical evaluation evident. For 1 there is minimal evidence of relevant subject knowledge.)</p> <p>Unacceptable (0 marks) Blank answer or irrelevant evidence.</p>

Question 2 codes

DOG	Different Outcomes Goals
DA	Different Ability levels
So-C	Socio-Cultural factors
EA	Elite vs Amateur
GF	Genetically predisposed characteristics / Factors
E	Elite
A	Amateur
IP / P	Information Processing / Pathways
CD	Cognitive Development
PD	Physical Development
PB	Physiological and Biological limits
TSK	Task Specific Knowledge
FAL	Factors Affecting Learning
SOL	Stages Of Learning
SP	Sports Psychology
SA	Skill Acquisition
B	Biomechanical knowledge
EP	Exercise Physiology knowledge
POT	Principles Of Training
MOT	Methods Of Training
NU	Nutrition
SC	Specific Coaching
AN	Anthropometry
SM	Sports Medicine
PC	Physical Conditioning
S	Synthesis
Q	Quotes
CR	Creative thinking / ideas / initiatives
OE	Own Experience
RD	Requires Development
G	General, may be used alone or in combination with another code, eg GB General Biomechanical knowledge
A	Applied, may be used alone or in combination with another code, eg ASA Applied Skill Acquisition knowledge
N	Negates argument
CT	Critical Thinking
Br	Breadth of knowledge
D	Depth of knowledge
I or IR	Irrelevant
As	Assumption
Po	Position

Evidence	Judgement
QUESTION THREE:	
<p>The candidate, drawing on knowledge of issues impacting on New Zealand society, critically evaluates the following statement:</p> <p><i>New Zealanders are guilty of being consumers of 'fitness crazes'. We need to move forward, take action and become critical consumers of the messages we receive.</i></p> <p>Responses should define and explain the terms, give examples of fitness crazes and impact on society over time, adopt a personal position and present a reasoned argument to support the position. They may also look at taking action to become critical consumers.</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:</p> <ul style="list-style-type: none"> • Fitness crazes. Could define each component separately or as one. What is meant by this? Examples; draw on given example in the question. • Consumers, what are consumers? How does this process occur? • Critical consumers. How do we critique? What should we consider? • Taking action. What is this? How do we do it? <p>Possible causes /influences that should be considered that have an impact on this issue in society are:</p> <ul style="list-style-type: none"> • Media – a means of mass communication, such as newspapers, magazines, radio, or television. • Representation can be considered. • Dominance of cultural ideals can be considered in who dictates (by coercion rather than brute force) the slim/fitness based ideals to cause people to consider fitness crazes – (hegemony). • Social construction. • The link between this issue and the obesity issue may also be discussed; however, this should not be the whole focus of the essay. • Political discussion will be around government agendas and funding of initiatives, eg green prescription, activators, action cards etc ... • Exercise equipment, fitness activities, nutrition supplements, and other ideas that are promoted in the media to decrease the cost of medical problems. These messages focus on physical activity for health. 	<p>The question is focused on examining the candidate's ability to critically evaluate whether we are consumers of 'fitness crazes' and our need to become critical consumers.</p> <p>Top Performing Candidates (7, 8 marks) 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 thinking, fluent, 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.)</p> <p>Excellent Performance (5, 6 marks) The candidate's response critically evaluates information to demonstrate a holistic understanding of physical education, arising from both theoretical knowledge and practical application.</p> <p>(For 6 the candidate has shown a balance between the theoretical knowledge and practical application (taking action). For 5 there may be a stronger focus on either the theoretical knowledge or practical application.)</p> <p>The candidate's response must include consideration of a range of perspectives on 'fitness crazes' and their impact on New Zealand society, as well as how we may become more critical consumers of the messages we receive about fitness-health-wellbeing in society. A critical evaluation covering all the points given in the question.</p>

Evidence	Judgement
<ul style="list-style-type: none"> • ‘Healthism’ – Healthism is a set of assumptions based on the belief that health is solely an individual responsibility. It includes the concept of the body as a machine that is influenced only by physical factors. This may be discussed as the media impacts upon this by portraying expectations of what one can achieve with ‘hard work’. Leading to following of fitness crazes (fads). • Hauora – and the interrelationship between the dimensions may also be discussed. This is in contrast to ‘healthism’ and looks at the holistic nature of wellbeing and in turn the impact this has on participation in fitness crazes and in turn the impact that fitness crazes has on hauora. • Other discussions could involve self-perception, sense of self worth and personal identity and how these can apparently be improved by outcomes of fitness crazes. • There have been changing ideals over time from Rubenesque women – Twiggy (60s) – fitness body (80s) – super model (90s) and changing back recently to more waif type models. How this impact on society in terms of what extremes you may have to go to, to achieve the ideal. • Different fads/crazes through time may include discussions on but are not limited to: <ul style="list-style-type: none"> - Drill training, aerobics, aqua aerobics, aqua jogging, step aerobics, slide aerobics, jazzercise, body combat, body jam, cross trainers, abdominisers, Chuck Norris home gym, kick boxing, boxing, yoga, circuits, weights, running, power walking, isometric exercises, tai chi, karate, aikido, judo, sports eg touch etc ... booms in sport around times of media representation, eg yachting Americas Cup etc ... tae boe, pilates, chaos training, vibra train (as in given example) etc. • Changing activities in successive generations eg early 1970s–80s jogging, 80s aerobics, 90s gyms, 90s to 2000s spin, tae boe etc ... • Sex sells, eg pole dancing etc ... as a form of exercise. • The “As seen on TV” ads – quick and easy fitness equipment, eg it only takes 10 mins! • Often fitness activities promote ease of effort eg the example in the question – “It only takes 10 mins”. • Correlates to the more passive forms of exercise being promoted (with a more holistic impact). • Some of the forms were originally rehab exercises, eg pilates and Vibra Train (in example). • Be critical of the agenda of the companies in the fitness industry – it is all about making money. • Risks of activities. 	<p>Sound Performance (3, 4 marks) Critically evaluates information to demonstrate an informed understanding of physical education, arising from both theoretical knowledge and practical application (taking action). The candidate attempts to address the question – 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) Limited understanding relevant to the question – ideas stated, information recalled. The candidate shows no evidence of critical evaluation and demonstrates very little understanding of physical education, arising from theoretical knowledge or practical application (taking action).</p> <p>(For 2 the response has shown evidence of some relevant subject knowledge. However, no critical evaluation evident. For 1 there is minimal evidence of relevant subject knowledge.)</p> <p>Unacceptable (0 marks) Blank answer or irrelevant evidence.</p>

Evidence	Judgement
<ul style="list-style-type: none"> Consider all influences: <ul style="list-style-type: none"> S.P.E.E.C.H. influences (society, political, economic, environment, cultural, historical). Personal – age, gender, medical, psychological. Behavioural – attitudes, values, expectations, motivations. Environmental – physical, social, cultural, socio-economic. Historical impacts may include: Since the Renaissance and its rediscovery of Greek art, there has been a long tradition of taking the ideal of the male body from Greek sculpture. The slim but well muscled torso, the elegant symmetry of form, the balanced turn of the head or twist of the athlete's shape, have produced an image so firmly lodged in the Western imagination that it is hard to look at it freshly or in any historical context. Fitness fads of the 80s, eg Jane Fonda etc. Could critique risks of activities. Could critique fads that say achieve in 10 mins etc by using biophysical knowledge eg F.I.T.T, specificity, etc ... and how gains will not be achieved. Could use exercise physiology knowledge and how chronic effects will not be achieved in lack of time etc. Could consider how those who do not exercise or are overweight etc ... can have their morals and values challenged by societies' expectations. Commodification of the body could be a consideration. Baby boomers drive the fitness fads as a way of reclaiming youthfulness. In the homosexual environment fitness and body image is driving the fads to faster results. <p>Taking action could include but is not limited to:</p> <ul style="list-style-type: none"> Critiquing agendas, fitness industry, government etc. Promotion of more real representation in the media eg dove initiatives etc ... to stop the guilt associated with not following fitness fads etc ... acknowledgement of different body types, sizes, cultures, etc. Promotion of hauora and not just the physical dimensions of wellbeing. Finding activity to suit you, not giving money to fitness companies just because there is an attractive person in their advertisements. Try before you buy. Find activities that suit the goals / outcomes you wish to achieve by taking part in physical activity. Find activities that involve the least barriers and the most enablers to you taking part. Variety may be required to keep up motivation of participation, don't limit yourself to one type of activity. One could take the view that who needs to exercise anyway? Are there other more important things in life? Obviously with justification of this stance? That exercise is important and should be promoted, but it should be more accessible ones to all rather than to support companies etc. Plastic surgery as a substitute for exercise, with faster results. 	

Evidence	Judgement
<p>Limitations of the argument could include but are not limited to:</p> <ul style="list-style-type: none"> • New Zealanders being more sports-oriented than fitness-driven. • Participation not just because of social construction, but also for the benefits of physical activity etc ... (focus on the benefits of participation). • Could consider barriers and enablers to exercising and how this can impact on participation and therefore not conforming to ideals. • Do we need to be critical or should we participate? • Changes in activity could be seen as a move to following more holistic forms of exercise and this could be seen in a positive light. • If we take action to be critical consumers are we just making excuses to not be active? • New Zealanders having a history of being active since the past days of agricultural and labouring work. • Are New Zealanders actually getting active in fitness crazes? The media would tell you otherwise with the apparent obesity epidemic, stranger danger, changing technology etc. • Who is telling us we need to critique? Why don't we just get out there and get active? • Maybe changing fads are what we need to keep participation up? 	

Question 3 codes

F	Fitness
C	Crazes
C	Consumers
CC	Critical Consumers
BI	Body Image
R	Representation
M	Media
D	Definitions
SC / E	Self Confidence / Esteem
GS	Gender / Sexuality
B	Body ideals
H / H	Healthism / Hegemony
FIP	Factors Influencing Participation in crazes, eg S.P.E.E.C.H
FI	Fitness Industry
H+	positive impacts Hauora
H-	negative impacts Hauora
CV	Changing Values
St	Stereotypes
FM	Femininity / Masculinity
SX	Sexploitation
SCo	Social Construction
C or CO	Commodification
C+	Crazes positives
C-	Crazes negatives
QF	Quick Fixes
NZ	NZ society
S	Synthesis
Q	Quotes
CR	Creative thinking / ideas / initiatives
Ge	Generalisation
AS	Assumption
RD	Requires Development
G	General, may be used alone or in combination with another code, eg GC General Crazes knowledge
A	Applied, may be used alone or in combination with another code, eg AM Applied Media knowledge
N	Negates argument
CT	Critical Thinking
Br	Breadth of knowledge
D	Depth of knowledge
I or IR	Irrelevant
As	Assumption
Po	Position
OE	Own Experience

Evidence	Judgement
QUESTION FOUR:	
<p>The candidate: Critically evaluates the process of taking action that has occurred in the given scenario and compares and contrasts with own experience(s) in taking action.</p> <p>The action will be proposed by the candidate and this should be referred back to in the critical evaluation of the action.</p> <p>There may be discussion at the point of proposal around students' needs, minimising barriers etc ... and how the action does this.</p> <p>The factors involved in critically evaluating the action to promote physical activity in a primary school could include, but are not limited to:</p> <ul style="list-style-type: none"> • A discussion that a physical activity programme is positive action that promotes health. • A discussion that a physical activity programme has benefits. This could include examples of benefits of physical activity that impact on wellbeing and hauora as a concept of wellbeing, should show an inter-relationship of how this action could affect hauora. • A discussion that any time given to physical activity within the school day is a positive. • A discussion about the physical activity being at school overcoming some barriers to physical activity eg, transport. • That experts have been used. • A discussion involving the positive steps this action has in terms of minimising barriers and maximising enablers. • The limitations of the process of taking action including a discussion of the barriers and enablers that can affect individual's participation and whether these will have an impact on the benefits gained from the physical activity programme eg time, costs etc ... <p>This may also be discussed via the assumption physical activity = health:</p> <ul style="list-style-type: none"> • A discussion relating to one physical activity programme for all irrespective of desired individual and personal outcomes/goals for physical activity. • A discussion of the diversity of conceptual outcomes for physical activity including: physical, social, mental and spiritual outcomes, either individually or in any combination of the four. 	<p>The question is focused on examining if the candidate can critically evaluate the process of taking action to promote physical activity in the given scenario. For Scholarship the candidate's answer must include consideration of a range of perspectives that integrates knowledge about the relationship between physical activity and health and taking action to promote health.</p> <p>Top Performing Candidates (7, 8 marks) 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 thinking, fluent, 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.)</p> <p>Excellent Performance (5, 6 marks) The candidate's response critically evaluates information to demonstrate a holistic understanding of physical education, arising from both theoretical knowledge and practical application.</p> <p>(For 6 the candidate has shown a balance between the theoretical knowledge and practical application. For 5 there may be a stronger focus on either the theoretical knowledge or practical application.)</p> <p>For Scholarship the candidate must be able to both adopt a position in respect to, and critically evaluate, a proposed programme for physical activity.</p> <p>A critical evaluation should cover all the points given in the question.</p> <p>Sound Performance (3, 4 marks) Critically evaluates information to demonstrate an informed understanding of physical education, arising from both theoretical knowledge and practical application. The candidate attempts to address the question and 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
<ul style="list-style-type: none"> • A discussion around whether quality physical activity can be achieved and what is quality physical activity? • A discussion around whether the programme should be taken by the students. • A discussion of the possible negative influences a programme such as this could have on individuals pertaining. • A critique on how areas such as ... <ul style="list-style-type: none"> – specificity of training – intensity of training – frequency of training – duration of training are not being met by having an action that only lasts for three weeks, two days each week. • A discussion around how much of the target population they will hit by having it at the time they have chosen. • Will they be preaching to the converted by those who choose to participate being those who already get active? • Discussions around taking action and ways forward, eg how to promote the activities to a greater target population. • That the taking action process should have involved some form of consultation rather than the Year 13 class deciding on the activity, to ensure that the activities chosen were actually activities that the target population wanted to take part in or were ones that would motivate participation. • An actual description of the action plan could be promoted here, as candidates should have done this in their own programmes. • Specific examples of taking action, and the processes used in their own taking action, should be considered in the discussion. <p>A discussion of the factors affecting participation, including but not limited to:</p> <ul style="list-style-type: none"> • S.P.E.E.C.H. influences (society, political, economic, environment, cultural, historical). • Personal – age, gender, medical, psychological. • Behavioural – attitudes, values, expectations, motivations. • Environmental – physical, social, cultural, socio-economic, time, safety. 	<p>(1, 2 marks)</p> <p>Limited understanding relevant to the question – ideas stated, information recalled. The candidate shows no evidence of critical evaluation and demonstrates very little understanding of physical education, arising from theoretical knowledge or practical application.</p> <p>(For 2 the response has shown evidence of some relevant subject knowledge. However, no critical evaluation evident. For 1 there is minimal evidence of relevant subject knowledge.)</p> <p>Unacceptable (0 marks) Blank answer or irrelevant evidence.</p>

Question 4 codes

HP	Health Promotion
PA	Physical Activity
P+	Process positives
P-	Process negatives
PA+	positives of Physical Activity
B / R	Benefits and Risks of exercise
B / E	Barriers / Enablers of exercise
H+	Hauora positive affects
H-	Hauora negative affects
H / H	Healthism / Hegemony
FAP	Factors Affecting Participation, eg S.P.E.E.C.H
DG	Different outcomes / Goals individuals have
QS	Questioning whether Specialists actually take this
POT	Principles Of Training
MOT	Methods Of Training
MM	Minimising barriers / Maximising enablers
FC	Fitness Components
S	Synthesis
Q	Quotes
CR	Creative thinking / ideas / initiatives
Ge	Generalisation
AS	Assumption
RD	Requires Development
G	General, may be used alone or in combination with another code, eg GHP General Health Promotion knowledge
A	Applied, may be used alone or in combination with another code, eg APOT Applied Principles Of Training knowledge
N	Negates argument
CT	Critical Thinking
Br	Breadth of knowledge
D	Depth of knowledge
I or IR	Irrelevant
As	Assumption
Po	Position