

**Assessment Schedule – 2012****Scholarship Physical Education (93501)****Evidence Statement**

*By way of a guideline, the following is suggested evidence that may be used to help inform decisions.*

Evidence	Judgement
QUESTION ONE	
<p>The candidate <b>critically evaluates</b> the impact that <b>involvement in physical activity</b> can have on well-being. The evaluation is supported with examples from the candidate's knowledge and experience in the development of a physical activity programme or experience.</p> <p>The central idea is exploring the relationship between involvement in physical activity (in any form) and well-being.</p> <p>This may mean defining and exploring:</p> <ul style="list-style-type: none"> <li>• what physical activity is</li> <li>• what is meant by well-being</li> <li>• the interconnectedness and relationship between physical activity and well-being</li> <li>• what involvement in physical activity can mean.</li> </ul> <p>Discussion around what involvement in physical activity might include:</p> <ul style="list-style-type: none"> <li>• the consideration that a wide range of contexts such as outdoor activities, sport, exercise, recreation, incidental activity, etc, address the commonly-held belief that physical activity is good for you, and that involvement in physical activity may or may not improve well-being.</li> <li>• the consideration that the involvement could include, but is not limited to planning, playing, leading, volunteering, officiating, supporting, etc, to improve well-being. Involvement in physical activity can be at the social, mental / emotional, and / or spiritual level. In these cases, the impact on well-being can be positive in other dimensions and have little to do with the improvement of physical well-being. For example, through the candidate's own physical activity experiences, they gained little in terms of physical well-being, but the act of being involved brought about changed social, emotional / mental, spiritual aspects of well-being such as time management, appreciation of the outdoors, personal challenges (positive or negative), etc.</li> </ul> <p>A critical evaluation could include exploring and challenging assumptions such as:</p> <ul style="list-style-type: none"> <li>• sustainable change only comes about through sustained involvement.</li> <li>• does physical activity for well-being have to be planned?</li> </ul>	<p>The question is focused on the candidate's ability to critically evaluate the impact that <b>involvement in physical activity</b> can have on well-being.</p> <p><b>Scholarship with Outstanding Performance (7, 8 marks).</b></p> <p>The candidate's response demonstrates a high level of critical evaluation through depth of understanding, a high level of sophistication across a range of factors including integration of ideas, creativity, fluency, and logical and precise communication. There is balance in the integration of theory and practice.</p> <ul style="list-style-type: none"> <li>• For 8: There are small / minor modifications that could be made to the response to improve the answer, but the critical evaluation response nonetheless is outstanding – <b>given the time available to the candidate</b>. The answer demonstrates that the candidate has a clear understanding of the requirements for individuality in the development of a physical activity programme or experience. There is <b>balance</b> to the response, given the time available, ie the candidate acknowledges the scope and complexity of the possible responses, but may focus on the most appropriate / relevant. This 'balance' may be weighted in favour of either socio-cultural or biophysical viewpoints <b>without detriment to the candidate</b>.</li> <li>• For 7: There is a <b>slightly lower level</b> of sophistication, creativity, and synthesis when compared with a response that deserves an 8. The response is still considered to be outstanding – <b>given the time available to the candidate</b>.</li> <li>• Examples should appropriately demonstrate the application of theory in practice. If not, this should be part of the critical evaluation, ie where theory does not match practice, this should be discussed as to why.</li> <li>• In both cases there is clear evidence of depth of understanding on those aspects the candidate has chosen to consider, as opposed to covering many aspects of the impact of involvement in physical activity on well-being with minimal depth – quality of understanding as opposed to breadth of recall.</li> <li>• An outstanding candidate is expected to clearly articulate the interconnectedness of the dimensions of well-being and not simply treat them as separate compartments when using the hauora model.</li> <li>• Critical evaluation remains paramount.</li> </ul>

- physical activity is positive or negative for well-being (as opposed to considering the relationship as a continuum). Positive and negative impacts on well-being are explored from both a biophysical and sociocultural perspective.
- hauora and the holistic view of well-being. However, some may argue that this is only one model and that there are others that may be used, eg Rose Pere's Te Wheke, hierarchies of human needs (Maslow), etc.
- well-being as a state of being in balance as a whole person. Different models reflect this in different ways and no one model should be considered as being more relevant than another. While most candidates will use the hauora as a model of well-being, they may also choose to explore others. In each case, the premise behind the model should be explored to demonstrate the depth of understanding, rather than the recollection of examples that illustrate it.
- the four dimensions of well-being (using the hauora model) are interconnected and do not exist in isolation. The impact on well-being in one dimension may have impact on another dimension to a lesser or greater degree.
- physical activity will lead – by default – to an improved state of well-being. This often stems from a consideration that the only dimension of well-being that is impacted upon by physical activity is the physical dimension.
- considering the commodification of physical activity and how gyms, outdoor pursuit company's, etc, play on people's beliefs about physical activity and well-being.
- the difference between health, well-being, and fitness. While they are often used interchangeably, they mean different things. Health is a state of complete physical, mental, and social well-being, and not merely the absence of disease or infirmity (WHO). While fitness can be considered a subset of physical well-being, the interconnectedness means that fitness alone does not necessarily equal health and impact positively on health.
- a person can be healthy and not fit, and an athlete can be physically fit, but not healthy.
- the concept of "Healthism", how people see health as fitness and fitness as health, and how this relates / contrasts with the notion of well-being, eg the body as machine, technocentricity.
- whether sometimes the control of your own well-being taken away from you? Forced into physical activity because it is assumed that it will be good for you. For example Jump Jam, Kiwisport, PE lessons, athletic sports, etc.
- not having good well-being is the fault of the individual and is not a product of interrelating biophysical and sociocultural aspects.

If we want to create lifelong participants in physical activity, the promotion of the benefits of being involved

### **Excellent Performance (5, 6 marks).**

The candidate's response critically evaluates information to demonstrate a holistic understanding of physical education, arising from both theoretical and practical application, though not to the same standard as the outstanding candidate.

- For 6: Critical evaluation is evident; the candidate has shown a balance between the theoretical knowledge and practical application. Balance does not have to be 50:50, rather the use of theory and practice examples / illustrations are appropriate or relevant, given the body of the response.
- Depth of knowledge is evident in the answer, but some ideas have not been developed to the same extent as an outstanding candidate. Response lacks the sophistication and creativity of an outstanding candidate. There is little repetition of ideas.
- For 5: There is some critical evaluation; there is a balance in the integration of theoretical knowledge and practical application. There is less depth of idea development compared with a 6 as the candidate looks to show their range of understanding. There are more issues with the fluency and logic. There may be evidence of repetition of ideas.
- A scholarship level candidate is expected to clearly articulate the interconnectedness of the dimensions of well-being and not simply treat them as separate compartments when using the hauora model.

*A candidate in this area has produced a piece of work worthy of Scholarship standard. The work must address the concept of group versus individual in the development of a physical activity programme or experience.*

### **Sound Performance (3, 4 marks).**

The candidate attempts to critically evaluate 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 and examples that do not relate to or detract from the answer.

- For 4: The response shows *some* evidence of critical thinking, but has not done so consistently to warrant some critical evaluation for a 5 (at Scholarship level). The candidate has favoured breadth over depth. This may be illustrated in trying to cover as many points as possible and has only succeeded in producing a piece of work that only has depth / development of ideas in some cases.
- For 3: The response has little evidence of critical thinking and **no** evidence of critical evaluation. The candidate has clearly favoured breadth over depth. This may be illustrated in trying to cover as many

need to move beyond a focus on the physical benefits and into the development of the whole person.

**An answer must include knowledge and information that is supported from own knowledge and / or experience of a physical activity or experience.**

points as possible and has succeeded only in producing a piece of work that lacks depth or development of any of these ideas. This is evidenced by the fact that the piece of work is a recollection, explanation, description, etc. The candidate has not, in effect, answered the questions.

- In both cases, there are many unsubstantiated assumptions and generalisations.
- The candidate does not necessarily articulate that the dimensions of well-being are interconnected and do not exist in isolation.

**Poor Performance (1, 2 marks).**

Ideas stated, information recalled. The candidate shows no evidence of critical evaluation, and demonstrates only a basic understanding of physical education, arising from both theoretical knowledge and practical application.

- For 2: The response has shown evidence of some relevant subject knowledge. However, no critical thinking or critical evaluation is evident.
- For 1: There is minimal evidence of relevant subject knowledge.

**(0 marks).**

Irrelevant evidence or no evidence.

Evidence	Judgement
QUESTION TWO	
<p>The candidate <b>critically evaluates</b> the issue of the <b>globalisation of sport</b> and the impact on New Zealand society, with appropriate examples from their own knowledge and experience.</p> <p>The central idea is exploring the issue of globalisation of sport and the impact of this on New Zealand society.</p> <p>This may mean defining and exploring:</p> <ul style="list-style-type: none"> <li>• what is globalisation of sport? For example, globalisation refers to the increasingly global relationships of culture, people, and economic activity. Most often, it refers to economics, but has increasingly become associated with the distribution and uptake of culture, ideas, and language across borders and oceans.</li> </ul> <p>Steven Jackson, Jay Scherer and Michael Silk (2007) “Globalisation, as it impacts on New Zealand sporting formations, can be said to be the multidirectional flow of capital, markets, products and images between cultures”.</p> <ul style="list-style-type: none"> <li>• what is meant by an ‘issue’? (Issue = an important topic or problem for debate or discussion).</li> </ul> <p>A critical evaluation could include investigation of:</p> <ul style="list-style-type: none"> <li>• a range of perspectives on possible causes / influences of globalisation <ul style="list-style-type: none"> <li>- multi-directional flow of capital, markets, products, images</li> <li>- diminished importance of nation-state and geographical boundaries</li> <li>- progress in technology, transport, communications.</li> </ul> </li> </ul> <p>Globalisation in sport may include a discussion of the:</p> <ul style="list-style-type: none"> <li>• proliferation of sport in the media</li> <li>• increased value of sport in global marketing</li> <li>• increased use of sport as entertainment</li> <li>• sport as a tool for media and entertainment companies</li> <li>• sport, recreation, and leisure being integrated into the entertainment industry</li> <li>• impact of sport on society in terms of cultural and economic transformation</li> <li>• increased multinational sporting enterprises, eg Adidas, Reebok, etc</li> <li>• fewer major sports, or those resistant to change, being increasingly marginalised</li> <li>• increased economic power of companies that sponsor or “own” a sporting franchise</li> <li>• increasing technological advancement to disseminate</li> </ul>	<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. In this context, the issue is the “<b>globalisation in sport</b>”.</p> <p><b>Scholarship with Outstanding Performance (7, 8 marks).</b></p> <p>The candidate’s response demonstrates critical evaluation, via depth of understanding through a high level of sophistication across a range of factors, including integration of ideas, creativity, fluency, and logical and precise communication. There is balance in the integration of theory and practice.</p> <ul style="list-style-type: none"> <li>• For 8: There are small / minor modifications that could be made to the response to improve the answer, but the response nonetheless is outstanding – <b>given the time available to the candidate</b>. The answer demonstrates that the candidate has a clear understanding of the trend / issue / trend. There is <b>balance</b> to the response given the time available, ie the candidate acknowledges the scope and complexity of the possible responses, but may focus on the most appropriate / relevant. This ‘balance’ may be weighted in favour of either socio-cultural or biophysical viewpoints <b>without detriment to the candidate</b>.</li> <li>• At 7 and 8: It is expected that a candidate would be able to produce further evidence (than that provided) to substantiate their view that this is an issue. This may be from sources such as surveys carried out as part of course work, or data from texts, journals, interviews, seminars, etc or national sports organisations / trusts / bodies. In this sense, the candidate is able to build up a more complete picture of the issue.</li> <li>• For 7: There is a <b>slightly lower level</b> of sophistication, creativity, and synthesis when compared with a response that deserves an 8. The response is still considered to be outstanding – <b>given the time available to the candidate</b>.</li> <li>• In both cases, examples should appropriately demonstrate the application of theory in practice. If not, this should be part of the critical evaluation, ie where theory does not match practice, this should be discussed as to why.</li> <li>• Critical evaluation remains paramount.</li> </ul> <p><b>Excellent Performance (5, 6 marks).</b></p> <p>The candidate’s response critically evaluates information to demonstrate a holistic understanding of physical education, arising from both theoretical and practical application, though not to same standard as the outstanding candidate.</p>

sport as entertainment, eg helmet cams, etc

- increased “Americanisation” or “westernisation” of sport
- sport as capitalism.

**For example:**

Sport is so central to most people that it reflects what is happening in the wider world – it easily crosses borders and translates language and culture, and therefore is easily adopted in different cultures.

Globalisation of sport is a natural consequence of sports becoming more professional and formalised in terms of structure, rules, and bureaucracy.

Sport is big enough and influential enough to have a globalisation effect, especially in sports such as football, golf, tennis, the Olympic Games, etc.

Globalisation can bring together a nation or culture to celebrate a success, eg New Zealand and the Rugby World Cup 2011. Alternatively, it can be a source of national “mourning”, finger pointing, and blood-letting, when a loss is experienced, eg All Blacks losing a test or Rugby World Cup match.

Globalisation and commodification of sport is driven by economics and the power of the media to spread the message. The media can hype a sport to the level of phenomenon, or downplay a sport and relegate it to fringe or minor status.

Globalisation of sport has led to many athletes being commodities that can be traded openly across borders. For example, the open trading and code jumping of Sonny Bill Williams. Globalisation affects not only athletes of course, but also coaches and administrative staff, who help developing nations take up a particular sport.

Creates tension when athletes can be openly traded and / or move between codes and across borders. Where does loyalty lie? Is an athlete merely a commodity to be bought and sold? Is globalisation of the athlete the “new slavery”?

Globalisation can be seen as a positive, negative, or even a marginal process; globalisation's exact meaning will continue to be the subject of debate among those who oppose, support, or simply observe it in its broadest sense, or specifically in sport.

The first reference acknowledges that the evidence for globalisation has been largely positive. It can be force for breaking down barriers, politics, and accessing previously inaccessible cultures or markets. As a result,

- For 6: Critical evaluation is evident; the candidate's examples should appropriately demonstrate the application of theory in practice. If not, this should be part of the critical evaluation, ie where theory does not match practice, this should be discussed as to why.
- Depth of knowledge is evident in the answer, but some ideas have not been developed to the same extent as an outstanding candidate. Response lacks the sophistication and creativity of an outstanding candidate. There is no repetition of ideas.
- For 5: There is some critical evaluation; there is a balance in the integration of theoretical knowledge and practical application. There is less depth of idea development compared with a 6, as the candidate looks to show their range of understanding. There are more issues with the fluency and logic. There may be evidence of repetition of ideas.
- In both cases, there is suitable consideration given to not only the issue of the “globalisation of sport”, but also the potential (if any), impact on New Zealand society. In this respect the response feels balanced.

*A candidate in this area has produced a piece of work worthy of Scholarship standard.*

**Sound Performance (3, 4 marks).**

The candidate attempts to critically evaluate 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 and examples that do not relate to or detract from the answer.

- For 4: The response shows *some* evidence of critical thinking, but has not done so consistently to warrant some critical evaluation for a 5 (at Scholarship level). The candidate has favoured breadth over depth. This may be illustrated in trying to cover as many points as possible and has succeeded only in producing a piece of work that has depth / development of ideas in some cases.
- For 3: The response has little evidence of critical thinking and **no** evidence of critical evaluation. The candidate has clearly favoured breadth over depth. This may be illustrated in trying to cover as many points as possible and has succeeded only in producing a piece of work that lacks depth or development of any of these ideas. This is evidenced by the fact that the piece of work is a recollection, explanation, description, etc. The candidate has not, in effect, answered the questions.
- In both cases, there are many unsubstantiated assumptions and generalisations.
- In both cases, the consideration of the “globalisation of sport” has taken unnecessary precedence over the potential impact on New Zealand society. In this

we have access to more sport across a range of cultures. We see more diverse sports than previously. Sport can be seen as making the world a smaller and more intimate place. The issue with this reference is that it does not acknowledge that globalisation of sport has a down-side.

**Consequences of globalisation of sport may include:**

- access to previously inaccessible sport.
- professionalism of sport such that athletes can make a living.
- the ability to make a living from sport and its associated administration, coaching, consulting, etc.
- the rise of minor sports, eg The X Games.
- the free movement of players / athletes across borders.
- the bringing together of nations, eg The Olympics.
- tools for breaking down political borders, eg The Olympics.
- tools for spreading the message of sportsmanship / teamwork, etc.
- the ability to advertise and promote a sport worldwide.
- the ability to go inside a culture and develop a greater understanding of the culture, language, and ideas.
- a contribution to the rise of women's sport.
- a place to air issues, eg The Australian Tennis Open and the wearing of bands to promote sexual identity equality in sport.
- potential loss of national identity or feeling disenfranchised.
- the blending of cultures and ideas such that they all look much the same.
- emphasis on money and results.
- associated images that go with a sport often go against a country's culture, eg "Americanisation" of sport, clothing worn in beach volleyball, etc.
- an increase in the divide between the sporting haves and have-nots.
- raising the political stakes between countries using sport as a vehicle for propaganda.
- treating athletes as commodities to be traded.
- local control and interests superseded by global interests.

**Impact on New Zealand Society:**

- New Zealand is no different to any other country in the world that plays sport. We must adopt the rules and regulations set internationally into our sport to make it portable across the world.
- globalisation of sport can result in the ignoring of the fact that aspects of family and culture are important to the lives of an athlete when it comes to being transferred or playing overseas, eg not playing on a Sunday, wanting their whole family to travel with

respect, the response lacks balance – **given the time available to the candidate.**

**Poor Performance (1, 2 marks).**

Ideas stated, information recalled. The candidate shows no evidence of critical evaluation, and demonstrates only a basic understanding of physical education, arising from both the theoretical knowledge and practical application.

- For 2: The response has shown evidence of some relevant subject knowledge. However, no critical thinking or critical evaluation is evident.
- For 1: There is minimal evidence of relevant subject knowledge.

**(0 marks).**

Irrelevant evidence or no evidence.

them, time off to play in particular sporting events in your homeland.

- sporting clubs / countries can exert power over a nation and withhold players from that country, eg French and English rugby or football clubs not releasing players for national or international competitions because they “own them”. Some countries therefore cannot field their best team. Can the All Whites field their best football team whenever they need to?
- increasing “Americanisation” of New Zealand culture through language, clothing, and culture, evident particularly through basketball. However, is culture stronger than the globalising influence of sport? Culture exists within a global community, the global community does not dictate culture, eg kilikiti as a Pasifika version of cricket – very unique.
- global sport / powerful sports can result in the dismantling of a sport that is popular within another country. For example, the influence, power, and money involved in baseball is taking a number of players from softball in New Zealand. Indeed, some New Zealand players have been threatened with legal action and dismissal from the team if they play club baseball. Will softball in New Zealand survive?
- racial suggestions that the influx of players from different cultures and races does not make a truly national team. Witness the rise of Polynesian players into national sporting teams (rugby) in France, England, New Zealand, and Australia. This is a contentious and rarely discussed aspect of sport that people talk about in small groups, but rarely on a larger stage.
- control of international bodies over local bodies in sport.
- loss of national and regional team identities.

**A critical evaluation may include:**

- a range of perspectives on possible impacts they are having on New Zealand society, which may be drawn from societal, political, economic, environmental, cultural, historical, or ethical perspectives.
- an indication of where the candidate stands in relation to the issue following a reasoned argument.
- consideration of the assumption that globalisation of sport is wholly good or bad. Both perspectives should be considered in line with the nature of the references provided.
- that globalisation of sport is not an issue impacting on New Zealand society as a whole, rather it is a trend that is developing and only has limited impact at the present point in time.

The candidate **MUST** discuss not only the issue and causal factors, but also any potential impact on New Zealand society. The response cannot be solely one on exploring the issue in isolation, without any consideration of impact on New Zealand society.

The content of the response should represent a debate between the perceived advantages and disadvantages of the globalisation of sport; who is being advantaged and disadvantaged, etc. International examples may be used, but examples relevant to New Zealand must be discussed when considering the impact on New Zealand society.

A candidate may use defining globalisation as an opportunity to interrogate terms often used in conjunction with globalisation, such as “Americanisation”, “McDonaldisation”, and “Coca-Colaisation”. While used interchangeably, these terms are examples of globalisation. They reflect acts of power flowing one way from a multinational or dominant power to a consumer, assuming compliance and no “flow of influence” back the other way. Globalisation recognises the multi-directional flow of knowledge, ideas, culture, and power.

**Solutions:**

The candidate **may** come up with solutions or ways that the negative impact of globalisation of sport on New Zealand society can be ameliorated.

This is not essential to the response but does show a degree of completeness around the issue. Naturally, the candidate may recognise that globalisation is an issue with such momentum that stopping it is extremely difficult or naïve, given the way the world is heading.

In all cases, the candidate should provide appropriate examples from their own knowledge and experience of examining this issue.



Evidence	Judgement
QUESTION THREE	
<p>The candidate <b>critically evaluates</b> the application of <b>biomechanical principles</b> in conjunction with “<b>motor skill learning</b>” theories in order to bring about performance improvement, with appropriate examples from their own knowledge and experience of programmes designed to improve performance.</p> <p>The central idea is exploring the <b>interconnectedness</b> of the <b>application</b> of biomechanical principles with motor skill learning theories to improve performance.</p> <p>This may include defining and exploring:</p> <ul style="list-style-type: none"> <li>• biomechanics as the science of cause and effect in terms of performance.</li> <li>• biomechanics being used to identify the external and internal forces and their effects on the body and its movement that contribute to performance. For example, if something is not right in the performance, then biomechanics may be able to determine at which stage of execution things started going wrong in the application of forces.</li> <li>• motor learning theory as an attempt to use methods / techniques to help learn / relearn / dissect the performance, with a view to addressing aspects that will improve performance.</li> <li>• motor learning theory as a way to deal with many factors such as motivation, arousal, previous experience, correction of errors, types of practice, types of learning, feedback, constraints, dynamics, and complexity, etc.</li> <li>• motor learning theory as a broad discipline of knowledge including information processing, Schmidt Schema Theory, Fitts and Posner, situated learning, athlete-centered coaching, games sense, constraints-based theory, dynamical systems theory, complexity theory, and others.</li> <li>• performance improvement – defining the reason why participants want to improve their: <ul style="list-style-type: none"> <li>- technique</li> <li>- results</li> <li>- improvements in training</li> <li>- resistance / likelihood of injury</li> <li>- rehabilitation from injury.</li> </ul> </li> </ul> <p>There are many other biophysical and sociocultural factors outside the direct control of the performer and coach that can be at the root of performance improvement such as:</p> <ul style="list-style-type: none"> <li>- energy systems</li> <li>- training effects</li> <li>- training principles and methods</li> <li>- sports nutrition</li> </ul>	<p>The question is focused on the candidate’s ability to critically evaluate the application of <b>biomechanical principles</b> in conjunction with “<b>motor skill learning</b>” theories to bring about performance improvement.</p> <p><b>Scholarship with Outstanding Performance (7, 8 marks).</b></p> <p>The candidate’s response demonstrates critical evaluation via depth of understanding through a high level of sophistication across a range of factors including integration of ideas, creativity, fluency, and logical and precise communication. There is balance in the integration of theory and practice.</p> <ul style="list-style-type: none"> <li>• For 8: There are small / minor modifications that could be made to the response to improve the answer, but the response nonetheless is outstanding – <b>given the time available to the candidate</b>. The answer demonstrates that the candidate has a clear understanding of the theory and practice of biomechanics and skill learning theory. There is <b>balance</b> to the response given the time available, ie the candidate acknowledges the scope and complexity of the possible responses but may focus on the most appropriate / relevant. The “balance” may be weighted in favour of either sociocultural and / or biophysical viewpoints <b>without detriment to the candidate</b>.</li> <li>• For 7: There is a <b>slightly lower level</b> of sophistication, creativity, and synthesis when compared with a response that deserves an 8. The response is still considered to be outstanding – <b>given the time available to the candidate</b>.</li> <li>• In both cases, examples should appropriately demonstrate the application of theory in practice. If not, this should be part of the critical evaluation, ie where theory does not match practice, this should be discussed as to why.</li> <li>• Critical evaluation remains paramount.</li> </ul> <p><b>Excellent Performance (5, 6 marks).</b></p> <p>The candidate’s response critically evaluates information to demonstrate a holistic understanding of physical education, arising from both theoretical and practical application, though not to the same standard as the outstanding candidate.</p> <ul style="list-style-type: none"> <li>• For 6: Critical evaluation is evident; the candidate has shown a balance between the theoretical knowledge and practical application. Balance does not have to be 50:50, rather the use of theory and practice examples / illustrations are appropriate or relevant given the body of the response.</li> <li>• Depth of knowledge is evident in the answer, but some ideas have not been developed to the same</li> </ul>

- well-being
- sleeping patterns
- personality
- stereotyping
- environment
- gender
- ethnicity
- age
- socio-economic status
- culture, etc.

A critical evaluation could include:

- an understanding that biomechanics and motor learning theories bring different knowledge to performance improvement. They can work in isolation, in tandem, and / or in opposition.
- the assumption that both together may lead to performance improvement.
- an understanding that when in the learning or development phase, each is of importance.
- other factors outside biomechanics and motor skill learning theory that can be influential (biophysical / sociocultural factors).
- access to technology-making, biomechanical appraisal of performance.
- learning and coming to understand how biomechanics and motor skill learning theory make a difference in performance when applied.
- asking whether it is merely doing a skill, rather than the application of biomechanics and motor learning theories, ie are we making more of it than it is?
- asking whether the role of biomechanics and motor skill learning theory is some kind of “magic bullet” in terms of performance improvement? For example, sometimes a little knowledge can be a dangerous thing and we tend to overly complicate skill acquisition and performance improvement (we can become blinded by the science and see things that do not exist, or make small things into larger things).
- asking whether in the early stages of skill development or performance improvement, it is better to consider how the student learns best when looking to bring about performance improvement? For example, making an activity fun, accessible, entertaining, etc, can mean the student will want to continue to play and develop skills. Learning through experience, rather than learning through science.
- asking if, as an athlete develops and the demands on them become greater, or the differences between elite performers becomes smaller, this may be a space where increasing levels of analysis become of greater value.
- asking whether learning and skill development may have been more a product of doing the activity and experience, rather than the correct application of biomechanics and motor learning theory.

extent as an outstanding candidate. The candidate has covered many aspects of biomechanics and skill learning theory without exploring them or synthesising them with the depth of an outstanding candidate. Response lacks the sophistication and creativity of an outstanding candidate. There is little repetition of ideas.

- For 5: There is some critical evaluation; there is a balance in the integration of theoretical knowledge and practical application. There is less depth of ideas development compared with a 6 as the candidate looks to show their range of understanding. There are more issues with the fluency and logic. There is clear evidence of repetition of ideas.
- In both cases, examples should appropriately demonstrate the application of theory in practice. If not, this should be part of the critical evaluation, ie where theory does not match practice, this should be discussed as to why.
- Critical evaluation remains paramount.

*A candidate in this area has produced a piece of work worthy of Scholarship standard.*

### **Sound Performance (3, 4 marks).**

The candidate 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, and examples that do not relate to or detract from the answer.

- For 4: The response shows *some* evidence of critical thinking, but has not done so consistently to warrant some critical evaluation for a 5 (at Scholarship level). The candidate has favoured breadth over depth. This may be illustrated in trying to cover as many points as possible and has only succeeded in producing a piece of work that only has depth / development of ideas in some cases.
- This may be evident in a response that simply tackles the question superficially by demonstrating how much biomechanical and skill learning theory knowledge they have, without due consideration of the underlying assumptions being made. It may be alluded to or inherent in the body of the response, but not made explicit and explored.
- For 3: The response has little evidence of critical thinking and **no** evidence of critical evaluation. The candidate has clearly favoured breadth over depth. This may be illustrated in trying to cover as many points as possible and has only succeeded in producing a piece of work that lacks depth or development of any of these ideas. This is evidenced by the fact that the piece of work is a recollection, explanation, description, etc. The candidate has not,

- challenging the underlying assumption that the athlete as recipient of this knowledge understands why they are doing what they are doing.
- considering the idea that too much knowledge and analysis may take away from the instinctive or motivation response to a situation. For example, the movement becomes analysed to the extent that the athlete is unable to perform fluently. This is the theory behind the concept of “choking” in sport. The instinctive or emotional response to skill execution (just doing it) has been replaced by a rationalising of each aspect of performance and the movement becomes flawed.
- considering with technological advances, whether there is more opportunity to perform analysis of movement – not necessarily couched in biomechanics. For example, comparing video footage as someone progresses can be a valuable performance improvement aid. As the performer develops and the requirements for refinement of movement change, deeper biomechanical and motor skill learning analysis can occur. In other words, the performer can be eased into an understanding of the application of biomechanics and motor learning theory as their understanding of their own performance and performance requirements develop.
- considering if inferior performance requires improving? Some fine athletes have poor technique that is very effective in the sport they play, yet it is not what you would call classical technique.
- considering whether biomechanics is only about analysing technique?

While the application of the interconnectedness of biomechanical principles and motor skill learning theories may bring about performance improvement, it may also be strongly influenced by other biophysical and sociocultural factors.

**An answer must include knowledge and information that is supported from the candidate's own knowledge and / or experience of programmes designed to improve performance.**

in effect, answered the questions.

- In both cases, there are many unsubstantiated assumptions and generalisations.

#### **Poor Performance (1, 2 marks).**

Ideas stated, information recalled. The candidate shows no evidence of critical evaluation, and demonstrates only a basic understanding of physical education, arising from both theoretical knowledge and practical application.

- For 2: The response has shown evidence of some relevant subject knowledge. However, no critical thinking or critical evaluation is evident.
- For 1: There is minimal evidence of relevant subject knowledge.

#### **(0 marks).**

Irrelevant evidence or no evidence.

Evidence	Judgement
QUESTION FOUR	
<p>The candidate <b>critically evaluates</b> the extent to which “<b>health promotion</b>” processes can be used to increase the uptake of sport and / or physical activity for individuals and / or communities, with appropriate examples from their own knowledge and experience of health promotion.</p> <p>The central idea is the extent to which health promotion processes can be used to increase participation in sport and / or physical activity.</p> <p>This may include defining and exploring:</p> <ul style="list-style-type: none"> <li>• health promotion</li> <li>• health promotion processes, eg the use of the Action Competency Model, the Behavioral Change Model, the Self-empowerment Model, the Collective Action Model.</li> </ul> <p>The candidate could consider:</p> <ul style="list-style-type: none"> <li>• what health promotion is and what it is not.</li> <li>• whether or not there is a need for a process when getting individuals and / or communities engaged in sport and / or physical activity.</li> <li>• if there are any limitations / parts more important in the use of health promotion processes? For example, ensuring the identification of needs / purpose leads to quality experiences in sport and / or physical activity.</li> <li>• the need for common understandings about the role and place of sport and / or physical activity for individuals and communities.</li> <li>• whether or not individuals or communities need someone to motivate them.</li> <li>• whether or not their own experiences have resulted in increasing the uptake of sport and / or physical activity, and if so, for how long? For example, the candidate may recognise that one-off isolated experiences may initially increase participation, but that the increase may not be sustainable.</li> <li>• whether it would be the same for individuals and communities, or whether or not it requires more than just a process, but also the need for wide support from a range of people and resources, or the injection of money to be able to access the resources.</li> <li>• the extent to which government policy impacts on the ability to be able to support the process.</li> <li>• whether or not an individual or community needs to increase their uptake of physical activity, or whether or not it is the amount, type, or range of physical activity that needs addressing, or whether they are meeting recommendations.</li> <li>• the intended purpose or outcome expected / required / wanted for the involvement in physical</li> </ul>	<p>The question is focused on examining whether the candidate can critically evaluate the extent to which “<b>health promotion</b>” processes can be used to increase the uptake of sport and / or physical activity for individuals and / or communities.</p> <p><b>Scholarship with Outstanding Performance (7, 8 marks).</b></p> <p>The candidate’s response demonstrates critical evaluation via knowledge and depth of understanding through a high level of sophistication across a range of factors including integration of ideas, creativity, fluency, and logical and precise communication. There is balance in the integration of theory and practice.</p> <ul style="list-style-type: none"> <li>• For 8: There are small / minor modifications that could be made to the response to improve the answer, but the response nonetheless is outstanding – <b>given the time available to the candidate</b>. The answer demonstrates that the candidate has a clear understanding of taking action, health promotion, and its role in increasing the uptake of sport and / or physical activity for individuals and / or communities.</li> <li>• There is <b>balance</b> to the response given the time available, ie the candidate acknowledges the scope and complexity of the possible responses, but may focus on the most appropriate / relevant. This ‘balance’ may be weighted in favour of either sociocultural or biophysical viewpoints <b>without detriment to the candidate</b>.</li> <li>• For 7: There is a <b>slightly lower level</b> of sophistication, creativity, and synthesis when compared with a response that deserves an 8. The response is still considered to be outstanding – <b>given the time available to a candidate</b>.</li> <li>• In both cases, examples should appropriately demonstrate the application of theory in practice. If not, this should be part of the critical evaluation, ie where theory does not match practice, this should be discussed as to why.</li> <li>• Critical evaluation remains paramount.</li> <li>• In both cases, it is expected (though not required, but would serve as a good point of differentiation between Scholarship and Outstanding Scholarship), that the candidate notes the open nature of the process, in that the process allows for the identifying of an issue that may lead to less sport and / or physical activity being participated in, but may not necessarily bring about change to increase the uptake of sport and / or physical activity for individuals and / or communities, ie it is not a “magic bullet”.</li> </ul> <p><b>Excellent Performance (5, 6 marks).</b></p> <p>The candidate’s response critically evaluates</p>

activity.

- the extent to which existing health promotion initiatives have been successful or not.
- the extent to which individual needs may or may not be met in community initiatives.
- factors that may have contributed to a process achieving its aim of increasing engagement in physical activity, or not, as the case may be.
- whether health promotion is able to or not able to overcome barriers to sport and / or physical activity.

**A critical evaluation must include knowledge and information that is supported from the candidate's own knowledge and / or experience of using a health promotion process.**

information to demonstrate a holistic understanding of physical education, arising from both theoretical and practical application, though not to the same standard as the outstanding candidate.

- For 6: Critical evaluation is evident; the candidate has shown a balance between the theoretical knowledge and practical application. Examples should appropriately demonstrate the application of theory in practice. If not, this should be part of the critical evaluation, ie where theory does not match practice, this should be discussed as to why.
- The use of theory and practice examples / illustrations are appropriate or relevant, given the body of the response.
- Depth of knowledge is evident in the answer, but some ideas have not been developed to the same extent as an outstanding candidate. Response lacks the sophistication and creativity of an outstanding candidate. There is little repetition of ideas.
- For 5: There is some critical evaluation evident; there is a balance in the integration of theoretical knowledge and practical application. Examples should appropriately demonstrate the application of theory in practice. If not, this should be part of the critical evaluation, ie where theory does not match practice, this should be discussed as to why.
- There is less depth of idea development compared with a 6 as the candidate looks to show their range of understanding. There are more issues with the fluency and logic. There is clear evidence of repetition of ideas.
- In both cases, critical evaluation remains paramount.

*A candidate in this area has produced a piece of work worthy of Scholarship standard.*

### **Sound Performance (3, 4 marks).**

The candidate 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, and examples that do not relate to or detract from the answer.

- For 4: The response shows *some* evidence of critical thinking, but has not done so consistently to warrant some critical evaluation for a 5 (at Scholarship level). The candidate may have favoured breadth over depth. This may be illustrated in trying to cover as many points as possible and has only succeeded in producing a piece of work that has depth / development of ideas in some cases.
- For 3: The response has little evidence of critical thinking and **no** evidence of critical evaluation. The candidate has favoured breadth over depth. This may be illustrated in trying to cover as many points as

possible and has only succeeded in producing a piece of work that lacks depth or development of any of these ideas. This is evidenced by the fact that the piece of work is a recollection, explanation, description, etc. The candidate may have outlined what they did to increase the uptake of sport and / or physical activity without exploring it in any depth.

- In both cases, there are many unsubstantiated assumptions and generalisations.

**Poor Performance (1, 2 marks).**

Ideas stated, information recalled. The candidate shows no evidence of critical evaluation, and demonstrates only a basic understanding of physical education, arising from both theoretical knowledge and practical application.

- For 2: The response has shown evidence of some relevant subject knowledge. However, no critical thinking or critical evaluation is evident.
- For 1: There is minimal evidence of relevant subject knowledge.

**(0 marks).**

Irrelevant evidence or no evidence.

### **Key words / concepts at each level:**

The following key words / concepts may be used to provide guidance as to the allocation of a grade given the time available.

**These are NOT to be used for publication with the marking schedule and are merely a tool for markers in discriminating between levels.**

**8:**

- Critical evaluation
- Outstanding
- Holistic and creative in most aspects
- Depth in development of ideas
- Best that could be reasonably expected in the time available.

**7:**

- Critical evaluation
- Outstanding, but lacks the creativity and synthesis of ideas generated by a candidate that earns an 8
- Depth in the development of ideas.

**6:**

- Critical evaluation
- An answer worthy of Scholarship
- Little repetition of ideas
- Some aspects of the answer lack development or depth
- Critically answers the question.

**5:**

- At scholarship standard
- Some critical evaluation
- Some repetition of ideas
- Critically answers the question
- More evidence of depth and development of ideas being sacrificed in order to be more encompassing / breadth.

**4:**

- Borderline to the standard
- Some critical thinking without critical evaluation
- Increasing repetition, breadth, and lack of depth / development of ideas.

**3:**

- Below the standard
- Little critical thinking and no critical evaluation
- Merely a response, recall, summary, description, explanation, evaluation of the question.

**2:**

- Well below the standard
- No critical thinking or evaluation
- Or an incomplete response, eg may only write a few paragraphs in response to the question
- No development of ideas.

**1:**

- A long way below the standard
- Incomplete response, eg may only write a few paragraphs in response to the question
- No development of ideas
- Blank answer, or irrelevant evidence.

## Codes:

The following Physical Education-specific marking conventions may also have been used when marking this paper:

<b>D</b>	=	Defined / Definition
<b>R</b>	=	Referenced / Quotes / Statistics
<b>SK</b>	=	Subject Knowledge
<b>A</b>	=	Applied
		<i>The “A” could go in front of anything, eg: ASK = Applied Subject Knowledge</i>
<b>OE</b>	=	Own Experience
<b>EX</b>	=	Explained
<b>EID</b>	=	Explained in Detail
<b>CT</b>	=	Creative Thinking
<b>CR</b>	=	Critical
<b>EV</b>	=	Evaluation
		<i>Could put “CREV” together</i>
<b>PO</b>	=	Position (make a statement on where they stand)
<b>JPO</b>	=	Justified Position (they justify after reasoned argument on where they stand)
<b>GS</b>	=	General / Statement
<b>AS</b>	=	Assumption
<b>RD</b>	=	Requires Development
<b>N</b>	=	Negates Argument
<b>IR</b>	=	Irrelevant
<b>REP</b>	=	Repetition
<b>S</b>	=	Suggestions / Solutions
<b>IC</b>	=	Interconnectedness

The following Physical Education-specific marking conventions may also have been used when marking the following questions:

### QUESTION ONE

<b>WWL</b>	=	What Was Learnt
<b>WB</b>	=	Well-being
<b>I+</b>	=	Positive Impacts on Well-being
<b>I-</b>	=	Negative Impacts on Well-being

### QUESTION TWO

<b>I+</b>	=	Impact – Positive
<b>I-</b>	=	Impact – Negative
<b>C / I</b>	=	Causes / Influences

### QUESTION THREE

<b>B</b>	=	Biomechanical Principles
<b>M</b>	=	Motor Skill Learning Theories
<b>O</b>	=	Other Factors – Biophysical Sociocultural Factors

### QUESTION FOUR

<b>HP+</b>	=	Health Promotion – Positive
<b>HP-</b>	=	Health Promotion – Negative
<b>Q</b>	=	Asks Questions



