

Assessment Schedule – 2011**Scholarship Physical Education (93501)****Evidence Statement**

By way of a guideline, the following is suggested evidence that may be used to help inform decisions. It is not to be used as a definitive schedule from which judgements as to the allocation of final grades is made. This is the role of guinea pigs and the judgement standards.

Evidence	Judgement
QUESTION ONE	
<p>The candidate critically evaluates the concept of individuality in either a personalised training programme or an outdoor education context by making judgements about it's importance or otherwise.</p> <p>The central tenet is that a group is made up of distinct individuals who bring to the experience personal reasons, motivations, and attributes. These aspects need to be considered and developed in order that the individual makes personal meaning from the experience.</p> <p>The candidate must be able to critically evaluate the contributing issues or factors involved in considering the role and place of individuality in the developing / planning processes of the physical activity programme or experience. A "physical activity programme" or "experience" could include, but is not limited to, experiences such as the personalised exercise programme, an outdoor education expedition / experience, or a skill improvement programme.</p> <p>Individuality means a student / person can receive consideration of individual needs as a programme or experience is developed and / or planned. The programme and / or experience can be tailored to be appropriate for the level they are at, the hoped for outcome, or other individual considerations, rather than making the assumption that everyone in a group or team is at the same level physically, socially, and emotionally / mentally, or spiritually.</p> <p>A critical evaluation could include:</p> <ul style="list-style-type: none"> discussion on the necessity to consider the role of individuality in the development of the programme and / or experience, which might include: <ul style="list-style-type: none"> consideration of the role of individuality at each stage of the development, ie goal setting / purpose, planning for meeting the needs of individual and group goals / purpose, individuality as it may relate to barriers and enablers reflecting throughout implementation and evaluating balancing the role of the needs of the individual with the needs of the group / team possible consequences if there was no consideration of the role of individuality discussion on possible assumptions made about individuality when planning programmes 	<p>The question is focused on the candidate's ability to critically evaluate the role of individuality in the development of a physical activity experience or programme.</p> <p>Scholarship with Outstanding Performance (7, 8 marks).</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"> 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 – given the time available to the candidate. 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 balance 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 without detriment to the candidate. For 7: There is a slightly lower level of sophistication, creativity and synthesis when compared to a response that deserves an 8. The response is still considered to be outstanding – given the time available to the candidate. 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. 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 goal-setting and planning with minimal depth – quality of understanding as opposed to breadth of recall. Critical evaluation remains paramount.

- discussion around the availability of training programmes available from media and / or internet
- discussion about companies who provide a packaged physical activity experience to schools
- one size fits all – not addressing individual needs.

A candidate may also consider that goals are often set by other people, eg teammate expectations, parental / coach / media / outdoor leader expectations. Equally group-wide goals that are set, eg "we will all be completing a triathlon". In both cases, the sense of individuality is lost. The participant has handed the decision over to others rather than retaining control. The participant should be deciding for themselves or having the discussion with the developers of the programme or experience to make a collective decision. This is one of the main drawbacks in a personal exercise programme or experience where everyone has to do the same goal, or when a teacher / organiser of a physical activity experience assumes that all participants will gain the same experience, or does not have a clear purpose about what the experience may offer participants.

A candidate could also suggest ways in which a participant may wrestle personal control or individuality back from a group / team goal.

Physical activity programme

Any training programme must take into account the specific needs and abilities of the individuals for whom it is designed.

A case for individuality could require a consideration of the aspects that lead to the development, performance, and review of the experience:

- Individuality in assessing the attributes an individual brings to the experience, eg fitness components, state of well-being, previous experience, comfort / concern about the experience, perceptions of safety and risk.
- Individuality in determining the goal of the experience. Performance versus outcome goals. The importance of an individual goal to give meaning, as opposed to a group / team goal that may not.
- Individuality in the design of the experience. Application of specific principles and methods of training that relate to the goal (personal physical activity experience).
- Individuality in those factors (biophysical and socio-cultural) that enhance the success of the experience, eg sports nutrition, fitness attributes, social, emotional / mental, and physical well-being, and psychology, eg arousal, motivation.
- Individuality in those factors that may be a barrier to success, eg time, money, motivation, or an enabler to success, eg motivation, support from family, etc.

A candidate may recognise that to be an individual and wholly adhere to this principle leads to the issue of being measured only against you and becoming insular in approach. Group training lets you measure your progress against the progress being made by the

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 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 to a 6 as the candidate looks to show their range of understanding. There are more issues with the fluency and logic. There maybe evidence of repetition of ideas.

A candidate in this area has produced a piece of work worthy of Scholarship standard. It 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 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. They have not, in effect, answered the questions.

other members of your training group or squad (in the case of a team). Measuring your progress against the progress of someone else could tell you if you are on target with everyone else, or lagging behind for some reason. Coaches will be looking at the group's progress, among other factors, to help in evaluating your individual progress. Athletes, who are not making as much progress as the rest of the group, can get some extra individual training targeting weaknesses.

Physical activity experience

- Individuality in the design of an outdoor experience that best uses the skills and abilities of the individual so as to provide benefit and meaning to the individual.
- Group goals / experiences mean that people can learn skills that are outside their comfort zone and be mentored / helped by others in the group that aids in group bonding.
- The importance of considering group and individual safety/risk and perceptions of safety / risk.
- The individual can easily be catered for within a group. Individuality is important because it can enhance the strength of the group. This is a common situation that can occur when there is a conflict between what might be ultimately beneficial for the group as a whole versus what might be beneficial for particular individuals. For example, a difficult rock climb might be an ideal challenge for the development of some individuals, but represent too great a challenge for the group as a whole. Sometimes these matters can be easily resolved (eg make the climb optional), but a lot of the time outdoor educators find themselves challenged to compromise group or individual benefits in making a decision.
- Outdoor experiences often have teamwork as one of the outcomes. Highly individual programmes in outdoor recreation preclude this.

Candidates should understand the importance of considering individual needs when developing physical activity programmes, or planning for a physical activity experience, so that there is more chance of the individual achieving a sense of satisfaction from the experience or programme. As a consequence, we become more “physically educated” and are able to critically evaluate and discriminate to a greater extent what we are asked to do by coaches / media / teachers / outdoor leaders / those that provide physical activity opportunities or experiences.

Further, it allows us to be able to pass on our experience of considering the role of individuality in the development of the experience or programme to others.

- 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 TWO	
<p>The candidate critically evaluates a current physical activity event, trend, or issue and examines the impact that this is having on New Zealand society.</p> <p>Candidates MUST critically evaluate the issue of children dropping out of sport and causal factors, AND also any potential impact on New Zealand society. The response cannot be solely one of exploring the issue in isolation without any consideration of the impact on New Zealand society.</p> <p>Causes and influences and potential impact MUST be included. Good balance shows that a candidate is not only aware of the research / statistics / assumptions surrounding “children dropping out of sport”, but can also illustrate where we might see evidence of this, may use own experiences to illustrate a point and / or to challenge assumptions.</p> <p>A critical evaluation could include:</p> <ul style="list-style-type: none"> • a range of perspectives on possible causes / influences on the current issue • defining sport in relation to other forms of physical activity; differentiating between terms such as exercise, physical activity, fitness, social sport, leisure and recreation • a range of perspectives on possible impacts dropping out of sport is having on New Zealand society, which may be drawn from societal, political, economic, environmental, ethical, cultural, or historical perspectives • the candidate taking a justified position in relation to the issue following a reasoned argument • in both instances, breadth of knowledge should not be valued above depth of understanding and the development of ideas within it • a consideration of whether dropping out of sport means dropping out of physical activity, ie some children drop out of sport to participate in some other form of physical activity. <p>Critically evaluate the causes / influences of “children dropping out of sport” may include the following approaches:</p> <p>A. The ten points in the SPARC “Stay and Play” research:</p> <ol style="list-style-type: none"> (1) Defining sport and statistics (2) Social currency and sport (3) Sport and socialising (4) Barriers to participation (5) The effect of competition 	<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 “children dropping out of sport”.</p> <p>Scholarship with Outstanding Performance (7, 8 marks).</p> <p>The candidate’s response demonstrates critical evaluation of 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.</p> <p>For 8: There are small / minor modifications that could be made to the response to improve the answer, but the response none the less is outstanding – given the time available to the candidate. The answer demonstrates that the candidate has a clear understanding of the issue. There is balance 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 without detriment to the candidate.</p> <ul style="list-style-type: none"> • 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 PE programmes, or data from regional or national sports organisations / trusts / bodies. In this sense, the candidate is able to build up a more complete picture of the issue. • For 7: There is a slightly lower level of sophistication, creativity and synthesis when compared to a response that deserves an 8. The response is still considered to be outstanding – given the time available to the candidate. • Critical evaluation remains paramount. <p>Excellent Performance (5, 6 marks).</p> <p>The candidate’s response critically evaluates information to demonstrate a holistic understanding of physical education knowledge and understanding, though not to same standard as the outstanding candidate.</p> <ul style="list-style-type: none"> • For 6: Critical evaluation is evident; depth of understanding 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 less breadth and depth of idea development compared to

- (6) Non-competitive sport
- (7) Professionalism
- (8) The influence of parents
- (9) Communication
- (10) Leave school, leave sport.

OR:

B. Using the SPEECH approach as a framework

- Time: When and where does time to play sport come from? What happens to the amount of available time as children age? What counts as discretionary time and the role and place of how sport is viewed within discretionary time. For example, as high stakes assessment demands, after-school jobs, etc, take up more discretionary or leisure time, so time to participate in organised sport may be affected. 2001 *Statistics New Zealand Survey* showed children aged 12–20 spent only 70 minutes per week on organised sport and 120 minutes per week on other forms of physical activity. The 120 minutes illustrates the potential for greater flexibility of how time “blocks” can be used. SPARC 2003 survey showed time as being the greatest personal barrier to being more involved in physical activity.
- Technology: Increasing and enhancing sport experience through advanced technology eg immediate feedback, analysis etc. Alternatively the increase in technology as a rising form of alternative education and entertainment for children that they may decrease their motivation to choose sport.
- Rise of social sport: Sport that relies on loosely affiliated teams and practices, meaning less requirement to always be at practices and games means more freedom compared to organised sporting activities.
- Money: Cost of playing sport (including hidden costs, such as travel, tournaments, etc), making participation more difficult. More so in the period since the quote (2006), now that the recession has eaten into a lot of disposable income. People are re-prioritising household incomes.
- Transport: Distances to travel as people become more involved and better in their sport. Hidden cost of rising fuel prices. Parents not prepared to drive long distances to go to sports activities.
- Age / peers: Maturing physically and socially of individuals. More time being spent with friends on social activities rather than sport. Body image and influence of peers. Peers can be a positive and negative influencing factor on involvement in sport. SPARC 2003 survey showed 52 % of people used peer influence as a reason for not being involved in sport, or not doing as much as they would like.
- Gender: Gender role expectations. Male versus female sport and involvement. Increasing “power” of peer females in getting girls into and out of sport.
- Culture: Cultural roles and expectations, eg family

a 6. 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 “dropping out 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. 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. They have not, in effect, answered the questions.
- In both cases, there are many unsubstantiated assumptions and generalisations.
- In both cases, the consideration of “children dropping out of sport” has taken unnecessary precedence over the potential impact on New Zealand society. In this 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.

- 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 or no evidence.

culture is a strong indicator as to whether children play and stay in sport.

- Perception: Generation Z is lazy and that laziness is causing kids to drop out of sport.
- Opportunity to do other things: In smaller towns, many activities revolve around a few local sports clubs. In larger cities, there are more opportunities to be involved in other activities outside the sporting realm.
- Competition: Sport becomes too competitive and takes up too much time. Competitive nature of sport is not for everyone. Competitive parents, coaches, etc, creates an ethos of winning is important at all costs. Being a loser is a bad thing.
- Lack of fun: Sport no longer becomes fun as it takes up social time or time to do other things. May be more competitive, or the player is becoming less competitive.

OR:

C. Any other relevant approaches that address the question.

Impacts on New Zealand society may include similar approaches to the above, such as:

- well-being on self, others, and society
- potential impacts on social development and how this might impact on New Zealand society
- future sporting success as a nation if the foundations of the sport are weakened
- challenge to New Zealand's identity as a sporting nation
- sport as a social moderator, ie the notion of "a kid in sport stays out of court"; sport as a school for teaching values around winning with grace, and losing with dignity
- getting out of the habit of physical activity and the difficulty of becoming involved again at a later date
- minor impact it may have as one part of the obesity equation
- impact socially, eg as sports offer a chance to interact positively or negatively with a range of other people, ie breaking down both sociocultural and socioeconomic barriers
- sport as an inclusive agent, ie the loss of opportunity to be inclusive
- decreased participation rates may mean a loss of availability of a sport and / or sporting facilities, and human and financial resources in some schools, communities, or towns, eg loss of potential income for a community generated through sporting activities, less volunteers and supporters
- loss of community identity; some areas have a stronger affiliation with certain codes and sporting identities and the role of sporting identity contributing to defining community identity
- decrease in the opportunity to continue the development of skill that allows them to participate in

a range of physical activities

- government policy intervention aiming to increase the participation in sport, eg KiwiSport vs physical education
- taking government spending away from other priorities such as education, transport, and burdening the health system by the increased costs associated with either not doing physical activity, or by overuse injuries.

Optional consideration of whether the *issue* of “children dropping out of sport” is actually an *issue* or a *trend* that has always existed and always will. Indeed, it is a product of free will that people make choices that are not necessarily seen as being in their best interests. Such an opinion is often ignorant of those factors that led to the decision to drop out of sport.

Evidence	Judgement
QUESTION THREE	
<p>The candidate should recognise and define the key parameters of this question, ie:</p> <ul style="list-style-type: none"> • What is a motor skill as defined by Knapp (1963) and defined by Fitts / Posner (1967) • What is skill? (technical competence, performance outcomes, perceptiveness of the environment, appropriateness of tactics and strategies, adaptability/creativity (Ovens & Smith, 2006) • What is a skilled performance?- skill in context • What is learning? • What is practice? • How do they all come together? Fitts/ Posner's (1967) model and or play practice, gamesense, TGfU, situated learning, constraints, complex dynamics theory <p>One commonly taught perspective describes skill, using Knapp's (1963) definition that defines skill, as 'a relatively permanent change in skill performance that comes about as a result of practice.' That may involve the discussion of the following:</p> <ul style="list-style-type: none"> • a motor skill is a learned, co-ordinated activity that achieves a goal • learning is a relatively permanent change in behaviour brought about by practice • practice is an attempt to improve acquisition through physical or mental techniques. <p>The candidate may also discuss the key aspects of each phase of learning in relation to Knapp's (1963) definition of skill:</p> <ul style="list-style-type: none"> • Cognitive: Early stages, large gross errors in performance, inability to recognise the cause of errors, requires considerable feedback to learn executive programme and subroutine sequencing and timing. Usually a short period of time. • Associative: Key practice stage, may be a very long time. Errors decrease in number and severity. Beginnings of consistent performance. Starts to identify own errors. Quality and quantity of feedback is essential. • Autonomous: "Perfection". Consistent performance at a lower cognitive level, freeing up the brain to consider more complex actions of the activity, eg strategy. Must still practise. <p>In all stages, practice is essential as the understanding of conceptualising skill this way suggests practice brings about neural and muscular changes to help concretise skill execution. These neural and muscular changes suggest that subroutines become sequenced and timed better leading to improved performance. This is the</p>	<p>The question is focused on the candidate's ability to critically evaluate the role of practice in the learning and development of motor skills.</p> <p>Scholarship with Outstanding Performance (7, 8 marks).</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.</p> <ul style="list-style-type: none"> • For 8: There are small / minor modifications that could be made to the response to improve the answer, but the response none the less is outstanding – given the time available to the candidate. The answer demonstrates that the candidate has a clear understanding of the theory and practice of skill learning theory. 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 without detriment to the candidate. • For 7: There is a slightly lower level of sophistication, creativity and synthesis when compared to a response that deserves an 8. The response is still considered to be outstanding – given the time available to the candidate. <p>In both cases (7 and 8), 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.</p> <ul style="list-style-type: none"> • In both cases (7 and 8), an outstanding candidate should be able to debate the concept of quality of practice versus quantity of practice. They may well raise the adage that, "practice makes perfect" as this is what Fitts and Posner's model seems to suggest at a progression through the stages and/or critically evaluate the appropriateness of Fitts and Posner's model to define a skilled performance. • Critical evaluation remains paramount. <p>Excellent Performance (5, 6 marks).</p> <p>The candidate's response critically evaluates information to demonstrate a holistic understanding of physical education, arising from both theoretical and practical application, though not to the same standard as the outstanding candidate.</p> <p>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 /</p>

objective of practising under this skill of motor skill learning.

The candidate should also consider the ways in which we practice that may include:

- massed versus distributed
- whole versus part learning
- drill versus discovery
- mental versus physical.
- random verses blocked practice
- situated / authentic versus drill practice.

While they may not address all, it is expected that whatever they choose to consider is supported with evidence from own learning, physical activity, or appropriate research / references to enhance the judgements they are making around the role of practice.

It is important to understand the applications, uses and limitations methods of practice. There is no single “best” method of practice. Astute performers or coaches will use a variety of different practice methods to suit the learner that may include considering the stage of learning, what the skill being practised is, and mental approach towards the complexity of the skill.

The candidate should consider that in addition to practice, there are other factors that affect the acquisition of skills and the nature of the practicing environment, such as:

- arousal theory
- psychological aspects – goals, stereotype threat, etc
- previous experience – the role of play as a younger child
- transfer of learning
- speed versus accuracy of practice
- quality and quantity of feedback / coaching
- personal levels of motivation to learn and practice
- social environment that one is in that enhances or limits the ability to practise
- availability of time to practise.

The critical evaluation could also consider the role of a play practice (Lauder, 2001), situated learning (Kirk & Macdonald, 1998), constraints-based pedagogy and / or dynamic systems approaches (David, Button & Bennett, 2007) to skill, and the role of practice in performance improvement. While they may not address all, it is expected that whatever they choose to consider is supported with evidence from own learning, physical activity, supported by appropriate research / references.

The candidate may consider the notion of “practice makes perfect” and “perfect practice makes perfect” within their response and use this to explore whether

illustrations are appropriate or relevant given the body of the response.

- Depth of understanding is evident in the answer but some ideas have not been developed to the same extent as an outstanding candidate. The candidate has covered many aspects of 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 no repetition of ideas.

For 5: There is some critical evaluation; there is less depth of idea development compared to a 6. There are more issues with the fluency and logic. There is clear evidence of repetition of ideas.

- 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.
- In both cases, the Scholarship candidate should be able to debate the concept of quality of practice versus quantity of practice. They may well raise the adage that, “practice makes perfect” and / or critique the use of Fitts and Posner’s model to define skill.

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. 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 skill learning theory 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

moving through Fitts and Posner's (1967) model is as simple as that, as it may imply. Candidates may be able to identify this assumption and challenge it (eg in reality, practice, makes permanent, right or wrong) and / or challenge the simplicity of the Fitts and Posner (1967) model to define skill and the nature of practice.

There are other more contemporary theories on skill learning and factors that influence acquisition that are more complex, interrelational, and dynamic, that along with Fitts and Posner's model should identify that the quality not the quantity of practice determines how well one learns and performs skill.

There is no doubting that practice is essential in Fitts and Posner's model since a performer has to move back to the associative or practice stage in order to maintain their level of performance in the autonomous stage for fear of losing their competitive edge. However, a critical evaluation could suggest that in more contemporary models of defining skill, practice is identified as only one essential aspect of the dynamic and complex aspects of learning and improving skill.

work is a recollection, explanation, description, etc. They have not 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 or no evidence.

Evidence	Judgement
QUESTION FOUR	
<p>The candidate critically evaluates the need for wider school community involvement in the health promotion process to increase engagement of children in physical activity, and illustrates with appropriate examples from their own knowledge and experience of health promotion.</p> <p>Candidates may define and explain:</p> <ul style="list-style-type: none"> • health promotion • health promotion processes, eg The Action Competency Model • collective action • the wider school community. <p>The candidate must be able to adopt a position in respect to, and critically evaluate the need for, wider school community involvement in the health promotion process they use to increase engagement of children in physical activity.</p> <p>The candidate's answer must provide a reasoned argument that integrates knowledge and understandings about health promotion, health promotion processes and the need for wider school community involvement.</p> <p>A critical evaluation may include:</p> <ul style="list-style-type: none"> • the value of the use of health promotion processes in engaging children in physical activity • the value of collective action • support of the evaluation with breadth and depth of knowledge by considering the value of the inclusion of the wider school community and other community members in the health promotion process • the need for developing common understanding in the wider school community • support of their evaluation with appropriate examples from their own experiences of using a health promotion process. <p>The candidate could consider:</p> <ul style="list-style-type: none"> • whether or not there is a need for a process when getting children engaged in physical activity • what health promotion is and what it is not • what collective action might look like and why it might be important • the power of the collective, the benefits and pitfalls • what the wider school community means, who that might include and why it might be effective in achieving the hoped for outcomes 	<p>The question is focused on the candidate's ability to critically evaluate the need for wider school community involvement in the health promotion process to increase the engagement of children in physical activity.</p> <p>Scholarship with Outstanding Performance (7, 8 marks).</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 and own experiences.</p> <p>For 8: There are small / minor modifications that could be made to the response to improve the answer, but the response none the less is outstanding – given the time available to the candidate. The answer demonstrates that the candidate has a clear understanding of taking action, health promotion and the role and place of the wider school community in the process.</p> <ul style="list-style-type: none"> • There is balance 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. <p>For 7: There is a slightly lower level of sophistication, creativity and synthesis when compared to a response that deserves an 8. The response is still considered to be outstanding – given the time available to a candidate.</p> <ul style="list-style-type: none"> • Critical evaluation remains paramount. <p>Excellent Performance (5, 6 marks).</p> <p>The candidate's response critically evaluates information to demonstrate a holistic understanding of physical education. Candidates use their own experiences and practices to demonstrate the knowledge and depth of understanding, though not to same standard as the outstanding candidate.</p> <p>For 6: Critical evaluation is evident; the candidate has supported this critical evaluation with evidence of own experiences / practice. There is no repetition of ideas.</p> <ul style="list-style-type: none"> • Response lacks the sophistication and creativity of an outstanding candidate. <p>For 5: There is some critical evaluation evident; there is less depth of idea development compared to a 6.</p> <ul style="list-style-type: none"> • There is less depth of idea development compared to a 6 as the candidate looks to show their range of understanding. There are further issues with the fluency and logic. <p><i>A candidate in this area has produced a piece of work</i></p>

- the need for common understandings about the role and place of physical activity for young people
- whether or not their own experiences have involved collective action of the wider school community and whether it did or might have had an impact on the outcome, or on sustainability of the action.

The candidate may recognise that one-off isolated experiences may initially increase participation, but that the increase may not be sustainable if the wider school community has not had the opportunity to be involved.

The candidate may discuss the range of health promotion processes that could be used.

The candidate may conclude that what they did was or was not health promotion and / or whether the inclusion of the wider school community would have or would not have supported the efforts to increase physical activity for young people.

worthy of Scholarship standard.

Sound Performance (3, 4 marks).

The candidate attempts to critically evaluate information to demonstrate an informed understanding of physical education. 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. They may have outlined the steps in a health promotion process but have not included comment on the need for wider school involvement. They have not in effect answered the question.

- 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.

- 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 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
- No 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:

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

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

QUESTION ONE

DPE	=	Developing physical activity programmes or experience
+/-		
IASK	=	Individuality applied to subject knowledge

QUESTION TWO

IMP+	=	Impact – Positive
IMP–	=	Impact – Negative
C / I	=	Causes / Influences

QUESTION THREE

OSF	=	Other Skill Factors
P+	=	Practice – Positive
P–	=	Practice – Negative

QUESTION FOUR

HP+	=	Health Promotion/Taking Action Process – Positive
HP–	=	Health Promotion/Taking Action Process – Negative
W+	=	Wider School Community – Positive
W–	=	Wider School Community – Negative