

Issues seen in Moderation for Level 1 Physical Education

90962 (1.1) Participate in a variety of physical activities and explain factors that influence own participation

Issue	What is required	Reflection
Insufficient evidence to confirm level of participation	Teacher verification of students' active participation in a variety of activities over a period of time.	
Assessing Excellence in every lesson	The step up between Merit and Excellence is on the consistency of the criteria for a high level of effort and engagement in participation	
Not enough variety in the physical activity e.g. only team sport	At least 4 different physical activities. For example, fitness, dance, outdoor education, team- based sport	
Lack of explanations of how/why each factor influences the students own participation	Explanations should include: <ul style="list-style-type: none"> - What the factor is - How and why the factor influences own participation - Specific examples of how for the chosen physical activity. 	
Range of factors - not enough or too many	Needs to be at least 3 factors across the logs. These should be the most relevant ones for the student.	
Factor not matching explanation	Each factor needs to be clearly identified, with the explanation matching the factor.	
Lack of annotation of verbal assessment	Annotation should be summarised to show the level of explanation (how and why with specific examples) of the factors influencing own participation.	

Using quantitative measures to make a judgement on the achievement criteria for practical sessions or number of logs completed.	A holistic judgement should be made against the achievement criteria. For example, has the student participated actively/high level/consistent high level of effort and engagement? Has the student explained a range of factors that influenced their own participation?	
Student explains how the factor influenced others in their class/group/team rather than the factor that influenced own participation	Explanations must focus on how each factor influenced the student's OWN participation.	
Too many logs	The number of logs need to be manageable for students rather than completing every lesson. For example, one log for each type of physical activity the student participated in – team based games, fitness, dance.	
Task requiring the students to evaluate factors that influence their own participation for example, positives, negatives, next time, in the future, or relating factors to Hauora	Only an explanation of how and why a range of factors influenced own participation is required.	
Low level descriptions due to limited space or how the task has been scaffolded	There should be guidance and space for students to be able to explain how and why each factor influenced their own participation with a specific example to support their explanation.	
Activities completed outside of school time	Physical activities are required to be verified by the assessor.	
No on-going reflection occurring in the explanations	Ongoing reflections are required.	

90963 (1.2) Demonstrate understanding of the function of the body as it relates to the performance of physical activity

Issue	What is required	Reflection
Students being asked to explain terms that do not relate to the functions of the body. For example, body types, fitness components	Function of the body relates to basic functional anatomy, basic principles of biomechanics and basic physiology responses to large muscle locomotor-type activities.	
Labelling anatomy pictures/filling in charts	At level 6 of the curriculum, students are required to describe/explain/explain in detail the function of the body as it relates to the performance of a physical activity rather than labelling/identifying/filling in gaps.	
Physical activities not considered	Student responses must relate each function of the body back to the performance of physical activity. When using pictures/diagrams in the task, these need to be of large muscle movements in physical activity rather than skeleton diagrams	
Making judgements on all 3 areas for Achieved/ Merit	For Achieved and Merit, student responses are required to describe/explain (how, why, with examples) at least two of the functions of the body as it relates to the performance of physical activity.	
Lacks breadth/ depth across Excellence	For Excellence, student responses need to show depth/breadth of knowledge in all three areas; functional anatomy, biomechanics and physiological responses.	
Quantitative measures applied, for example 5/10 for Achieved	A holistic judgement should be made against the achievement criteria rather than the use of quantitative measures.	
Only one biomechanical principle has been described/explained/explained in detail.	More than one biomechanical principle is required to be described/explained/explained in detail.	
Too many biomechanical principles have been covered	The most relevant basic biomechanical principles should be described/explained/explained in detail rather than all of them to get the depth required for Merit and Excellence.	

Students only being asked to explain one physiological response.	More than one aspect of basic physiological responses is required, for example, acute and chronic responses to training as well as energy systems used in physical activity.	
Insufficient annotation when using verbal assessment	A summary of the verbal response should clearly show how and why, with specific example, for each function of the body as it relates to the performance of a physical activity. The exemplars provide examples of the level of detail required for annotation.	
The assessment task is not allowing students to achieve with Excellence	Not enough space has been provided to allow the student to explain in detail, or the question only asks the student to 'explain' or 'demonstrate understanding'	
Students being directed towards explaining anatomy and biomechanical terms beyond the requirements of the standard (beyond expectations for Level 6 of the curriculum)	Basic functional anatomy and basic principles of biomechanics should be considered rather than using joints that have multiple movements, such as the shoulder joint and higher level biomechanical principles, such as angular momentum.	
Lack of application shown in the student work	It is expected that students will experience the physical activity to relate the knowledge of the body function to the movement/performance. For example, basketball lay-up.	

90964 (1.3) Demonstrate quality movement in the performance of a physical activity

Issue	What is required	Reflection
A tick on the rubric for the grade	Teacher evidence of the quality of movement over a period of time for each of the skills/elements involved.	
Limited teacher evidence to confirm Merit or Excellence	Evidence of consistency of the quality movement for the performance of a physical activity is required over a period of time.	
Borderline grades	Teacher commentary supports the final grade awarded when evidence suggests it is a grade boundary	
Developing own rubrics	Rubrics should be at Level 6 of the curriculum and must include the appropriate factors and skills for the physical activity. Use the Level 2 rubrics as a guide, and then modify to reflect Level 6 of the curriculum.	
Rubrics are too easy, not at Curriculum level 6	The skills and elements for a physical activity should be clearly defined. It should be a step down from the Level 2 rubrics.	
Quantitative measures used to make a judgement	A holistic judgement should be made against the achievement criteria rather than the use of quantitative measures.	

90965 (1.4) Demonstrate understanding of societal influences on physical activity and the implications for self and others

Issue	What is required	Reflection
Lack of detail due to no personal application of physical activity	Explaining involves how, why with specific examples, therefore if the student has personally taken part in the physical activity, their experiences allow their explanations to have more meaning and depth.	
Themes rather than societal influences have been identified by the student	Societal influences may include media and advertising, rather than the themes of body image and aggression in sport.	

Too many societal influences being explained	The most relevant societal influences should be described/explained/explained in detail, rather than 4 or more which may help reduce the amount of evidence produced (reduce over assessment)	
Lack of evidence for implications for self/others	Student responses are required to describe/explain/explain in detail the societal influences (how, why, with examples) and the implications for both self and others.	

90966 (1.5) Demonstrate interpersonal skills in a group and explain how these skills impact on others

Issue	What is required	Reflection
No evidence of the demonstration for each interpersonal skill	Teacher observation sheets are required as evidence for the demonstration of each interpersonal skill to verify the level of demonstration. This should be over a period of time.	
No evidence to verify 'consistency' when awarding Merit for the demonstration of each interpersonal skill	The step up between Achieved and Merit is based on the consistency of the demonstration of each interpersonal skill over a period of time.	
No evidence to verify the 'effective demonstration' for Excellence	Evidence is required that verifies the student has applied each of their interpersonal skills in a 'perceptive manner and not reliant on the teacher for direction'. This may involve a brief commentary from the teacher to support the observation sheet.	
General observation of IPS all together; not specific for each IPS	The assessor is required to provide evidence for EACH interpersonal skill being demonstrated. For example, supporting and encouraging others, co-operation and inclusiveness.	
Interpersonal skill being demonstrated does not match the Interpersonal skill being explained	The interpersonal skills reflected in the explanations should match those demonstrated.	
Quantitative measures used to determine level of demonstration and number of logs completed	A holistic judgement should be made against the achievement criteria (have they demonstrated at least 2 interpersonal skills? At what level?) rather than the use of quantitative measures. This also includes logs. Have they explained how interpersonal skills have impacted others rather than 'completing 4/6 logs).	

<p>Low level explanations of how each interpersonal skill impacted on others</p>	<p>Explanations should clearly identify the interpersonal skill, how and why the student's OWN use of the interpersonal skill impacted on others in physical activities with specific examples. Students should identify appropriate changes to improve these for next time.</p>	
<p>Explanation should focus on impact of interpersonal skills on others, not self</p>	<p>Explanations for each interpersonal skill should focus on how they impacted on OTHERS rather than 'themselves' as the coach/leader.</p>	
<p>Misinterpreted Interpersonal skills – fair play, motivated, honesty, achievement and improvement, sportsmanship, time management etc.</p>	<p>Students should focus on demonstrating interpersonal skills, such as, effective communication, supporting and encouraging others etc (see Explanatory note 3). Fair play and time management are not considered interpersonal skills.</p>	
<p>Too many interpersonal skills being demonstrated and explained (too many logs)</p>	<p>The most relevant interpersonal skills should be demonstrated and explained. Reducing the number of interpersonal skills may help reduce the amount of evidence produced by the student (and for the teacher to see demonstrated) For example, three interpersonal skills.</p>	
<p>One off activity to assess all interpersonal skills</p>	<p>One off assessments do not allow the student to demonstrate interpersonal skills consistently, nor allow the assessor to collect evidence to verify the consistency of the demonstration. There should be the opportunity for the student to demonstrate the interpersonal skills over a period of time (for example, four or five sessions) for them to use ongoing reflection and make appropriate adaptations to them for the next session.</p>	
<p>Students being assessed on the social responsibility model</p>	<p>Evidence of the demonstration of each interpersonal skill, such as, supporting and encouraging others and inclusiveness is required over a period of time rather than a grade for social responsibility.</p>	

90967 (1.6) Demonstrate strategies to improve the performance of a physical activity and describe the outcomes

Issue	What is required	Reflection
No evidence of the demonstration of the strategies used by the student to improve performance	Teacher verification of students' demonstration of strategies (teacher recording sheet).	
Evidence of the demonstration does not match those that they student has explained	The description/explanation of the students' strategies must match those that have been demonstrated and verified by the teacher.	
Confusion over strategies	Strategies must include 'knowledge of technique(s)' and one additional strategy from Explanatory note 3. For example, quality/type/amount of practice, knowledge of tactics and strategies, level of related fitness, level of motivation and goal setting.	
No evidence of 'knowledge of technique'.	The knowledge of technique strategy should relate to the subroutines of the skill. For example, the extension of the elbow on release of the shot in basketball, or the putting more power into the underarm serve in volleyball.	
The student has only identified and described 2 'additional strategies' from Explanatory note 3	Knowledge of technique and one additional strategy must be clearly identified and described by the student, for example quality/type/amount of practice, knowledge of tactics and strategies, levels of related fitness, motivation or goal setting.	
'Knowledge of technique' – often confused with 'tactics and strategies' which is an additional strategy	The knowledge of technique strategy should relate to the subroutines of the skill (preparation, point of contact, follow through) rather than tactics and strategies (initiating a fake pass during attack or man to man defence. For example, the extension of the elbow on release of the shot.	

Low level descriptions/explanations	<p>Student responses should describe (Achieved) and explain (Merit) how and why each strategy influenced their performance in a physical activity.</p> <ul style="list-style-type: none"> • Clearly identify each strategy • How did they apply it? • Why did they apply it? • Provide very specific examples of how they applied it and what was the outcome related to performance improvement. 	
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90968 (1.7) Demonstrate, and show understanding of, responsible behaviour for safety during outdoor education activities

Issue	What is required	Reflection
No evidence of the demonstration of responsible behaviour	Teacher verification of students demonstrating responsible behaviour(s) for safety in two outdoor education activities (teacher recording sheet).	
Inappropriate outdoor education activities	Students are required to demonstrate the responsible behaviour for at least two appropriate outdoor education activities, such as tramping, mountain biking, and kayaking rather than ten pin bowling or a game of touch, lane swimming, bouncy castles (refer to EN 7 of the standard).	
Number of responsible behaviours being demonstrated	To achieve the standard, the student is only required to demonstrate one responsible behaviour in two outdoor education contexts. However, it is good practice for the student to demonstrate two responsible behaviours.	
Demonstration and description of the responsible behaviour not matching	The demonstration of the responsible behaviours should match the descriptions/explanations.	
Explanations not relating to safety	The student responses are required to have a focus on safety when demonstrating their responsible behaviour during the outdoor education activities.	
Too many responsible behaviours being explained	When explaining how and why the responsible behaviour was applied, students should select the most relevant responsible behaviour(s) which may help reduce the amount of evidence produced.	

Not evaluating for Excellence	An evaluation should consider how well the selected behaviour(s) did or did not result in physical and/or emotional safety to achieve with Excellence. The judgements made should be supported with a reason why with specific examples from their application of the responsible behaviour(s) to support their explanation.	
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90969 (1.8) Take purposeful action to assist others to participate in physical activity

Issue	What is required	Reflection
No verification/evidence of the level of action taken by the student by the teacher	The teacher is required to verify the level of 'purposeful action' the student has taken when assisting others to participate in physical activity. For example, teacher evidence (notes or an explanation) as to whether the action taken was purposeful (Achieved)/with consideration (Merit) or completed independently (Excellence).	
Weak aim	The aim should be clearly defined that meets the needs of the identified group and reasons why the aim was chosen.	
The plan does not reflect forward thinking, lacks depth.	The plan should be detailed (at level 6 of the curriculum, rather than bullet points) that reflects forward thinking. For example, explaining a backup plan which leads others to participate in physical activity.	
Lack of evidence for Excellence	To achieve with Excellence, there should be an explanation around whether they achieved their desired outcome or not and were they being responsive to the needs of their group. Feedback from participants about the quality of the participation is required.	

90970 (1.9) Demonstrate self management strategies and describe the effects on participation in physical activity

Issue	What is required	Reflection
No evidence of the self management Strategies being demonstrated.	Teacher verification of the demonstration of self management strategies over a period of time is required.	
Low level of explanation for Excellence	The student responses are required to consider how well the self management strategies did or not result in changes to participation in physical activity. The judgements made should be supported with a reason why with specific examples or evidence.	
Only one self management strategy	Evidence of demonstrating and describing for more than one self management strategies is required.	
Explanations on others participation	Student responses require more focus on the effect the self management strategies has had on their OWN participation in physical activity rather than others or the group. The effect needs to relate back to the identified self management strategy and the demonstration. Specific examples from the participation in the physical activity is required.	
Too many self management strategies explained	Students should select the most relevant self management strategies rather than a large number of them (for example, a maximum of 3). This provides the opportunity for the student to go into depth required at Merit and Excellence rather than describing a wide range of self management strategies.	
Written explanations not matching the selected self-management strategies for demonstration	The descriptions/explanations for each of the selected self-management strategies should match up to demonstration in the physical activity.	