

# Issues seen in Moderation for Level 2 Physical Education

## 91327 (2.1) Examine the role and significance of physical activity in the lives of young people in New Zealand

Issue	What is required	Reflection
Young people being referred to as under 16 years	Young people refers to people aged 16-20.	
Lack of personal experience in the examination	The students' personal experiences in physical activity opportunities provides the supporting evidence for their explanations.	
Low level explanations	Student evidence should explain how and why physical activity has a role in the lives of young people in New Zealand. The evidence should then explain how and why physical activity has significance in the lives of young people in New Zealand. Each explanation should be supported with examples from personal experience and research.	
Expectations for Merit	<p>The explanations should be full and thorough of how and why physical activity has a role and significance in the lives of young people. There should be a clear step up in the quality of the explanation from achieved.</p> <p>A range of points of view should be considered that contribute to the role and significance of physical activity. How these points of view inter-relate should be clearly explained.</p>	
Assumptions not relating to the role and significance of physical activity in the lives of young people	<p>Assumptions should be clearly related to the role and significance (inter-relationship).</p> <p>The assumptions the student has explained then needs to consider:</p> <ul style="list-style-type: none"> <li>- Who is advantaged/disadvantaged</li> <li>- Consider pros and cons</li> <li>- Make clear judgements and provide supporting evidence.</li> </ul>	
Research not related to New Zealand	Gathering relevant research that relates to the role and significance of physical activity in the lives of young people in New Zealand.	

## 91328 (2.2) Demonstrate understanding of how and why biophysical principles relate to the learning of physical skills

Issue	What is required	Reflection
No application of the biophysical skills	Each biophysical principle must be applied by the student as they relate to the learning of the physical skills. This will provide quality examples to support the explanations and understanding.	
Complex physical skill being applied, therefore lack of understanding of application of the biophysical principles	The selected physical skill should be relevant and meaningful for the student (or other student) who is learning the skill. Learning opportunities using the application of biophysical principles provide authentic and specific examples for the explanations/evaluations.	
Low level explanations for the biophysical principles	An explanation for a minimum of two biophysical principles that includes: <ul style="list-style-type: none"> <li>- how the biophysical principle relates to the learning of a physical skill</li> <li>- why the biophysical principle relates to the learning of a physical skill</li> <li>- specific examples from their own experiences.</li> </ul>	
Number of biophysical principles required to meet the standard (not enough)	More than one biophysical principle will be explained in relation to the learning of physical skills to meet the standard. For example, functional anatomy, biomechanics, skill learning or sport psychology. Note that anatomical knowledge is inherent in the understanding of biomechanics.	
Too many biophysical principles	Selecting the most relevant biophysical principles may help reduce the amount of evidence produced and allow more depth in the student explanations.	
No Inter-relationship for Merit or Excellence	For an in-depth and a comprehensive understanding of how and why biophysical principles relate to the learning of physical skills, students are required to explain the inter-relationship between biophysical principles. For example, biomechanics (force summation) and skill learning (feedback). If modifying an assessment task, ensure the students are guided towards explaining the inter-relationship.	
Lack of evaluation for Excellence.	An evaluation involves explaining what biophysical principles were the most/least beneficial when learning physical skills, supported with specific examples from their own experience.	

Lack of evidence when using verbal assessment as the mode of assessment.	Annotation of the verbal evidence needs to be sufficient to demonstrate/ demonstrate in-depth/ demonstrate comprehensive understanding criteria. For example, evidence should include an explanation of how and why with specific examples for each biophysical principle that relates to the learning of the physical skill.	
Students being graded on 5/10 for number of biophysical principles	A holistic judgement should be made against the achievement criteria rather than the use of quantitative measures. For example, whether or not the student has demonstrated an understanding of how and why biophysical principles relate to the learning of physical skills.	
Labelling anatomy pictures/completing tables as a requirement to meet the Achieved criteria.	Explanations should reflect how and why each biophysical principle relate to the learning of a physical skill (for example, tennis serve), rather than labelling bones and muscles or describing. Students may identify bones and muscles or label diagrams to help support their explanation.	

### 91329 (2.3) Demonstrate understanding of the application of biophysical principles to training for physical activity

Issue	What is required	Reflection
Lack of application of biophysical principles	The biophysical principles must be applied by the student as they relate to the training for physical activity. There should be clear examples of how these principles were applied. Also logs provide evidence of the application.	.
Low level explanations (descriptions, definitions, not relating to a physical activity)	To reach Achieved, an explanation at Level 7 of the curriculum should include: <ul style="list-style-type: none"> <li>- clearly identifying what the biophysical principle is</li> <li>- how and why each biophysical principle is applied to training supported with specific examples of application.</li> </ul>	
Number of biophysical principles	The most relevant biophysical principles should be explained. If using methods and principles of training, at least 2 of each should be demonstrated, and may include exercise physiology and/or sports psychology. This will allow more depth in the student explanations.	

Misinterpretation of biophysical principles	Components of fitness are not biophysical principles. Some methods and principles of training relate to some of these components. Therefore, these methods and principles should be clearly identified and explained how these were applied to meet the requirements of the standard.	
Lack of space provided in assessments	Students should have the opportunity to explain/explain in-depth/evaluate the application of biophysical principles. By allowing more space will guide the students to provide more depth rather than 3 lines or a small box.	
Modified assessment resources not guiding students to achieve with Merit or Excellence	The assessment resource should allow the student to explain the inter-relationship between the biophysical principles for Merit as well as directing them to evaluate how and why biophysical principles are applied to training for Excellence.	
No Inter-relationship for Merit or Excellence	For an in-depth and a comprehensive understanding of the application of biophysical principles of training for physical activity, students are required to explain the inter-relationship between biophysical principles. For example, method of training (interval training) and exercise physiology (anaerobic energy system).	
Not evaluating	An evaluation involves explaining what biophysical principles were the most/least beneficial when applied to training for physical activity, with clear reasons why supported with specific examples from their own experience.	
Quantitative judgements	A holistic judgement should be made against the achievement criteria rather than whether or not the student has explained 6 principles of training.	

## 91330 (2.4) Perform a physical activity in an applied setting

Issue	What is required	Reflection
Limited evidence such as a tick for the grade	Teacher evidence of the student performing a physical activity in an applied setting over a period of time is required for each skill and element.	
Lack of teacher evidence around consistency for Merit and Excellence	Evidence of consistency of the quality movement for the selected physical activity in an applied setting should be collected over a period of time. The updated rubrics in the document 'Guidelines for Assessing against 91330' provide an example.	
Rubric not in the 'Guidelines'	<p>Rubrics not in the 'Guidelines for Assessing against 91330' document can be developed for this standard. This involves:</p> <ul style="list-style-type: none"> <li>- The elements and skills must at level 7 of the curriculum and the Excellence should challenge students nationally</li> <li>- Evidence of student results should assist to support the criteria. For example, the spread of grades</li> <li>- Consulting with a range of professionals or sporting bodies will assist in determining the appropriate elements and skills, at the appropriate level for each criteria.</li> </ul> <p>This evidence should be submitted for moderation.</p>	
Older rubrics used. For example, self/peer/teacher	All the rubrics templates have been updated in the 'Guidelines' to allow for more evidence to be collected over a period of time to support the consistency judgement and should be used in the future to ensure consistency.	
Expired rubric	Expired rubrics from the old appendix document no longer meet the requirements of the current standard. The rubrics in the 'Guidelines' or the process for developing unpublished rubrics should be followed.	
Not in an applied setting eg 8 min swim, army fitness testing	An applied setting means that the selected elements and skills for the physical activity are demonstrated in an authentic setting. For example, during a game in an appropriate environment or a competitive situation.	

Final judgement made not reflecting the evidence in the rubric	The final judgement should be made against the achievement criteria rather than whether or not the student has performed at 'rep or national level' within that context, or outside of that context.	
Quantitative measures applied to make final judgement	A holistic judgement should be made against the achievement criteria rather than the use of quantitative measures.	
Tough Guy/Tough Girl 2017onwards	The criteria for all regional events are being developed after the event due to the number of variables that need to be taken into account. For example, course changes, number and type of obstacles, weather conditions, varying distances, and number of participants. Changes impact the times for each year, course and region.  (Developing criteria after other similar events should occur after the event)	

### 91331 (2.5) Examine the significance for self, others and society of a sporting event, a physical activity, or a festival

Issue	What is required	Reflection
Lack of depth for explanation	Explanations (how, why, supported with specific examples) of the selected sporting event, physical activity or festival is significant with reference to relevant sociological factors and issues for self, others and society are required.	
Missing self, others or society	When examining the significance for self, others and society, an explanation of ALL THREE of these areas are required.	
Lack of sociological factors	Clear references should be made to relevant sociological factors and issues when explaining how and why their selected sporting event, physical activity is significant. For example, three of SPEECH factors.	
Too many sociological factors being explained	Students should select the most relevant sociological factors and issues for self, others and society of a sporting event, physical activity or festival. Reducing the number of sociological factors and issues (for example, three) may help reduce the amount of evidence produced and allow more depth in the student explanations.	

No inter-relationship between the sociological factors	For Excellence, evidence is required to explain the inter-relationship between relevant sociological factors and the significance of the selected sporting event/activity or festival. For example, for a kapa haka festival this could be cultural and historical.	
No supporting evidence	For Merit and Excellence, supporting evidence is required to support the in-depth/critical examination. Examples of this evidence could include; research, specific examples, case studies, quotations, or personal accounts.	

### 91332 (2.6) Evaluate leadership strategies that contribute to the effectiveness functioning of a group

Issue	What is required	Reflection
Too many leadership strategies	Selecting the most relevant leadership strategies may help reduce the amount of evidence produced and allow more depth in the student explanations.	
Low level explanations	Student responses are required to explain how and why (with specific examples) each leadership strategy is applied. There should be a clear explanation of how each strategy then contributed to the effective functioning of the group in a physical activity context.	
Responses not clearly showing the application, but in general terms	Clear personal application of the leadership strategies is required.	
Lack of judgements made for Excellence	<p>Coherent judgements that show insight could consider:</p> <ul style="list-style-type: none"> <li>- what leadership strategies they may consider using again, why/why not?</li> <li>- positives and negatives of the leadership strategies being applied</li> <li>- the leadership ship strategies that are the most/ least beneficial in relation to the effective functioning of the group.</li> </ul> <p>These judgements should be justified and supported by specific examples from own experience. Relevant suggestions for future application that are reasoned are required.</p>	
Using leadership styles rather than strategies	Student evidence is required to evaluate leadership strategies (communication), rather than leadership styles (democratic, laissez faire), that contribute to the effective functioning of a group.	

Explanations not about the effective functioning of a group but on them as a leader	The explanations should explain how the student's OWN use of leadership strategies contribute to the effective functioning of the identified GROUP in a physical activity context.	
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### 91333 (2.7) Analyse the application of risk management strategies to a challenging outdoor activity

Issue	What is required	Reflection
Inappropriate outdoor education activities, for example, pool situation, bouncy castles, etc	This standard requires a focus on analysing the application of risk management strategies to a challenging outdoor activity. For example, skiing on a mountain, surfing, tramping. The EN6 for this standard provides guidance around appropriate challenging outdoor education activities.	
No application of risk management strategies	The risk management strategies are required to be applied by the student in a challenging outdoor activity.	
Lack of analysis	<p>An analysis should include:</p> <ul style="list-style-type: none"> <li>- clearly identified risk</li> <li>- what the risk management strategy is</li> <li>- how and why each identified risk management strategy is applied, with specific examples of application from their own experience.</li> </ul> <p>Each strategy should include what happens before, during and after the activity.</p>	
Strategies not related to the identified risk	An explanation of how and why each risk management strategy is relevant to the identified risk is required.	
Too many risk management strategies being explained	The most relevant risks and strategies appropriate to the challenging outdoor activity should be selected. This may help reduce the amount of evidence produced and allow more depth in the student explanations.	

### 91334 (2.8) Consistently demonstrate social responsibility through applying a social responsibility model in physical activity

Issue	What is required	Reflection
Lack of teacher evidence eg only the level of responsibility,	The teacher evidence required needs to relate to the specific skill/descriptors of each level of social responsibility. For example, Level 3 and 4's criteria (refer to exemplars)	
Lack of consistency in the demonstration	Evidence of consistently demonstrating the level of responsibility over a period of time is required.	
No ongoing student reflections	Student responses require the use of ongoing reflections within a social responsibility model in physical activity.	
Wider context for Excellence	For Excellence, students are required to demonstrate social responsibility in a wider context. The wider contexts involve a physical activity context in other aspects of their lives beyond school. For example, coaching a school or community sports team.	
Only self and peer evidence	Final grades should be based on teacher/assessor observations for each of the criteria for the levels of social responsibility. The teacher may consider validated self and peer observations as additional evidence to support judgements.	

### 91335 (2.9) Examine the implementation and outcome(s) of a physical activity event or opportunity

Issue	What is required	Reflection
No clear aim/intended outcome	There must be a clear aim/intended outcome with an explanation about why the aim was selected.	
Lack explanations	Explanations (how and why with supporting evidence) is required for: <ul style="list-style-type: none"> <li>- The intended aim/purpose</li> <li>- The planning</li> <li>- The implementation</li> <li>- The outcomes</li> <li>- The ways in which the outcomes relate to the planned aim/purpose.</li> </ul>	
No links between planning, intended outcomes and actual outcomes.	Clear links are required to be made between the planning, the intended outcomes and the actual outcomes to achieve the standard.	

### 91336 (2.10) Analyse group processes in physical activity

Issue	What is required	Reflection
Not focussed on group processes	The focus of the standard should be on analysing the group processes rather than the physical activity. For example, ways of communicating, roles in the group, ways of working together.	
Lack of explanation	The ongoing reflection should include: <ul style="list-style-type: none"> <li>- what the group process is</li> <li>- how and why each group process is experienced</li> <li>- -specific examples of how each group process is experienced.</li> </ul>	