

Issues seen in Moderation for Level 3 Physical Education

91498 (3.1) Evaluate physical activity experiences to devise strategies for lifelong well-being

Issue	What is required	Reflection
Lack of examination of personal physical activity experiences to date	Physical activity experiences to date being are required to be examined at L8 of curriculum. This includes how, why, with specific examples. Note: More than one physical activity experience to date is required to be examined.	
Too much detail going into personal examination (over assessing)	The most relevant parts of their personal physical activity experiences which may help reduce the amount of evidence produced and will allow more depth in the student evaluations.	
Not relating devised strategies to prior physical activity experiences	The devised strategies for life-long well-being should be linked to personal physical activity experiences to date. These should be explained and linked to well-being.	
No step of the devised strategy	There is no step up of the explanation of the devised strategies for Merit and Excellence.	
No judgements made	Clearly identified judgements should be made about relationship between these experiences AND potential impact of them on lifelong well-being. The judgements should be explained and supported with specific examples from physical activity experiences to date. The step ups for the judgements are: - Coherent – clear and connected - Coherent and insightful – clear, connected and shows deeper understanding	
Lack of inter-relatedness between the dimensions of well-being.	An inter-relatedness of the dimensions of well-being should be clear in the judgements made as well as the devised strategies.	
Assumptions not relating to student’s own physical activities experiences	The questioning and challenging assumptions about the relationship between the experiences and the potential impact of the experiences on well-being should relate to the student’s OWN physical experiences to date.	

91499 (3.2) Analyse a physical skill performed by self or others

Issue	What is required	Reflection
Does not break down the component parts of the skill.	EACH component part of the skill must be broken down. For example, preparation phase, contact phase and follow through.	
Not explaining the biomechanical principles in each component part	For each of the component parts of the skill, the biomechanical principles need to be explained. For example, how and why, with specific examples from the analysis. Note: More than one biomechanical principles should be used.	
Not explaining the component parts with a focus on self or another individual	Each component part of the skill needs to be explained using biomechanical principles for self or another individual rather than a general summary or description of the skill.	
No feedback and/or feed-forward using biomechanical principles	The explanations of the component parts of the skill using biomechanical principles is required in the feedback and /or feed-forward to the performer with the intent of improving their performance in the skill.	
No inter-relating between biomechanical principles for in depth understanding for Merit	The discussion requires a detailed explanation of (how and why with specific examples) the biomechanical principles inter-relate to improve performance of the skill being analysed.	
No conclusions drawn about which part of the skill that has the greatest impact for Excellence	Evidence drawing clear conclusions about which parts of the skill have the greatest impact on performance using biomechanical principles is required. These conclusions need to be justified and supported with evidence from the analysis.	
No other factors explained for Excellence	The other factors that influence the person's ability to improve their performance of the skill is required. For example, other biophysical principles or socio-cultural factors. These factors need to be explained how and why with specific examples how improve performance.	
Separate anatomy analysis (usually a large section)	When students are explaining the parts using biomechanical principles, it is expected that anatomical knowledge is inherent in their explanation rather than a separate anatomical analysis.	
Too many biomechanical principles	The most relevant principles could be considered to allow more depth in the analysis.	

91500 (3.3) Evaluate the effectiveness of a performance improvement programme

Issue	What is required	Reflections
Lack of examination using biophysical principles and socio-cultural factors	The examination should include an explanation of how and why (with specific examples from their OWN improvement programme) for using each biophysical principle and socio-cultural factor.	
The sociocultural factors do not relate to the actual performance improvement programme	An examination of socio-cultural factors is required. For example, societal, political economic, environmental, ethical, cultural, historical, technocentricity, healthism, commodification or body as a machine. These must relate to the student's ACTUAL performance improvement programme to make judgements about the effectiveness of the programme.	
Too many biophysical principles/ or socio-cultural factors	<p>Focusing on the most relevant biophysical principles and socio-cultural factors will allow for more depth in the student evaluation. For example, not all sociocultural factors (SPEECH) need to be examined.</p> <p>More than one biophysical principle and more than one socio-cultural factor is required to be evaluated. The weighting does not need to be equal.</p>	
No judgements made about the effectiveness of the programme	<p>Clearly identified judgements about the effectiveness of the student's actual programme using relevant biophysical principles and socio-cultural factors. The judgements should be supported by explanations and specific examples from the training programme or log book.</p> <p>The step ups for the judgements are:</p> <ul style="list-style-type: none"> - Coherent – clear and connected - Coherent and insightful – clear, connected and shows deeper understanding 	
Lacks critical evaluation	Coherent and insightful judgements need to be made by questioning and challenging assumptions about the effectiveness of the student's ACTUAL performance improvement programme. These judgements need to be used to identify modification(s) to improve the effectiveness of the programme which should be justified and supported with evidence.	
Components of fitness identified as biophysical principles	Components of fitness are not considered to be a biophysical principle.	

91501 (3.4) Demonstrate quality performance of a physical activity in an applied setting

Issue	What is required	Reflection
A tick on the rubric for the grade for each element rather than for each skill.	Teacher evidence of the performance of the physical activity in an applied setting over a period of time for each of the skills/elements involved. For examples for each skill and element	
Limited teacher evidence to confirm Merit or Excellence	Evidence of consistency of the performance of the physical activity in the applied setting is required to be collected over a period of time.	
Borderline grades	Teacher commentary supports the final grade awarded when evidence suggests it is a grade boundary.	
No validating/verifying information from coaches	Teacher validation/verification is required of the student demonstrating quality performance of a physical activity in an applied setting.	
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.	
Rubric not in the guidelines.	<p>Rubrics not in the 'Guidelines for Assessing against 91501' document can be developed for this standard. This involves:</p> <ul style="list-style-type: none"> - The elements and skills be at level 8 of the curriculum and the Excellence should challenge top percentage of students nationally. - Evidence of student results should assist to support the criteria. For example, the spread of grades - 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. <p>This evidence should be submitted for moderation.</p>	
Older rubric 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	The expired rubrics from old appendix 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 demonstrated in an applied setting eg 8 min swim	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. The skills and elements should be at level 8 of the curriculum.	

<p>Tough Guy/Tough Girl 2017 onwards</p>	<p>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.</p> <p>Developing criteria after other similar events should be considered.</p>	
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91502 (3.5) Examine a current physical activity event, trend, or issue and its impact in New Zealand society

Issue	What is required	Reflection
Not a current physical activity event, trend or issue	The physical activity event, trend and issue needs to be CURRENT.	
Lack of examination of the current physical activity event, trend, or issue	<p>The examination involves researching and explaining (how and why) a current physical activity event, trend and issue.</p> <p>Note: The issue needs to be physical activity one rather than about drugs, violence and obesity. These issues need to be related back to a current physical activity issue.</p> <p>Note: Obesity is a health issue rather than a physical activity issue.</p>	
Lacks conclusions about the impact on New Zealand society	<p>Clearly identified conclusions must be drawn from the researching and explaining the current physical activity event, trend or issue around how the event impacts on New Zealand society. These conclusions need to be justified (explanations why) and supported with researched evidence.</p> <p>The step ups for the judgements are:</p> <ul style="list-style-type: none"> - Coherent – clear and connected - Coherent and insightful – clear, connected and shows deeper understanding 	
Too many socio-cultural factors	The most relevant socio-cultural factors (SPEECH) need to be covered rather than all. This will allow more depth in the examination.	
ONLY using quotes from different perspectives rather than using quotes to support explanations.	The student needs to explain in their own words from different perspectives and use the quotes to support the explanations.	
Lack of questioning and challenging assumptions	The assumptions should relate to the physical activity event, trend or issue. These assumptions need to be questioned and challenged.	

91503 (3.6) Evaluate the use of health promotion to influence participation in physical activity

Issue	What is required	Reflection
One off event issue	Students must be fully involved in applying a health promotion process to influence participation in physical activity over a period of time rather than a one-off experience. This will allow students to evaluate a health promotion process.	
Lack of reviewing steps of the health promotion process	<p>Students need to be involved in the health promotion process (ACLP) to be able to review each step (identifying the issue, developing knowledge and insight, developing the vision, understanding - gathering, analysing and evaluating ideas, planning, acting and reflecting and evaluating) and its implementation.</p> <p>The review should include reasons why/ why not each step of the health promotion process and its implementation worked or did not work, supported with evidence from implementing EACH step.</p>	
No 'issue' step of ACLP health promotion process	An important step of the process is for the students to clearly define the physical activity issue influencing participation for the targeted group and why it an issue.	
Little or no judgements about the impact of the process on participation	<p>Clearly identified judgements should be made about the impact of health promotion process (ACLP) on participation of the group of individuals involved. These judgements should be justified and supported with specific examples from the implementation of the process.</p> <p>Note- the impact has to relate to influencing participation on physical activity</p> <p>The step- up of the judgements are:</p> <ul style="list-style-type: none"> - Coherent – clear and connected - Coherent and insightful – clear, connected and shows deeper understanding 	

<p>Lack of questioning and challenging of assumptions</p>	<p>The assumptions should relate to the health promotion process (the steps/whole process). These assumptions need to be questioned and challenged.</p> <p>This could include challenging and questioning the assumption that the ACLP health promotion process is the most effective way to influence participation in physical activity. For example, how other models of health promotion sit alongside the ACLP and assisted (or could have assisted) me in taking action process?</p> <p>Examples of health promotion models: Health Education models: behavioural change, self empowerment and collective action Global models: The Ottawa Charter and Bangkok Charter Māori Models: Te whare tapa wha, The Treaty of Waitangi, Te Pae Mahutonga Pasifika Models: Fonofale, Fonua</p>	
<p>The planning for the action not included.</p>	<p>Evidence of the planning for the action needs to be included as it provides evidence towards the evaluation.</p>	
<p>Issue – expired standard being used – barriers, enablers, planning, what happened.</p>	<p>The current standard focuses on an evaluating the use of health promotion to influence participation. The evaluation includes:</p> <ul style="list-style-type: none"> - reviewing the steps in a health promotion process - making judgements about the impact of the process on participation in physical activity <p>The evaluation should include explanations and supporting evidence from taking action using the health promotion process (ACLP).</p>	

91504 (3.7) Analyse issues in safety management for outdoor activity to devise safety management strategies

Issue	What is required	Reflection
Inappropriate outdoor activity eg swimming in school pool etc	Appropriate outdoor activity should be considered for the context to allow more depth in the analysis. For example, kayaking, rock climbing, surfing.	
The safety management issue selected	<p>Relevant safety management issues need to be identified at L8 of the curriculum. This needs to be a step up from Level 2. For example, focusing on school policies, impact on ecosystems rather than on bee stings or taking a drink bottle</p> <p>Note: The issue needs to focus on the outdoor activity itself rather than the whole day.</p>	
Too many safety management issues	The most relevant issues could be considered to allow more depth in the analysis.	
Unclear safety management issues	The safety management issue needs to be clearly identified. These issues need to be explained how and why it is an issue.	
Lack of examination of the factors that influence the safety management issue	Each factor needs to be explained (how and why with supporting evidence) it influences the issue.	
No devised strategies	Devised strategies that clearly link to each safety management issue are required. An explanation how and why these strategies will address the safety management issues is required.	
Lack of wider implications	<p>The examination involves an explanation how and why the wider implications and/or impacts of the factors influencing the safety management issue. There needs to be an inter-relationship between the factors.</p> <p>Wider implications maybe those issues that are beyond what is required at level 7 of the curriculum (people, equipment and environment). Examples of these issues are provided in Explanatory note 3, such as impact on the ecosystems, school policies, legislation.</p>	
Lack of questioning and challenging assumptions and practices	The questioning and challenging of assumptions and practices need to relate to safety management in outdoor activities. These assumptions need to be questioned and challenged.	
Personal application and experience rather than only a focus of on the articles about safety management issues in the outdoors	Evidence of personal experience in the outdoors activity provides supporting evidence in the examination of the safety management issue. This could allow more depth of explanation rather than only evidence from articles about safety management issues in the outdoors.	

<p>Reflect on applying safety management issues only rather than analysing to devise strategies</p>	<p>The focus of the standard to is analyse safety management issues to devise the strategies they could put in place to ensure that the outdoor activity is managed safely.</p>	
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91505 (3.8) Examine contemporary leadership principles applied in physical activity context

Issue	What is required	Reflection
Too many contemporary leadership principles	The most relevant contemporary leadership principles should be considered to allow more depth in the examination. For example, 3 examples.	
Lack of depth of examination	<p>The examination involves researching and explaining (how and why) contemporary leadership principles for physical activity contexts at level 8 of the curriculum.</p> <p>Note: Clear evidence of research from a range of sources is expected for each contemporary leadership principle being examined related to physical activity contexts.</p>	
Only using one physical activity context	The contemporary leadership principles should be applied in more than one physical activity contexts.	
Lack of application of the contemporary leadership strategies in physical activity contexts.	The contemporary leadership principles should be applied in physical activity contexts rather than head girl and ball committee activities.	
No conclusions drawn about the relevance and suitability of the contemporary leadership principles	<p>Clearly identified conclusions about the contemporary leadership principles' relevance and suitability for physical activity contexts. These conclusions should be justified and supported with researched evidence and the student's own application of the contemporary leadership principles.</p> <p>The step-up for the judgements are:</p> <ul style="list-style-type: none"> - Coherent – clear and connected - Coherent and insightful – clear, connected and shows deeper understanding 	
Lack of questioning and challenging assumptions	Assumptions should be developed relating specifically to contemporary leadership principles, and how these are applied. These assumptions should then be questioned and challenged.	
Leadership styles being the focus rather than the contemporary leadership principles	The contemporary leadership principles should focus on more contemporary perspectives, such as, collaborative leadership and distributed leadership rather than democratic, laissez faire and autocratic typically used at Level 2.	

91789 (3.9) Devise strategies for a physical activity outcome

Issue	What is required	Reflection
Physical activity outcome not clearly identified.	The physical activity outcome need to be clearly identified.	
The strategies not clearly identified	The strategies need to be clearly identified.	
Lack of depth of knowledge related to the physical activity outcome	The process of developing the strategies should explain how and why (with specific examples) the knowledge underpinning each strategy is used and linked to achieving the physical activity outcome/goal before trialling the strategies.	
Too much knowledge	The knowledge could include all of one area. For example, biophysical, sociocultural and specific physical context, or it may involve two or three of the areas depending on the physical activity outcome.	
No trialling and adjusting the strategies	Evidence of the strategies being trialled, with supporting evidence and an explanation of how and why adjustments are made for each strategy in order to achieve the intended outcome are required. If no strategies require adjustment, this needs to be reflected in the explanation relating to the physical activity outcome.	
Lack of evidence of how the intended strategies are to be used	Evidence (specific examples) should support the explanations (how and why) the strategies will be used to achieve the physical activity outcome.	
Lack of evidence of the trialling	Evidence of the trialling of the strategies, with supporting examples is required.	
Lack of evidence of adjusting of the strategies	Evidence (specific examples) should support the explanations (how and why) the strategies will be adjusted.	
Lack of knowledge to support the strategy. For example, training plans to support MOT and POT knowledge	Training plans should be included to support the methods and principles of training knowledge as provides specific examples of how the student intends to apply methods and principles of training strategies.	
Student work is an evaluation rather than devising strategies and trialling and adjusting them.	Strategies needs to focus on how the strategies may need to be changed or modified to achieve the intended physical activity outcome rather than evaluating how well the strategy went.	
The student evaluates the final outcome	The intent of the standard is to trial and adjust strategies to achieve the physical activity outcome rather than to evaluate the final physical activity outcome.	

Lack of questioning and challenging assumptions	Development of the questioning and challenging of assumptions should actually relate to their knowledge, strategies, physical activity outcome or trialling and adjusting. These assumptions need to be questioned and challenged.	
Issue of components of fitness seen as biophysical principles	Components of fitness are not biophysical principles.	