

**Assessment Schedule – 2010****Scholarship Physical Education (93501)**

*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
<b>QUESTION ONE</b>	
<p>The candidate:</p> <p><b>Critically evaluates</b> the goal-setting and planning purposes and processes by making judgements about the worth of such processes.</p> <p>The candidate must be able to critically evaluate the contributing issues or factors involved in the goal-setting and 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>A critical evaluation could include:</p> <ul style="list-style-type: none"> <li>• Discussion on the necessity of goal-setting and planning prior to a programme and /or experience, which might include: <ul style="list-style-type: none"> <li>• the necessity to goal-set and plan prior to a programme or experience</li> <li>• possible consequences if there was no goal-setting or planning prior to an activity or experience</li> <li>• discussion on possible assumptions made about goals when planning programmes</li> <li>• discussion on the worth of goal-setting and planning.</li> </ul> </li> </ul> <p>Candidates MUST discuss not only the goal-setting process and purpose, but also the planning process and purpose. The response cannot be solely one on goal-setting in isolation without any consideration of the planning process.</p> <p>Beyond this, candidates should understand that one of the purposes of goal-setting and planning is so we become better informed about what we are doing and why we are doing it. As a consequence, we become more ‘physically educated’ and are able to critically evaluate and discriminate to a greater extent what we are being told by coaches/ media/ teachers. Further, it allows us to be able to pass on our experience of goal-setting and planning to others to come after us.</p> <p>Goals are often set and planned without due consideration of basic factors. The process of goal-attainment comprises TWO phases:</p> <p>(1) Goal-setting</p> <p>(2) Planning.</p>	<p>The question is focused on the candidate’s ability to critically evaluate the processes and purpose of goal-setting and planning in a physical activity programme or experience.</p> <p><b>Scholarship with Outstanding Performance (7, 8 marks).</b></p> <p>The candidate’s response demonstrates a high level of critical evaluation through depth of understanding, a high level of sophistication across a range of factors including integration of ideas, creativity, fluency, and logical and precise communication. There is balance in the integration of theory and practice.</p> <ul style="list-style-type: none"> <li>• For 8, there are small / minor modifications that could be made to the response to improve the answer, but the critical evaluation response none the less is outstanding – given the time available to the candidate. The answer demonstrates that the candidate has a clear understanding of the processes and purpose of goal-setting and planning in 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.</li> <li>• 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.</li> <li>• Examples should appropriately demonstrate the application of theory in practice. If not, this should be part of the critical evaluation, ie where theory does not match practice, this should be discussed as to why.</li> <li>• In both cases there is clear evidence of depth of understanding on those aspects the candidate has chosen to consider, as opposed to covering many aspects of goal-setting and planning with minimal depth – quality of understanding as opposed to breadth of recall.</li> <li>• Critical evaluation remains paramount.</li> </ul>

Evidence	Judgement
<p><b>Goal-setting:</b> Involves asking essential questions before committing to a goal such as:</p> <ul style="list-style-type: none"> <li>• Why am I doing this?</li> <li>• What do I expect to achieve?</li> <li>• How much time have I, and will I, have available?</li> </ul> <p>Often, outcome goals are set rather than performance goals. Outcome goals rely upon factors outside the control of the participant, eg other athletes, judges, weather conditions, obstacles, etc. The issue here is that the participant loses control over their own goal by relying on the “cooperation” of other factors.</p> <p>Performance goals are based on factors the participant can control, eg quality of training, quality of equipment, knowledge of surroundings, etc. Performance goals are goals such as personal bests, gaining experience, feeling one has contributed to the team or group to the best of their ability.</p> <p>A candidate may also consider that goals are often set by other people, eg teammate expectations, parental/ coach/ media 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, not others. This is one of the main drawbacks in a personal exercise programme or experience where everyone has to do the same goal. It falls over at the first hurdle of goal-setting. A candidate should also suggest alternatives or ways in which a participant may wrestle personal control back from a group/ team goal.</p> <p>Once the nature of the goal has been determined, the participant should be considering what they bring to the goal. This may involve a well-being profile or task analysis in which the key features of the desired goal are identified and compared to the participant, eg physical, social, emotional/ mental well-being prior to working towards a goal. This identifies strengths and weaknesses in the personal profile that may act as barriers or enablers to goal attainment. It may also involve questioning their knowledge and understanding of the goal to see where they need to become more informed and hence prepared to undertake to reach the goal. Knowledge/ evidence/ data can be used to identify / establish a starting point from which progress, success, failure to reach goals can be measured and inquired into. Participants should also consider what other factors may act as barriers or enablers, eg time analysis, lifestyle analysis, knowledge and understanding, travel, equipment, money, other commitments, etc. In all cases, possible solutions to overcome these potential barriers should be considered.</p> <p>The candidate should also discuss the importance – within their chosen context – of the SMARTER (or</p>	<p><b>Excellent Performance (5, 6 marks).</b></p> <p>The candidate’s response critically evaluates information to demonstrate a holistic understanding of physical education, arising from both theoretical and practical application, though not to the same standard as the outstanding candidate.</p> <ul style="list-style-type: none"> <li>• For 6, critical evaluation is evident; the candidate has shown a balance between the theoretical knowledge and practical application. Balance does not have to be 50:50, rather the use of theory and practice examples/ illustrations are appropriate or relevant, given the body of the response.</li> </ul> <p>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.</p> <ul style="list-style-type: none"> <li>• 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 may be evidence of repetition of ideas.</li> </ul> <p><i>A candidate in this area has produced a piece of work worthy of Scholarship standard. It must address both goal-setting and planning.</i></p> <p><b>Sound Performance (3, 4 marks).</b></p> <p>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.</p> <ul style="list-style-type: none"> <li>• For 4, the response shows <i>some</i> evidence of critical thinking, but has not done so consistently to warrant some critical evaluation of 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.</li> <li>• For 3, the response has little evidence of critical thinking and <b>no</b> evidence of critical evaluation. The candidate has clearly favoured breadth over depth. This may be illustrated in trying to cover as many points as possible and has only succeeded in producing a piece of work that lacks depth or development of any of these ideas. This is evidenced by the fact that the piece of work is a recollection, explanation, description, etc. They have not, in effect, answered the questions.</li> <li>• In both cases, there are many unsubstantiated</li> </ul>

similar model), aspects of goal-setting, ie:

- Specific
- Measurable
- Attainable
- Realistic
- Time based or Time frame
- Exciting/Enjoyable
- Recorded.

Candidates may not only demonstrate their depth of knowledge in these areas but should provide examples of good and not good practice, eg:

*A goal should be exciting or enjoyable so the performer remains in personal control of the goal and can intrinsically motivate themselves to achieve that goal. This becomes difficult, if, for example, a goal has been set for a whole group/class that does not align with what the participant sees as being enjoyable/exciting. Consider the example of someone who has to swim (as a goal set for them), who cannot swim.*

When all the factors identified above have been used to inform the setting, the goal can be considered and set.

Other factors candidates may consider:

- What can be done to enhance goal success?
  - intrinsic versus extrinsic motivation (with intrinsic motivation having been shown to be more important in goal attainment than extrinsic motivation)
  - support/company and advice of others (goals do not exist in a vacuum)
  - knowledge and understanding of the goal.
- What factors increase the probability of goal failure?
  - lack of SMARTER planning
  - poor profiling or underestimating/overestimating of abilities.

#### **Planning:**

Once the goal has been set, the participant can then move with a degree of confidence to the design/ planning of the experience or activity, knowing that they have considered the nature of the goal, the reasoning behind it and what they bring to the goal as an individual.

Planning involves asking further essential questions such as:

- **How** am I going to do this? (POT's, MOT's, Safety Management System, barriers and enablers, monitoring).
- **What** am I specifically going to do? (Programme specifics/individual planning).

The reference should be used in the body of the response, eg the quote talks about what goal-setting and planning can do for us, but does not discuss what needs to be done before embarking on the experience/ activity, ie what do I bring to it, why am I doing it, etc.

assumptions and generalisations.

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

Ideas stated, information recalled. The candidate shows no evidence of critical evaluation and demonstrates 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).**

Blank answer or irrelevant evidence.

Evidence	Judgement
<b>QUESTION TWO</b>	
<p>The candidate:</p> <p><b>Critically evaluates</b> a current physical activity event, trend, or issue and examines the impact that this is having on New Zealand society.</p> <p>Theory and practice should be balanced and integrated into the answer. Good balance shows that a candidate is not only aware of the theory/statistics/assumptions surrounding the trend toward “cotton wool kids”, but can also illustrate where we might see evidence of this, or can justify the assumption.</p> <p>A candidate who shows an imbalance between theory and practice will use examples for the sake of using examples without the support of a theory or point they are trying to make. Statistics may be presented in isolation. Theory may be dominant to the detriment of examples. Equally there may be a disconnect between theory and practice.</p> <p>The candidate must be able to critically evaluate the trend towards cotton wool kids and consider its impact (if any), on New Zealand society, then adopt and justify a position.</p> <p>A critical evaluation could include:</p> <ul style="list-style-type: none"> <li>• a range of perspectives on possible causes/ influences on the current physical activity event, trend, or issue</li> <li>• a range of perspectives on possible impacts it is having on New Zealand society, which may be drawn from societal, political, economic, environmental, cultural, or historical perspectives</li> <li>• an indication of where the candidate stands in relation to the issue following a reasoned argument</li> <li>• in both instances, breadth should not be valued above depth of understanding and the development of ideas within it.</li> </ul> <p>Candidates MUST discuss not only the trend and causal factors, but also any potential impact on New Zealand society. The response cannot be solely one on exploring the trend in isolation without any consideration of impact on New Zealand society.</p> <p>Considerations that should be considered:</p> <ul style="list-style-type: none"> <li>• What is a trend?</li> <li>• Are “cotton wool kids” a trend?</li> <li>• How is a trend different to an issue?</li> <li>• How do we define “cotton wool kids”?</li> <li>• Why is this generation of children considered “cotton wool kids” rather than previous generations (historical)?</li> <li>• Evidence for/against the growing trend towards a</li> </ul>	<p>The question is focused on the candidate’s ability to critically evaluate how a current physical activity event, trend, or issue, has impacted on New Zealand society. In this context, the trend is “cotton wool kids”.</p> <p><b>Scholarship with Outstanding Performance (7, 8 marks).</b></p> <p>The candidate’s response demonstrates critical evaluation, via depth of understanding through a high level of sophistication across a range of factors, including integration of ideas, creativity, fluency, and logical and precise communication. There is balance in the integration of theory and practice.</p> <ul style="list-style-type: none"> <li>• For 8, there are small / minor modifications that could be made to the response to improve the answer, but the response none the less is outstanding – given the time available to the candidate. The answer demonstrates that the candidate has a clear understanding of the trend. 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.</li> <li>• At 8, it is expected that a candidate would be able to discriminate between the word <i>trend</i> (used this year), as opposed to saying it is an <i>issue</i>. <i>Trend</i> implies that there has been an ongoing movement in one direction or another – in this case – growing trend. The candidate may or may not argue that it has reached the point of becoming an <i>issue</i> – and hence requires greater exposure, intervention, etc.</li> <li>• 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.</li> <li>• In both cases, examples should appropriately demonstrate the application of theory in practice. If not, this should be part of the critical evaluation, ie where theory does not match practice, this should be discussed as to why.</li> <li>• Critical evaluation remains paramount.</li> </ul> <p><b>Excellent Performance (5, 6 marks).</b></p> <p>The candidate’s response critically evaluates information to demonstrate a holistic understanding of physical education, arising from both theoretical and practical application, though not to same standard as the outstanding candidate.</p> <ul style="list-style-type: none"> <li>• For 6, critical evaluation is evident; the candidate’s examples should appropriately demonstrate the application of theory in practice. If not, this should be part of the critical evaluation, ie where theory does not match practice, this should be discussed</li> </ul>

generation of “cotton wool kids”, eg is it just a popular media creation?

- Causal factors to support/refute the notion, eg smaller families, media fear tactics, heightened awareness of safe communities, injury risk and identification, laws relating to aspects of health and safety, political correctness, busy lifestyles meaning less time invested in children and children's play, impact of technology, etc.
- Consideration that the reference used in the question makes the assumption that this relates solely (as a potential impact), around motor skill development, when it also impacts on social, emotional/mental and spiritual well-being.
- Potential impacts on motor skill development.
- Why is it important that children establish a large repertoire of motor skills from an early age, ie skill acquisition and confidence to try something new (may relate this to own experiences)?

#### Impacts on New Zealand Society:

- potential impacts on social development and how this might impact on New Zealand society
- potential impact on emotional/mental development, eg lack of self-confidence, instilled feeling of fear, that there will always be someone there to take/ manage consequence and how this might impact on New Zealand
- sanitised play areas – more costly to councils
- children less comfortable with own ability, less children in activity/sport may lead to increased medical care and costs
- a generation of kids who 'fear' and lack the self-confidence to take risks, or accept challenge for fear of outcomes
- New Zealand considered a less active nation – less kudos for world sport
- more litigation for complaints from accidents in sport/activity leading to perpetual safety issues, thus exacerbating the trend
- fewer outdoor experiences in schools leading to decreased appreciation of the outdoors
- what can be done to arrest the growing trend, eg the importance of play, managed risk, encouraging risk/experimentation, whilst at the same time not being reckless/irresponsible
- the role of schools and play centres as areas for developing these skills
- the role of parents and extended families
- the role of lawmakers and the red tape associated with risk and challenge.

The candidate should recognise that “cotton wool kids” impacts total well-being, not just the physical dimension.

as to why.

- Depth of knowledge is evident in the answer, but some ideas have not been developed to the same extent as an outstanding candidate. Response lacks the sophistication and creativity of an outstanding candidate. There is no repetition of ideas.
- For 5, there is some critical evaluation; there is a balance in the integration of theoretical knowledge and practical application. There is less depth of idea development compared to a 6, as the candidate looks to show their range of understanding. There are more issues with the fluency and logic. There may be evidence of repetition of ideas.
- Since 5/6 represent Scholarship, a candidate may be able to discriminate between the word *trend* (used this year), as opposed to saying it is an *issue*. However, if the candidate critically evaluates from the perspective of an issue, this is acceptable. *Trend* implies that there has been an ongoing movement in one direction or another – in this case – growing trend. The candidate may or may not argue that it has reached the point of becoming an issue – and hence requires greater exposure, intervention, etc.
- In both cases, there is suitable consideration given to not only the growing trend towards a “cotton wool” kid generation, but also the potential (if any), impact on New Zealand Society. In this respect the response feels balanced.

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

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

The candidate attempts to critically evaluate information to demonstrate an informed understanding of physical education, arising from both theoretical and practical application. The candidate attempts to address the question – is able to apply some relevant understanding. Reasonably well-organised, inconsistencies evident, superficial coverage and examples that do not relate to or detract from the answer.

- For 4, the response shows *some* evidence of critical thinking, but has not done so consistently to warrant some critical evaluation of 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 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 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

have not in effect answered the questions.

- In both cases, there are many unsubstantiated assumptions and generalisations.
- In both cases, the consideration of the growing trend towards a “cotton wool kid” generation 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 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).**

Blank answer or irrelevant evidence.

Evidence	Judgement
<b>QUESTION THREE</b>	
<p>The candidate: Adopts a position and critically evaluates whether the application of skill learning theory can “fix” the unskilled. The candidate’s answer must provide a reasoned argument that integrates knowledge about factors impacting on performance improvement – this will be predominantly within the field of skill learning theory.</p> <p>A critical evaluation could include:</p> <ul style="list-style-type: none"> <li>• What constitutes a skilled versus unskilled performer?</li> <li>• Factors within motor skill learning and skill acquisition that can “fix” the unskilled.</li> <li>• Questioning whether or not people want to be “fixed”.</li> <li>• Questioning the notion that “fixed” means “better”.</li> <li>• Questioning the notion that “fixed” insinuates an absolute versus a notion of continual improvement (<i>Kaizen</i>).</li> <li>• Factors outside motor skill learning that affect skill acquisition, eg environment, previous experience, etc (they may even link Question Two to Question Three).</li> <li>• Support of the evaluation with appropriate breadth and depth of knowledge drawing on biophysical and sociocultural factors, which influence performance improvement.</li> <li>• Support of their evaluation with appropriate examples from their own experiences of performance improvement, research, or examples from wider society (they may even link Question Two to Question Three).</li> <li>• In both instances, breadth should not be valued above depth of understanding and the development of ideas within it.</li> </ul> <p>Critical to the argument is a discussion of skill learning theory to fix or not fix people. The candidate should recognise that there are biophysical and sociocultural factors that effect performance improvement. While they may argue for one as being more important, they are cognisant of the other factors in their argument.</p> <p>The candidate may consider, but is not to be limited by a consideration of the following: <i>Knapp</i> (1963) defines a skill as an action or performance that achieves a goal. It is a semi-permanent change in behaviour as a result of practice. Practice sets out to bring about neuromuscular changes via concretising of neural pathways and muscle memory. This can be achieved both physically and mentally. This question predisposes that skills we identify can be determined as skilled or unskilled. These depend on the objective of the goal but generally</p>	<p>The question is focused on the candidate’s ability to critically evaluate whether, with the application of motor skill learning theory, unskilled people can be “fixed”.</p> <p><b>Scholarship with Outstanding Performance (7, 8 marks).</b></p> <p>The candidate’s response demonstrates critical evaluation via depth of understanding through a high level of sophistication across a range of factors including integration of ideas, creativity, fluency, and logical and precise communication. There is balance in the integration of theory and practice.</p> <ul style="list-style-type: none"> <li>• For 8, there are small / minor modifications that could be made to the response to improve the answer, but the response 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. 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.</li> <li>• 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.</li> <li>• In both cases, examples should appropriately demonstrate the application of theory in practice. If not, this should be part of the critical evaluation, ie where theory does not match practice, this should be discussed as to why.</li> <li>• In both cases, an outstanding candidate should be able to discriminate between the skilled and unskilled performer and how this might have come about. They would also be able to recognise that sometimes we confuse poor technique as being unskilled when in actual fact it can be highly effective. The notion of subjective appraisal versus objective reality.</li> <li>• An outstanding candidate should recognise that the reference is objecting to unskilled performance being almost reduced to the level of disease and hence is something that can be fixed or cured through application of skill learning theory in much the same way that a medicine is used to cure a disease.</li> <li>• Critical evaluation remains paramount.</li> </ul> <p><b>Excellent Performance (5, 6 marks).</b></p> <p>The candidate’s response critically evaluates information to demonstrate a holistic understanding of physical education, arising from both theoretical and</p>

the skilled performer will demonstrate ease and efficiency of movement in achieving the goal, eg Tiger Woods with a golf swing.

The unskilled performer does not have this and may subjectively be referred to as having poor technique, as opposed to, textbook form. We need to be cautious however as there are many examples of great athletes whose technique has been considered unorthodox and something you would never teach, yet they are highly effective and hence skilled, eg Andrew Jones' batting technique in cricket.

What factors have led to people becoming skilled versus unskilled, eg environment, opportunity, access, value placed on physical skills, encouragement, motivation?

If we have identified aspects of skill performance that we have labelled as unskilled, the question becomes, how do we "fix" it?

We might assume that they are still in the cognitive stage of learning (*Fitts and Posner, 1969*), and therefore need to be taught the key aspects of the skill they are looking to perform. This comes about by recognising that all skills consist of an executive programme (which is the objective of skill performance and governs the sequencing and timing of subroutines), which is made up of a number of subroutines. These subroutines must be performed in the correct order with the correct timing (spatial and temporal patterning).

An example may be provided from a candidate's experiences to illustrate an understanding of this.

The objective – using skill learning theory – is to improve performance. This may move the performer through the associative, to ultimately, the autonomous phase (should include what is required).

From here a candidate may discuss, with relevant theory and practical application of, the different techniques and biophysical and sociocultural factors affecting skill acquisition to help "fix" the unskilled, eg:

- massed versus distributed practice
- random versus blocked practice
- whole versus part learning
- speed versus accuracy
- drill versus discovery
- feedback – feedforward
- previous experience
- arousal
- learning styles (Multiple Intelligences, VARK, etc)
- environment
- personal motivation
- goal-setting

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. 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 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 is clear evidence of repetition of ideas.
- In both cases, examples should appropriately demonstrate the application of theory in practice. If not, this should be part of the critical evaluation, ie where theory does not match practice, this should be discussed as to why.
- Critical evaluation remains paramount.
- In both cases, the Scholarship candidate should be able to discriminate between the skilled and unskilled performer and how this might have come about. They would also be able to recognise that sometimes we confuse poor technique as being unskilled, when in actual fact it can be highly effective. The notion of subjective appraisal versus objective reality. This may be evident in the body of their response, but not made as explicit as that of the outstanding Scholarship candidate.
- A Scholarship candidate should recognise that the reference is objecting to unskilled performance being almost reduced to the level of disease, and hence is something that can be fixed or cured through the application of skill learning theory in much the same way that a medicine is used to cure a disease. While they may not make this as explicit as an outstanding candidate, they allude to it in the body of their response.

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

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

The candidate critically evaluates information to demonstrate an informed understanding of physical education, arising from both theoretical and practical application. The candidate attempts to address the question – is able to apply some relevant understanding. Reasonably well-organised,

- sports psychology
- sport nutrition
- biomechanical analysis
- coaching style
- situated learning
- exercise physiology (fitness training, MOTs, POT's)
- gender
- ethnicity
- age
- socio-economic status
- cultural beliefs
- well-being
- relationships.

The overriding assumption here is that coaching and tuition is available that allows for meaningful progress to be made, ie the coach/teacher has a higher skill learning understanding than those that need to be "fixed". Equally, that the person who needs to be "fixed", wants to be "fixed", and will benefit from it.

The candidate may conclude that skill learning theory may be able to "fix" if we recognise the assumptions being made initially, and fully understand whether the person concerned will benefit personally from being "fixed". It assumes that we value skilled over unskilled performance. It assumes that unskilled performers can be treated via a biophysical approach of the application of skill learning, and therefore be "fixed" without due consideration of those factors that led to unskilled performance in the first place.

Equally, the candidate may consider that the opening remark in the question, ie "improve performance" is the key objective. "Fixed" is too extreme. The juxtaposition of these two words, "fixed" and "improve", is important.

The candidate should include the notion that, although a process of motor skill learning can be used, it may come down to the influences on a person's motivation to improve, or their intended outcome, or their stage of learning, ie other aspects of skill learning theory and other sociocultural factors.

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 of 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 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 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).**

Blank answer or irrelevant evidence.

Evidence	Judgement
<b>QUESTION FOUR</b>	
<p>The candidate:</p> <p><b>Critically evaluates</b> the process as a mechanism for engaging in health promotion and illustrates with examples from their own knowledge and experience(s) in taking action / health promotion, or following a process.</p> <p>Candidates may define and explain:</p> <ul style="list-style-type: none"> <li>• health promotion</li> <li>• the Taking Action Process.</li> </ul> <p>The candidate must be able to adopt a position in respect to, and critically evaluate how appropriate / successful the suggested process is in contributing to health promotion.</p> <p>The candidate's answer must provide a reasoned argument that integrates knowledge and understandings about health promotion.</p> <p>A critical evaluation should include:</p> <ul style="list-style-type: none"> <li>• the value of the process as a tool for achieving health promotion</li> <li>• support of the evaluation with breadth and depth of knowledge by considering the importance or relevance of each step along the process</li> <li>• a consideration of alternative ways in which the process could be altered, ie consideration of different models</li> <li>• support of their evaluation with appropriate examples from their own experiences around taking action and health promotion.</li> </ul> <p>The candidate could consider the value of each step along the model, ie:</p> <ol style="list-style-type: none"> <li>(1) <b>Identifying an issue</b> is based on a needs analysis or seeing something that needs to change.</li> <li>(2) <b>Developing knowledge and insight</b> means to become informed about the issue via mechanisms, such as surveying, interviewing, questioning, research, and being able to analyse and use the analysis to inform the issue or process.</li> <li>(3) <b>Developing a vision</b> is based on what they hope to achieve and the outcomes it will generate.</li> <li>(4) <b>Understanding the situation</b> means to identify the barriers and enablers in the vision that will lead to positive outcomes.</li> <li>(5) <b>Planning</b> is applying the previous steps to map out a plan of action to be followed and to enhance the enablers, and minimise the barriers.</li> <li>(6) <b>Acting</b> means to put into action the previous steps and reflect continually throughout the process.</li> <li>(7) <b>Reflecting and evaluating</b> means to look back on what was done and identify what went right and</li> </ol>	<p>The question is focused on examining whether the candidate can critically evaluate the importance of applying a taking action model when instigating health promotion.</p> <p><b>Scholarship with Outstanding Performance (7, 8 marks).</b></p> <p>The candidate's response demonstrates critical evaluation via depth of understanding through a high level of sophistication across a range of factors including integration of ideas, creativity, fluency, and logical and precise communication. There is balance in the integration of theory and practice.</p> <ul style="list-style-type: none"> <li>• For 8, there are small / minor modifications that could be made to the response to improve the answer, but the response 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 application of each of the steps. 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.</li> <li>• 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.</li> <li>• In both cases, examples should appropriately demonstrate the application of theory in practice. If not, this should be part of the critical evaluation, ie where theory does not match practice, this should be discussed as to why.</li> <li>• Critical evaluation remains paramount.</li> <li>• In both cases, it is expected (though not required, but would serve as a good point of differentiation between Scholarship and Outstanding Scholarship), that the candidate notes the open nature of the process. In this respect, they note that the process allows for the identifying of an issue arising from the same piece of health promotion (post reflection), or the identifying of a completely new issue in a different area of health promotion.</li> </ul> <p><b>Excellent Performance (5, 6 marks).</b></p> <p>The candidate's response critically evaluates information to demonstrate a holistic understanding of physical education, arising from both theoretical and practical application though not to same standard as the outstanding candidate.</p> <ul style="list-style-type: none"> <li>• For 6, critical evaluation is evident; the candidate has shown a balance between the theoretical knowledge and practical application. Examples</li> </ul>

what went wrong. It involves asking ourselves "what if?" and "if I have my time again, I would..."

The candidate may recognise that while the process does not loop back on itself after reflecting and evaluating, it could easily do so. In effect, the process leaves itself open to a completely new issue being identified, or to addressing an issue identified from the reflecting and evaluating phase.

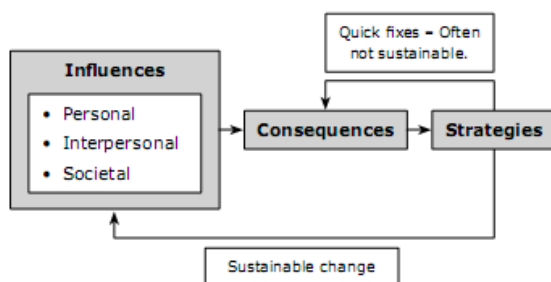
In all cases, the student critically evaluates the steps and the process as a whole by asking questions such as:

- "Why is it important?"
- "What if it was not done?"
- "What we should look for to ensure good practice?"
- "How did I/we apply it?"
- "What were the outcomes?"
- "How could we have done it better?"

Candidates may also discuss that this is but one model of taking action and health promotion. Essentially, at its core, health promotion is about empowering individuals, therefore the identification of the issue and the taking action model should act at the personal, interpersonal, or societal level, in order to make lasting / effective change, or other models such as:

- Behavioural Change Model
- Self-Empowerment Model
- Collective Action Model.

A candidate may comment on limitations to what they did, ie it did not work as planned because the strategy was simply reactive to a consequence, ie:



The candidate may conclude that ultimately what they participated in was a good example of neither taking action nor health promotion, when run against the ruler of the suggested process.

They may also critically evaluate whether or not the taking action process supported or hindered their hoped for outcomes.

should appropriately demonstrate the application of theory in practice. If not, this should be part of the critical evaluation, ie where theory does not match practice, this should be discussed as to why.

- The use of theory and practice examples / illustrations are appropriate or relevant, given the body of the response.
- Depth of knowledge is evident in the answer, but some ideas have not been developed to the same extent as an outstanding candidate. Response lacks the sophistication and creativity of an outstanding candidate. There is no repetition of ideas.
- For 5, there is some critical evaluation; there is a balance in the integration of theoretical knowledge and practical application. Examples should appropriately demonstrate the application of theory in practice. If not, this should be part of the critical evaluation, ie where theory does not match practice, this should be discussed as to why.
- There is less depth of idea development compared to a 6 as the candidate looks to show their range of understanding. There are more issues with the fluency and logic. There is clear evidence of repetition of ideas.
- In both cases, critical evaluation remains paramount.

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

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

Critically evaluates information to demonstrate an informed understanding of physical education, arising from both theoretical and practical application. The candidate attempts to address the question – is able to apply some relevant understanding. Reasonably well-organised, inconsistencies evident, superficial coverage and examples that do not relate to or detract from the answer.

- For 4, the response shows *some* evidence of critical thinking, but has not done so consistently to warrant some critical evaluation of 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 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 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, ie "I/we did this in applying a similar process to implement health promotion ..." 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 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).**

Blank answer or irrelevant 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.

**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:

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

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

#### QUESTION ONE

<b>WWL</b>	=	What Was Learnt
<b>P+</b>	=	Process / Purpose (of goal-setting and planning) – Positive
<b>P-</b>	=	Process / Purpose (of goal-setting and planning) – Negative

#### QUESTION TWO

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

#### QUESTION THREE

<b>BPF</b>	=	Biophysical Factors influencing performance (includes genetic and training factors)
<b>SCF</b>	=	Sociocultural Factors influencing performance (SPEECH)

#### QUESTION FOUR

<b>P+</b>	=	Taking Action Process Positive
<b>P-</b>	=	Taking Action Process Negative
<b>Q</b>	=	Asks Questions