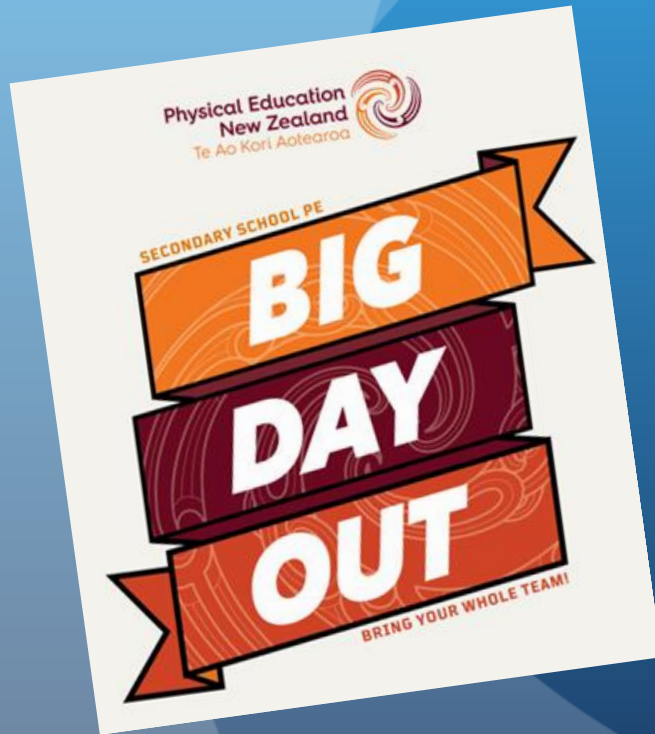


Helping Students Prepare for Scholarship Health & Physical Education



18 November 2024

Emily Scott

(Otago Scholarship HPE tutor 2015-present)

A rough plan for today

- Any burning issues?

How does it work in your kura?

What challenges do you run into?

What has worked well?



- A reminder of what is required and how it is assessed
- What does 'success' look like?
- Suggestions to build success in your kura

Scholarship Data

- 7580 students were entered in Level 3 PE last year
 - 84 received Scholarship in PE
 - 15 received Outstanding Scholarship in PE
-
- Approximately 3% of Year 13 students studying each subject at level 3 are awarded Scholarship, if they reach the standard.



Scholarship Data

(2015 was when report replaced exam format)

Year	Whole Level 3 HPE Cohort	% cohort awarded Scholarship (inc. outstanding)	Scholarship (excl. outstanding)	Outstanding Scholarship
2015	5025	2.45	109	14
2016	5322	2.57	123	14
2017	5398	2.93	139	19
2018	5404	2.96	136	17
2019	4874	3.18	142	13
2020	4482	2.83	115	12
2021	5191	2.43	112	14
2022	4735	1.92	77	14
2023	7580	1.31	84	15

Write a report
(a critical
evaluation)

26 pages

Use HPE knowledge

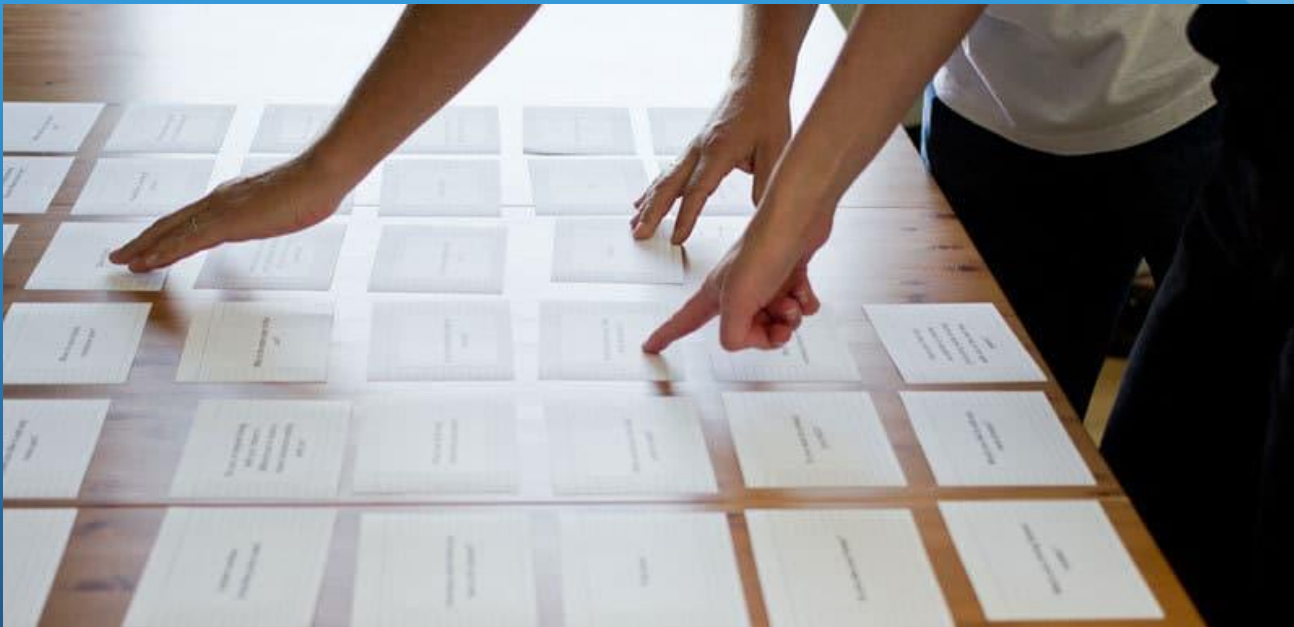
What do they have to do again?

Critically evaluate information

Apply concepts, principles (theories)

Use one of the strategy documents

Are you up for a challenge?



What's the report about?

The student will **use** knowledge of the health and physical education learning area to **critically evaluate** information related to health and physical activity through **the application of** the concept of hauora, bio-physical principles and socio-cultural factors **drawn from** learning experiences in, through and about, human body movement contexts.



But wait, there's more

Format of the assessment

Candidates produce a report that critically evaluates one or more aspects of one document selected from the list below.

- [Child and Youth Wellbeing Strategy \(2019\)](#)
- [Every Body Active: Strategic Plan 2020-2024](#)
- [Women and Girls Strategy](#)

The documents are all significant to New Zealand and are underpinned by knowledge, theories, and concepts that are embedded in the Health and Physical Education learning area.

Candidates are expected to use the selected document as a platform for analysis and critical thinking of broad and relevant themes.

Candidates must draw from their own learning experiences, which reflect an understanding AND application of the four underlying concepts of the Health and Physical Education learning area. This may be evidenced through the collection of primary data and / or personal reflections.

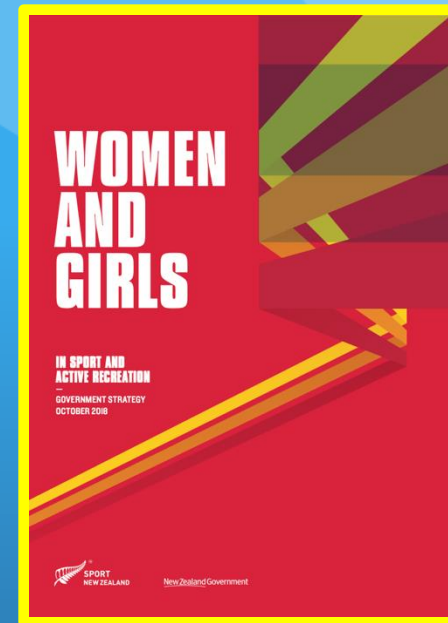
The strategic document is 'a platform for analysis'



a shared understanding of what's important for child and youth wellbeing, what government is doing, and how others can help



lifting the physical activity levels of all those living within Aotearoa New Zealand



Improving the opportunities for women and girls (all levels of sport and active recreation)

through: leadership, participation, value & visibility

Idea that being active leads to wellbeing and equity

\$10mill over 3 years, 22 initiatives

How is the report marked?

Scoring by markers will be directly based on aspects of the descriptors in the performance standard:

- ☐ communication
- ☐ application of knowledge
- ☐ critical thinking



Each will be awarded a score out of 8 giving a total Scholarship score out of 24.

CRITERIA	SCHOLARSHIP	OUTSTANDING SCHOLARSHIP
1. Communication	Logical development, precision and clarity of ideas	Convincing communication
2. Application of Knowledge	Integration, synthesis and application of highly developed knowledge, skills and understanding of complex situations	Sophisticated integration and abstraction
3. Critical Thinking	Analysis and critical thinking	Independent reflection and extrapolation employing perception and insight

What does success look
like?

Showcasing Health and Physical Education Scholarship Success 2020



https://healtheducation.org.nz/wp-content/uploads/2021/04/Showcasing-HPE-Scholarship-Success-2020_NZHEA_2021-FINAL.pdf

Successful candidates...

- Specific in their focus (constant revisiting)
- Extensive links to underlying concepts
- Drew from wider sociological theories
- Compelling argument - built a case
- Strong structure - headings/subheadings
- Evaluated critically with perception and insight
- Wide variety of examples (supported with evidence)
- Deep understanding of topic
- Explored future consequences & outcomes
- Some critique of literature
- Balanced view - different perspectives
- Meaningful inclusion of 'the personal'



Breaking through the Bamboo Ceiling: The unseen and unheard constraints Asian girls suffer from in sports.

2012 - the first time my parents let me stay up late so that we could watch the Olympic Parade of Nations. I waited in anticipation for New Zealand to come on the TV screen as the letters passed by... L, M, N. There we were! Though I was equally excited to see our Kiwi athletes and to finally be able to go to sleep, I couldn't help but notice how no one on the screen looked like me.

2017 - the first time I joined a netball club. Netball became a large part of my life as I felt the highs and lows of painstaking practice and crucial competition, but I also felt something else. A sense of sinking estrangement that tugged at my subconscious every time I stepped on the court. Every time I missed that crucial intercept. Every time I didn't get the rebound.

2018 - the year I quit playing netball. The early Saturday mornings were replaced by sleep-ins as I came to the realization that I would never fully fit in with netball culture due to the discomfort that came with face-level insecurity. No one looked like me.

Outstanding

Sport's deep integration into and importance for society cannot be understated; its microcosmic nature reflects the constant evolution of the modern world, yet also the inherent humanity that keeps it grounded. The proclaimed pertinence it has to Aotearoa in being a vital cog of our national identity is justly warranted, as the lessons we obtain from sporting engagement are naturally applied to further aspects of life. This is witnessed from the media to personal experience, making it strikingly clear the degree to which sports influence societal paradigms and structures.

Sports teaches you character, it teaches you to play by the rules, it teaches you to know what it feels like to win and lose - it teaches you about life" - Billie Jean King¹

However, as is the cyclical nature of humanity, the converse is also vividly apparent. How the media perpetuates and constructs sporting narratives can have a dramatic effect on engagement in sports, both in a positive and negative manner. This can lead to varying levels of participation, interest, and economic impact on national, regional and communal scales. I posit that this key sociological factor is a deep-rooted cause of Aotearoa's shifting levels of teenage sporting activeness, particularly for female and LGBTQ+ adolescents, which is often superficially perceived as a source of proud national identity.

Sport New Zealand's *Every Body Active* strategy² has recognised the generational imbalance of this engagement, and how it specifically has been detrimental to teenagers. According to the report, tamariki (both male and female) average over 10 hours of 'play, active recreation and sport' a week between the ages of 5 and 11,

¹ Brainy Quote, Billie Jean Quotes. https://www.brainyquote.com/quotes/billie_jean_king_364072

² Sport New Zealand, "Every Body Active: Strategic Direction 2020-2032". <https://sportnz.org.nz/media/1160/strategy-doc-201219.pdf>

Cultivating Social Cohesion Among New Zealand Youth

He aha te mea nui o te ao? He tangata, he tangata, he tangata.

What is the most important thing? It is people, it is people, it is people.¹

In a fragile world emerging from the COVID-19 pandemic, humanity urgently needs a glue to hold societies firmly together. Facing accelerating technological advancement, unrelenting shifts in global power dynamics, and climate degradation, social cohesion has repeatedly asserted itself as a pivotal antidote to achieving solidarity and improving the wellbeing of people, especially youths, who not only pave the cornerstone of our present, but also wield the potential to sculpt our future.

Because of the term's various uses and misuses, our first step is to define "social cohesion", particularly as it pertains to the youth. One of its earliest definitions comes from Émile Durkheim, a French sociologist, who understood it to be "the search for consensus" in fundamental social "values", "norms", and "beliefs".² However, the impact of globalisation and diversification in recent years has, in many ways, altered and broadened the definition of social cohesion, making the one proposed by New Zealander Dame Tariana Turia³ that "cohesive societies" are characterised by "high levels of participation, respect and trust among their members", more appropriate.⁴

Top Scholar

What about scholarship students here in Otago?

- Disability in sport
- Music in sport
- Sports drinks/advertising
- Sports technology/sponsors/media
- Trophy kids
- Access to exercise
- Nature vs nurture debate
- Sideline behaviour
- Supplement use in teen athletes
- Developing talent
- Sport and social mobility
- Injuries in youth sport
- Energy-dense foods in sport



An ‘outstanding’ local from 2023

Empowering Performance: Why Women's Unique Physiological Factors Cannot be Ignored to Facilitate Engagement in Sport

Female inclusion in sport and physical activity is an integral part of a functional society. Not only does it benefit taha tinana, the physical dimension of hauora, but – as identified by Sport NZ's *Women and Girls Strategy* – “Participation brings many societal, health and community benefits”.¹ With the potential to connect all four walls of the wharehau in Mason Durie's Te Whare Tapa Whā model, women and girls' involvement in physical activity is critical for Aotearoa's collective health and wellbeing. But, even today, we struggle with gender inequity in almost every facet of physical activity. New Zealand's wahine live in a country where sporting systems are fundamentally designed for men, leading to disparities in the participation landscape.²

Another local from 2021

Abstract

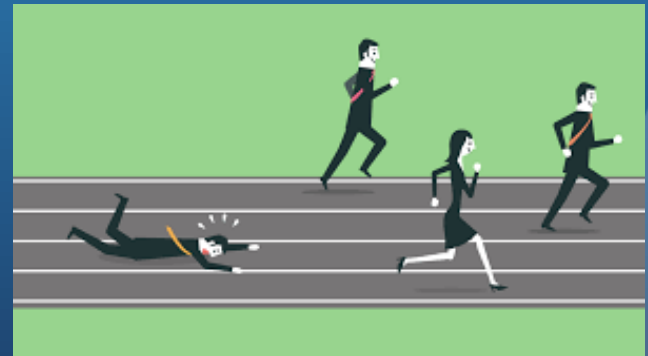
Talent identification and development is an area where many countries are looking to improve their practices in the hopes of discovering more future champions at a young age. This report will examine the limitations of the Talent Plan from a socioeconomic perspective, discussing additional challenges that may be faced by those of lower socioeconomic status in the talent identification and development process.

The ambiguity of definition when it comes to the terms talent and character can be a disadvantage to minority groups and those from lower socioeconomic backgrounds. Financial costs of talent development were not fully addressed in the Talent Plan, and the literature suggests that money can be a significant barrier. Inherent systemic flaws are the largest barrier to equality in talent identification and search processes.

Listen to the examiners

Unsuccessful candidates...

- Lacked coherent structure
- Didn't understand 'evaluation'
- Fleeting mention of strategic document
- Tried to cover too much - superficial
- Lacked links to HPE underlying concepts
- Generalisations and assumptions
- Wrote in an over-complicated way
- Made few NZ links
- Didn't use terms correctly



From the 2023 examiner's report...

Some candidates chose topics that sit **outside of the HPE curriculum area** and tried to tenuously tie them to one of the strategy documents. Some candidates also attempted to address the document in its entirety.

This year there were **fewer balanced reports / critical evaluations**. Even **the better reports**, were quite one sided.

It was clear there were candidates who had **not taken senior HPE courses** and had minimal knowledge of the relevant concepts and ideas.

The depth of Physical Education knowledge being drawn upon and integrated **seems to be moving in a downward direction in recent years, especially in-depth application of bio-physical aspects that are typically drawn from Physical Education**. The outstanding reports were mainly socio-culturally based.

But on the positive side, those who did well...

- wrote a compelling piece of critical evaluation and used **clever writing** to capture and retain interest.
- critical evaluation from the outset of the report, choosing a specific aspect of one of the strategies, introducing this early on, **setting up their critique and constantly revisiting this** across the report
- made **extensive links to the underlying concepts** of the HPE learning area. These were woven through the report and showed a sophisticated understanding of the knowledge behind the concepts; for example, health promotion theory or socio-ecological perspective
- **integrated social theories thoughtfully** as an analytical lens to further develop the critique, and in a way that complemented the core HPE concepts the report drew on

Continued...

- explored different perspectives but were able to state a position and justify it based on reasoned arguments and relevant supporting evidence
- used a strong structure that allowed their argument to develop in a persuasive manner, including the use of headings and subheadings
- embedded and integrated HPE knowledge throughout the report
- Struck a theoretical and practical balance
- had a strong sense of relevance to Aotearoa New Zealand, for example integration of mātauranga Māori or Pacific concepts
- Used a range of data sources - synthesised highly-developed knowledge,
- used their critical evaluation to explore future consequences and outcomes
- demonstrated divergent thinking.

Suggestions

Great topic choices

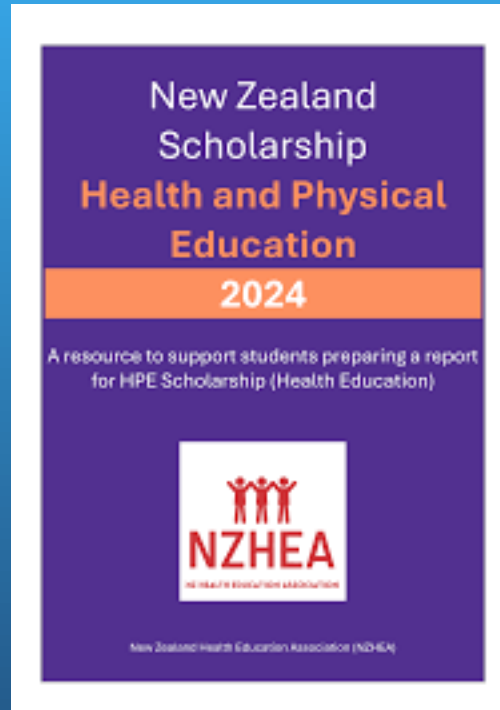
- Personal connection
- Ability to create an argument
- Relevant/contemporary or new twist on an 'old' topic
- Future implications
- Alignment with HPE curriculum



Great resources

Past exemplars

Uni connections



People in the field

Past students

https://healtheducation.org.nz/wp-content/uploads/2024/05/A-resource-to-support-students-preparing-a-report-for-HPE-scholarship_2024.pdf

Great support

Remember it is an independent report

But...

- Accountability
- Regularity
- Encouragement
- Feedback



Great planning

- Year-view calendar as well as month-view
- Set targets for reading and writing
- Plan visually
- Plan accounting for busy times (e.g. tournament week)
- Write little and often
- Orderly systems for keeping information



Great start

- Y9-13 - foster curiosity
- Talk explicitly about the curriculum and the concepts within it
- Look for interesting items in the news and make links
- Identify potential candidates early
- Build writing capability



Logistical things

- Tutorials usually begin in June
- Scope for 10hrs of tutorials - typically fortnightly for 1.5hrs each time
- Mal Thompson is the point of contact initially - she oversees the tutorial programme for all the scholarship subjects malthom2104@gmail.com
- My contact details: emilyscott580@gmail.com