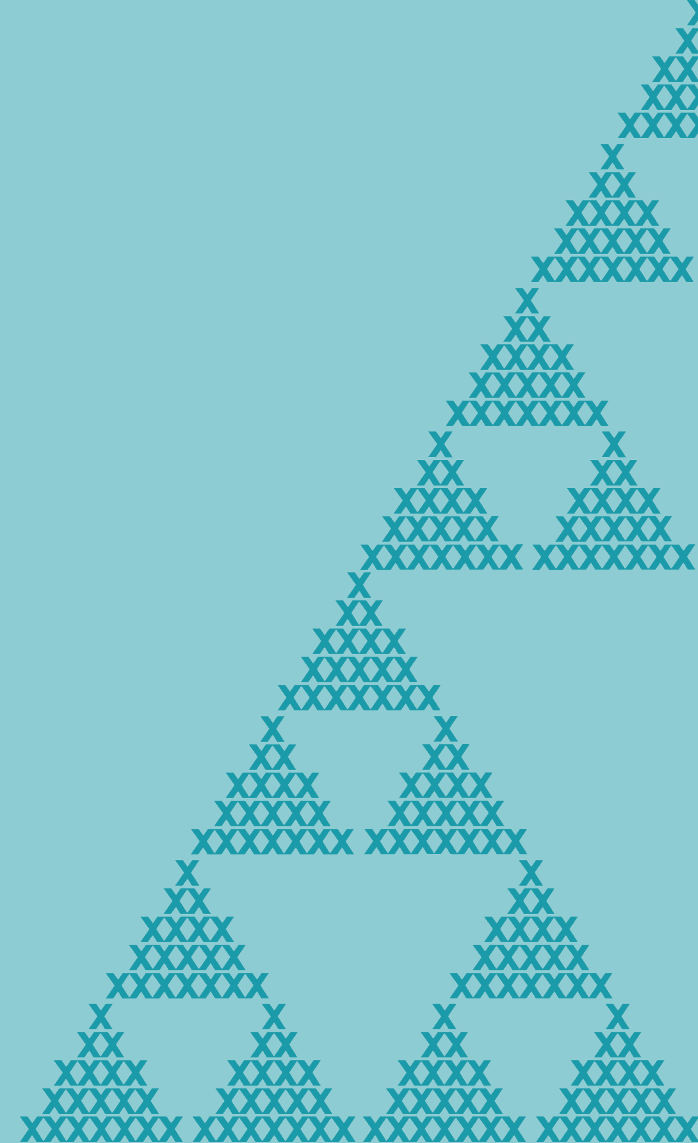
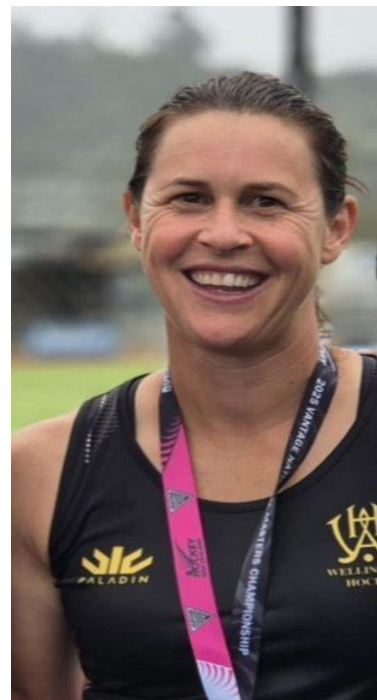
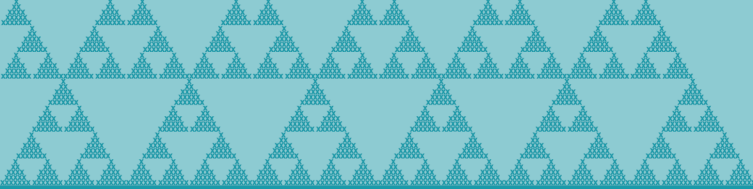


Issues in moderation 2025

Subheading goes here and here



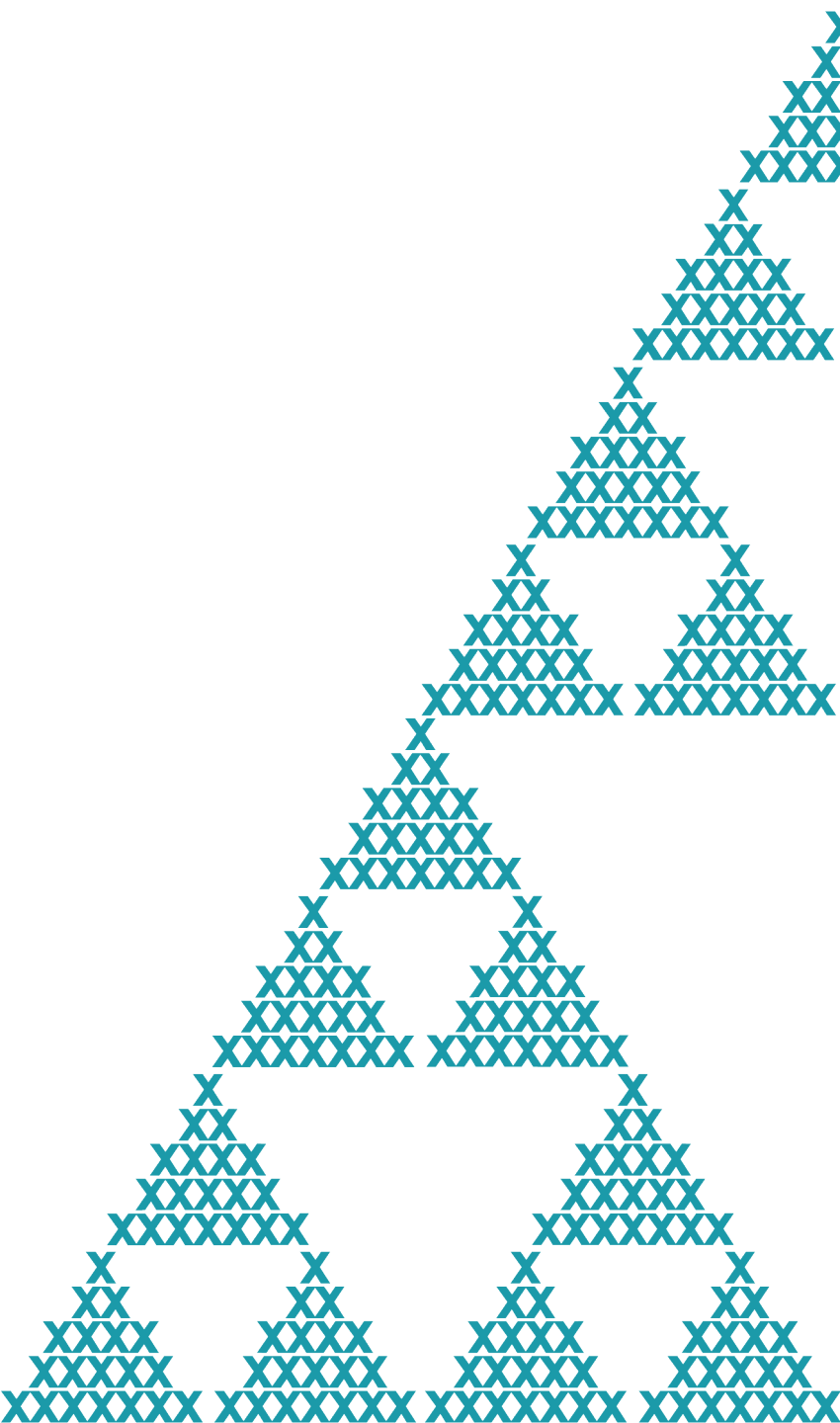




Learning intentions

- To develop further understanding of addressing common issues and challenges observed in moderation.
- To develop further clarification of the requirements of each standard across the three levels.

Level 3 Standards





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

- Lack of examination of personal physical activity experiences to date
 - A range of experiences

- Not relating devised strategies to prior physical activity experiences and judgments
 - Linked to personal physical activity experiences to date

- No judgements made
 - Relationship between the experiences AND potential impact of them on lifelong well-being.

- Assumptions not relating to learner's own physical activities experiences
 - Questioning and challenging assumptions should relate to the learner's OWN physical experiences to date



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

- Lack of feedback and/ or feedforward using biomechanical principles
 - Explanation with the intent on improving performance of the skill is required.

- Not explaining the component parts with a focus on self or another individual
 - Self or another individual rather than a general summary or description of the skill.

- No inter-relating between biomechanical principles for in depth understanding for Merit.
 - Detailed explanation of (how and why with specific examples) the biomechanical principles inter-relate
 - Evident in the feedback and /or feedforward



91499 (3.2) continued

- No conclusions drawn about which part of the skill that has the greatest impact for Excellence
 - Parts of the skill have the greatest impact on performance using biomechanical principles

- Separate anatomy analysis (usually a large section)
 - Anatomical knowledge is inherent in their explanation rather than a separate anatomical analysis.



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

- The sociocultural factors do not relate to the actual performance improvement programme

- No judgements made about the effectiveness of the programme
 - Supported by explanations and specific examples from the training programme or logbook

- Lacks critical evaluation
 - Questioning and challenging assumptions about the effectiveness of the learner's ACTUAL performance improvement programme



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

- Rubric not in the guidelines
 - 'Guidelines for Assessing against 91501' document can be developed

- Using an expired rubrics
 - Check each year that the rubric for the chosen physical activity is the most up to date rubric before assessing

- Limited teacher evidence to confirm the grade Merit or Excellence
 - Evidence collected over a period of time.



Volleyball

Men's

Needs to be more accomplished

	participate proficiently:	dates →	range of elements and skills to participate proficiently:	dates →	demonstrates a wide range of elements and skills to participate proficiently:	dates →
Offensive	<ul style="list-style-type: none"> setting for Middle, Post, D and 3m attacks receiving of float and jump serve balls and directing them to the front 3m of the court spike around a block using the correct footwork and a high arm action serve both jump serve topspin and jump float make good decisions about whether to forearm receive or handset receive attack successfully from 3 areas (post, D, Middle or 3 metre) 	✓ ✓ ✓ ✓ ✓ ✓	<ul style="list-style-type: none"> set a range of options to in a positive hitting location direct service reception ball to the setter position of 2 1/2 read a block and hit around or off it serve to put pressure on opponents pass 	✓ ✓ ✓ ✓ ✓ ✓	<ul style="list-style-type: none"> can jumpset to a range of positions spike attack around a block in all areas to win points serving to all parts of the court both long and short with power where appropriate 	✓ ✓ ✓ ✓ ✓ ✓
Movement off the ball	<ul style="list-style-type: none"> blocking-sets the block in the correct position and will make some one on one blocks is active in moving out of the block shadow and reading where the ball may be hit will more often than not make touches on balls outside of their reach 	✓ ✓ ✓	<ul style="list-style-type: none"> transition play to correct attacking or defending base position anticipates what may happen based on the cues given by the opposition uses correct 3 step spike technique and 2 or 3 step block patterns 	✓ ✓ ✓	<ul style="list-style-type: none"> active movement to where the ball could be going sets up early for defensive or offensive tasks demonstrates flow when transitioning from defense to offense or v.v 	✓ ✓ ✓
Defensive skills	<ul style="list-style-type: none"> blocking – correct penetration into opponents space back court defense displays coverage of defendable court space when opponents attack can move to contact an attackers ball and pass it upwards cover fellow defenders 	✓ ✓ ✓ ✓	<ul style="list-style-type: none"> blocking – correct penetration into opponents space with contact on the ball back court defense Can pass a spiked ball to allow the setter to have 2 setting options can sprawl, dive or roll to pick up attackers ball 	✓ ✓ ✓ ✓	<ul style="list-style-type: none"> blocking-sets the block in the correct position and will make some one on one blocks is active in moving out of the block shadow and reading where the ball may be hit will more often than not make touches on balls outside of their reach 	✓ ✓ ✓ ✓
Team Play	<ul style="list-style-type: none"> reading the game communicating positively supporting players by assisting when required working hard for the benefit of the team 	✓ ✓ ✓ ✓	<ul style="list-style-type: none"> reading the game communicating positively supporting players by assisting when required working hard for the benefit of the team 	✓ ✓ ✓ ✓	<ul style="list-style-type: none"> reading the game communicating positively supporting players by directing play and always assisting when required actively involved in planning team strategies working hard for the benefit of the team's success 	✓ ✓ ✓ ✓

Teacher comments

OS: Your range of skills have improved. Serving consistency and identification is good.
 OS: Blocking has improved but needs to cover the spiker quicker.
 MS: Has made significant improvement but can forget to call for ball at times.

31/5
7/6
14/6
21/6
28/6

31/5
7/6
14/6
21/6
28/6

31/5
7/6
14/6
21/6
28/6



91502 (3.5) - Examine a current physical activity event, trend, or issue and its impact in New Zealand society

- Inappropriate issue used
 - Health outcome used rather than a physical activity issue
 - Obesity, Covid-19 etc used as a current physical activity issue



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

- One off event issue
 - Apply a health promotion process to influence participation in physical activity over a period of time

- Lack of reviewing steps of the health promotion process
 - When using health promotion process (ACLP), need to be able to review each step

- No 'issue' step of ACLP health promotion process
 - 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
 - impact must relate to influencing participation on physical activity



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

- Safety management issue selected.
 - Clearly identified
 - Step up from L2 - focusing on school policies, impact on ecosystems rather than on bee stings or taking a drink bottle

- Confusion between what is the safety management issue and the risk
 - Safety management issue is something that already exists whereas risk is something that may or may not happen

- No devised strategies
 - Clearly link to each safety management issue
 - Explanation each of these strategies will address the safety management issues

- Inappropriate outdoor activity
 - E.g. swimming in school pool, camp activities – cooking on a fire, making shelters etc



91505 (3.8) - Examine contemporary leadership principles applied in physical activity context

- Leadership styles being the focus rather than the contemporary leadership principles
 - Contemporary perspectives, such as, collaborative leadership and distributed leadership rather than democratic, laissez faire and autocratic.

- Only using one physical activity context
 - Applied in more than one physical activity contexts

- No conclusions drawn about the relevance and suitability of the contemporary leadership principles
 - Conclusions about relevance and suitability for physical activity contexts



91789 (3.9) - Devise strategies for a physical activity outcome

- Physical activity outcome and strategies not clearly identified
- The strategies not clearly devised **before** they are trialled.
- Lack of knowledge to support the strategy. For example, training plans to support MOT and POT knowledge
 - Specific examples from training plans should be included to support MOT and POT knowledge



91789 continued

- No trialling and adjusting the strategies
 - Evidence of the strategies being trialled and adjusted in order to achieve the intended outcome are required.

- Learner work is an evaluation rather than devising strategies and trialling and adjusting them
 - Focus on how the strategies may need to be adjusted to achieve the intended physical activity outcome

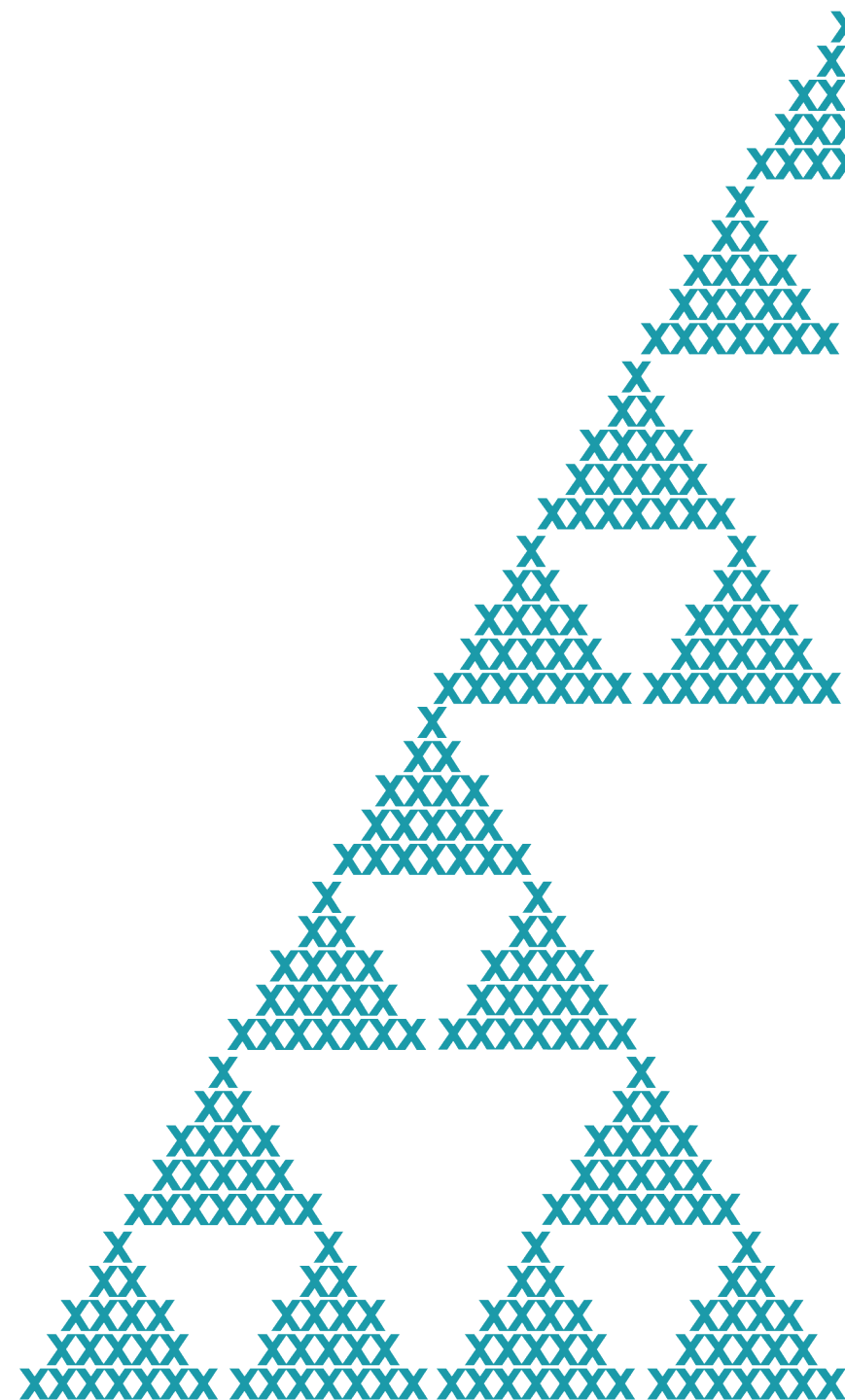
- The learner evaluates the final outcome
 - Intent of the standard is to trial and adjust strategies to achieve the physical activity outcome rather than to evaluate the final physical activity outcome.



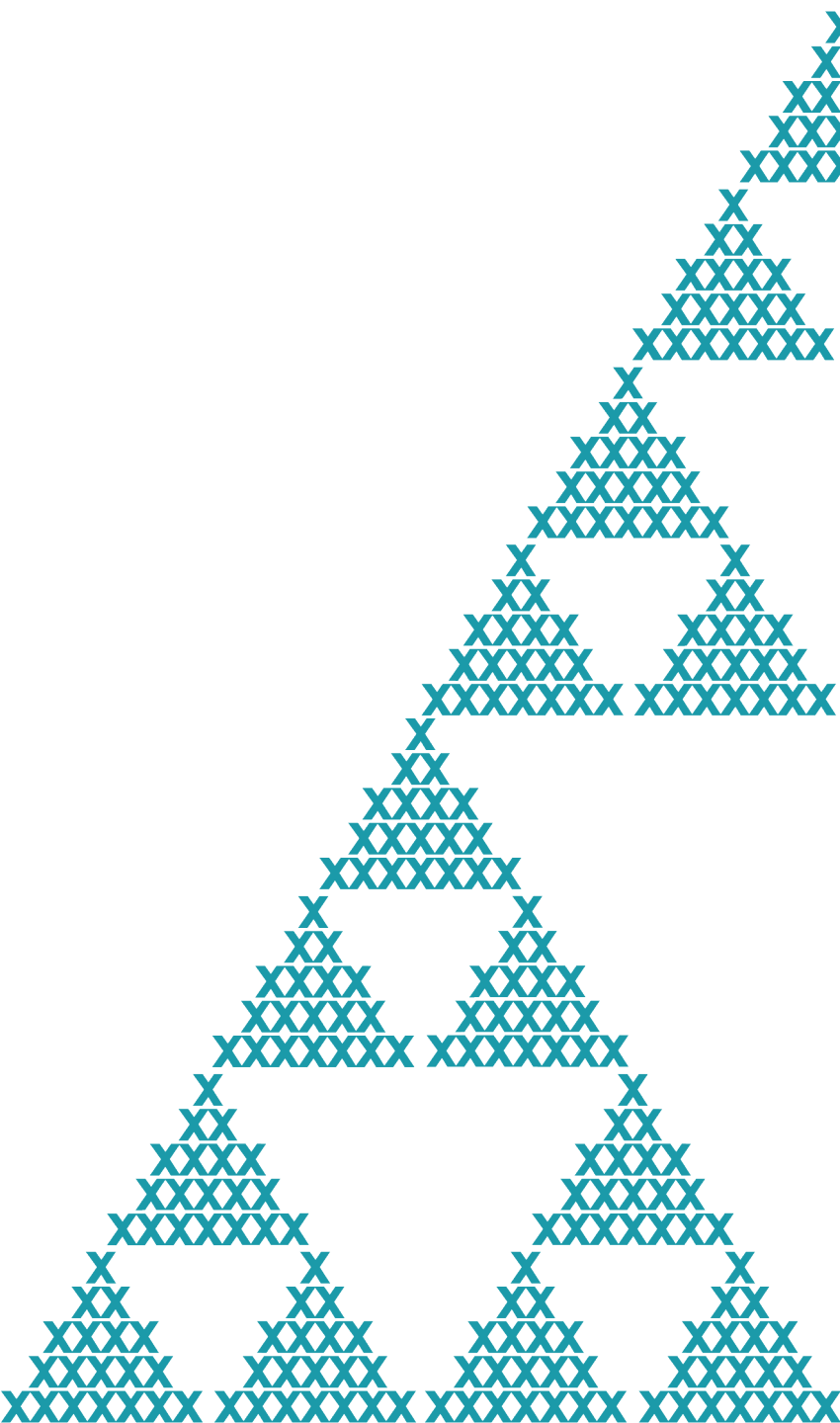
General issues seen across most standards

- Lack of depth of analysis/examination/evaluation
- Lack of questioning and challenging assumptions
- Lack of specific examples to support knowledge

Any pātai?



Level 2 standards





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

- Expectations for Merit
 - Inter-relate should be clearly explained

- Assumptions not relating to the role and significance of physical activity in the lives of young people
 - Assumptions should be clearly related to the role and significance



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

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

- Too many biophysical principles
 - Most relevant biophysical principles
 - Allow more depth in the learner explanations.

- No Inter-relationship for Merit or Excellence
 - In-depth and a comprehensive understanding = explanation of the inter-relationship between biophysical principles

- Lack of evaluation for Excellence
 - Most/least beneficial biophysical principles when learning physical skills or applied to training



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

- Rubric not in the guidelines
 - 'Guidelines for Assessing against 91501' document can be developed

- Using an expired rubrics
 - Check each year that the rubric for the chosen physical activity is the most up to date rubric before assessing

- Limited teacher evidence to confirm grade for Merit or Excellence
 - Evidence collected over a period of time.



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

- Missing self, others or society
 - Explanation of all three of these areas are required.

- Lack of sociological factors
 - Clear references to relevant sociological factors and issues when explaining how and why selected sporting event, physical activity is significant for self, others and society.



91332 (2.6) - Evaluate leadership strategies that contribute to the effective functioning of a group

- No specific examples of applying the leadership strategies.
 - Clear personal application of the leadership strategies is required

- Lack of judgements made for Excellence
 - Positives and negatives
 - Future use
 - Most/ least beneficial in relation to the effective functioning of the group



91333 (2.7) - Analyse the application of risk management strategies to a challenging outdoor activity

- Inappropriate outdoor education activities
 - Skiing on a mountain, surfing, tramping etc

- No application of risk management strategies
 - Applied by the student
 - Not teacher/instructor



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

- Lack of teacher evidence
 - Needs to relate to the specific skill/descriptors of each level of social responsibility
 - Not just the level

- Lack of consistency in the demonstration
 - Consistently demonstrating the level of responsibility over a period of time

- No ongoing learner reflections
 - Learner responses required
 - relate specifically to the criteria for the levels of social responsibility demonstrated

- Wider context for Excellence not using a physical activity context
 - Coaching a school or community sports team etc



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

- No clear aim/intended outcome
 - clear aim/intended outcome for the targeted participants

- Too many aims/ intended outcomes
 - One clear aim/intended outcome

- No links between planning, intended outcomes and actual outcomes.
 - Clear links between the planning, the intended outcomes and the actual outcomes



91336 (2.10) - Analyse group processes in physical activity

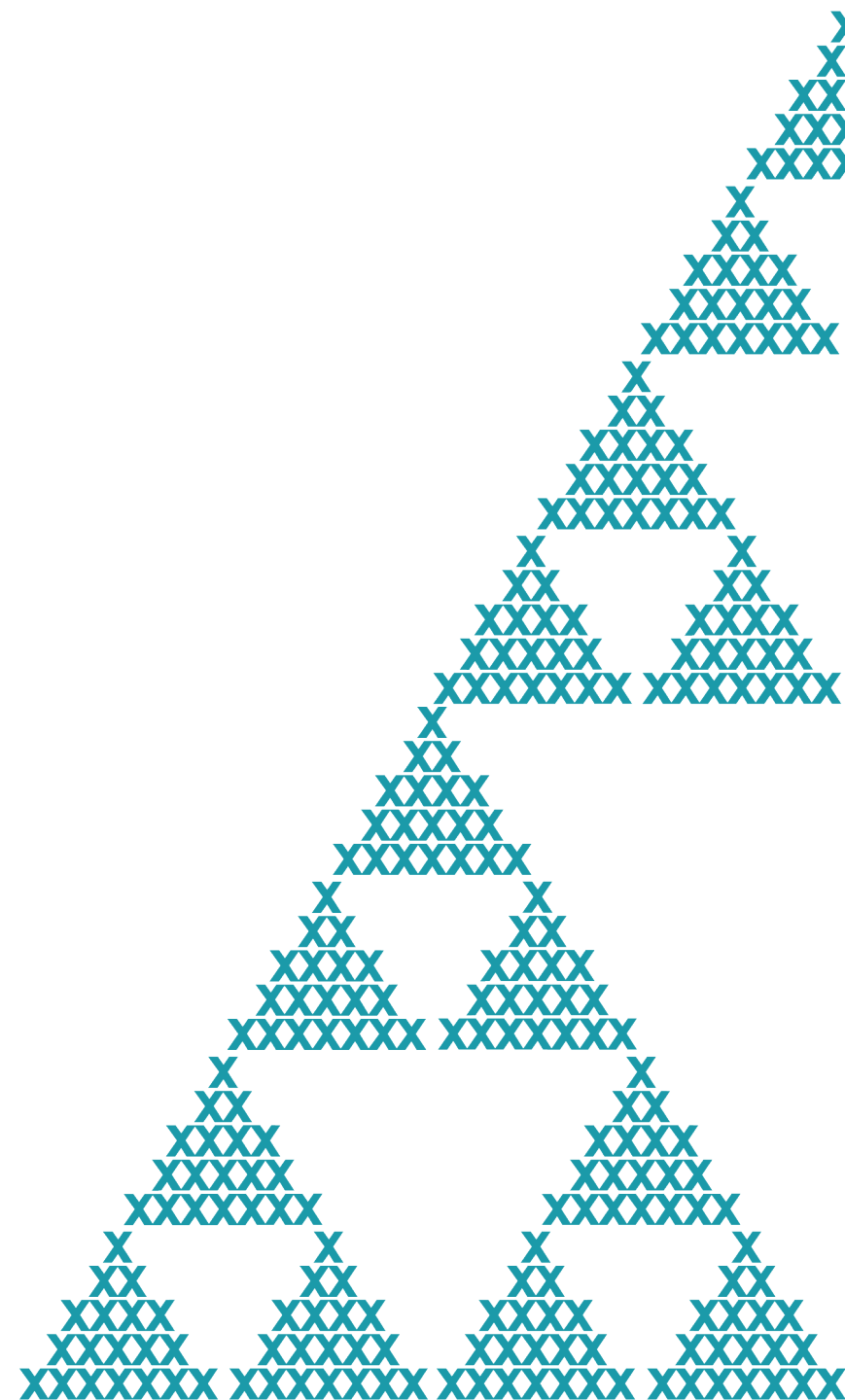
- Evaluating how the physical activity went
 - focus of the standard should be on analysing the group processes rather than the physical activity.



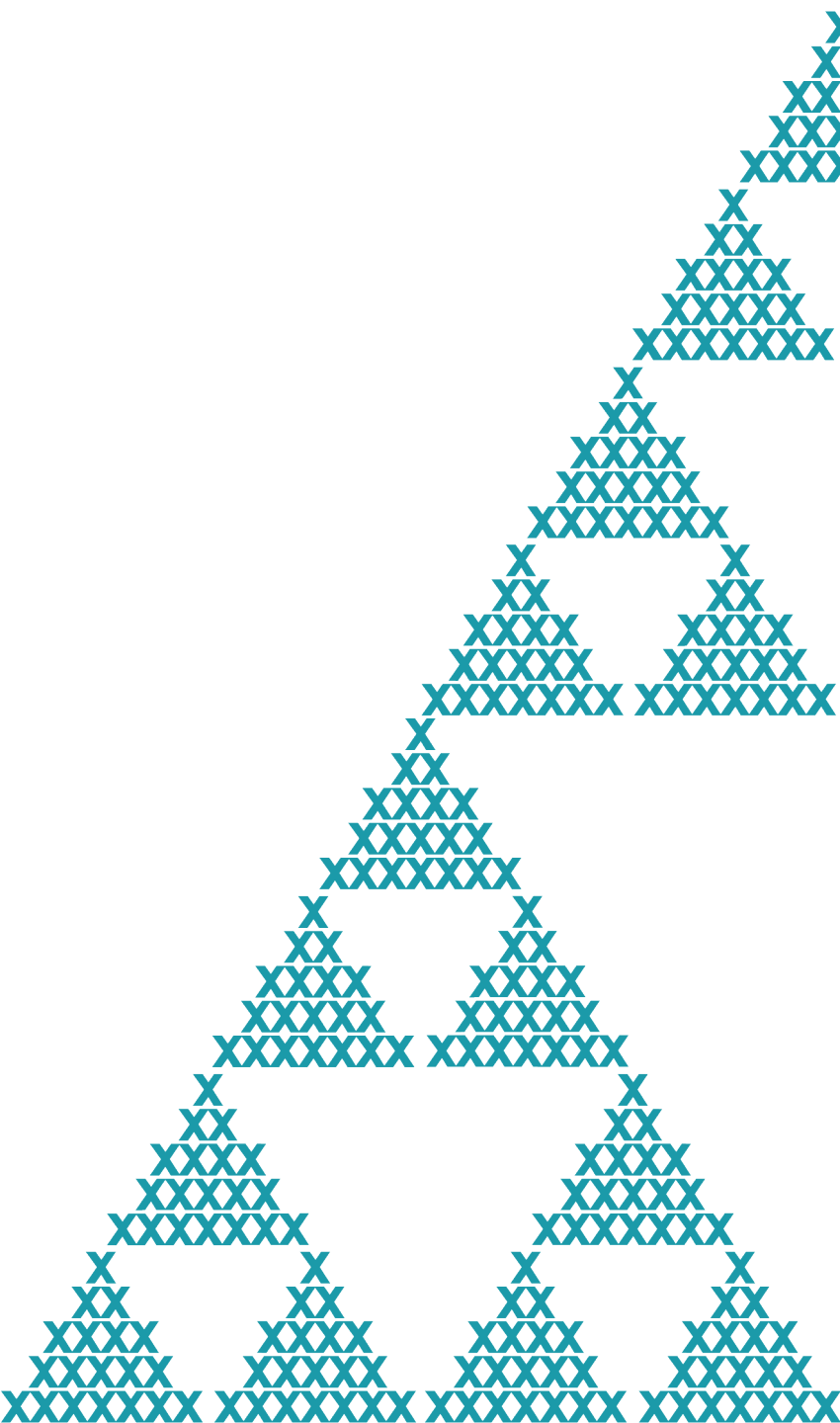
General issues seen in most standards

- Low level explanations
 - Further detail required for all grade requirements
 - Use of personal examples to support knowledge and understanding

Any pātai?



Level 1 standards





92016 - Demonstrate movement strategies in an applied setting

- Movement strategies lacking characteristics
 - Include in assessment schedule

- Not appropriate movement strategies
 - Rules, knowledge, training, safety management, decision making, communication, appropriate clothing, nutrition requirements etc

- Identifying movement strategy after demonstration

- Step up across grades
 - Step up from A - M = consistency
 - Step up from M – E = intent and proficient
 - Step up in collecting evidence from live observation



92016 continued

- No teacher evidence justifying grade
 - Live observation sheet
 - Teacher commentary

- Appropriate movement context

- No evidence of applied setting
 - Video evidence
 - Teacher commentary



92016 continued

- Too much student evidence
 - 'Identify and demonstrate'

- Video evidence
 - Too short
 - Filming/editing quality
 - Students not clearly identified



92017 - Demonstrate understanding of the application of strategies in movement

- Lack of discussion about kotahitanga throughout the application of the strategies

- Strategy applied
 - Self-determination, Self-management, teamwork, fair play, social responsibility, tikanga etc

- Group movement context
 - Tent building, lighting campfires, building 'huts/towers' etc

- Lack of personal examples
 - Use of we/the team rather than personal examples using 'I'



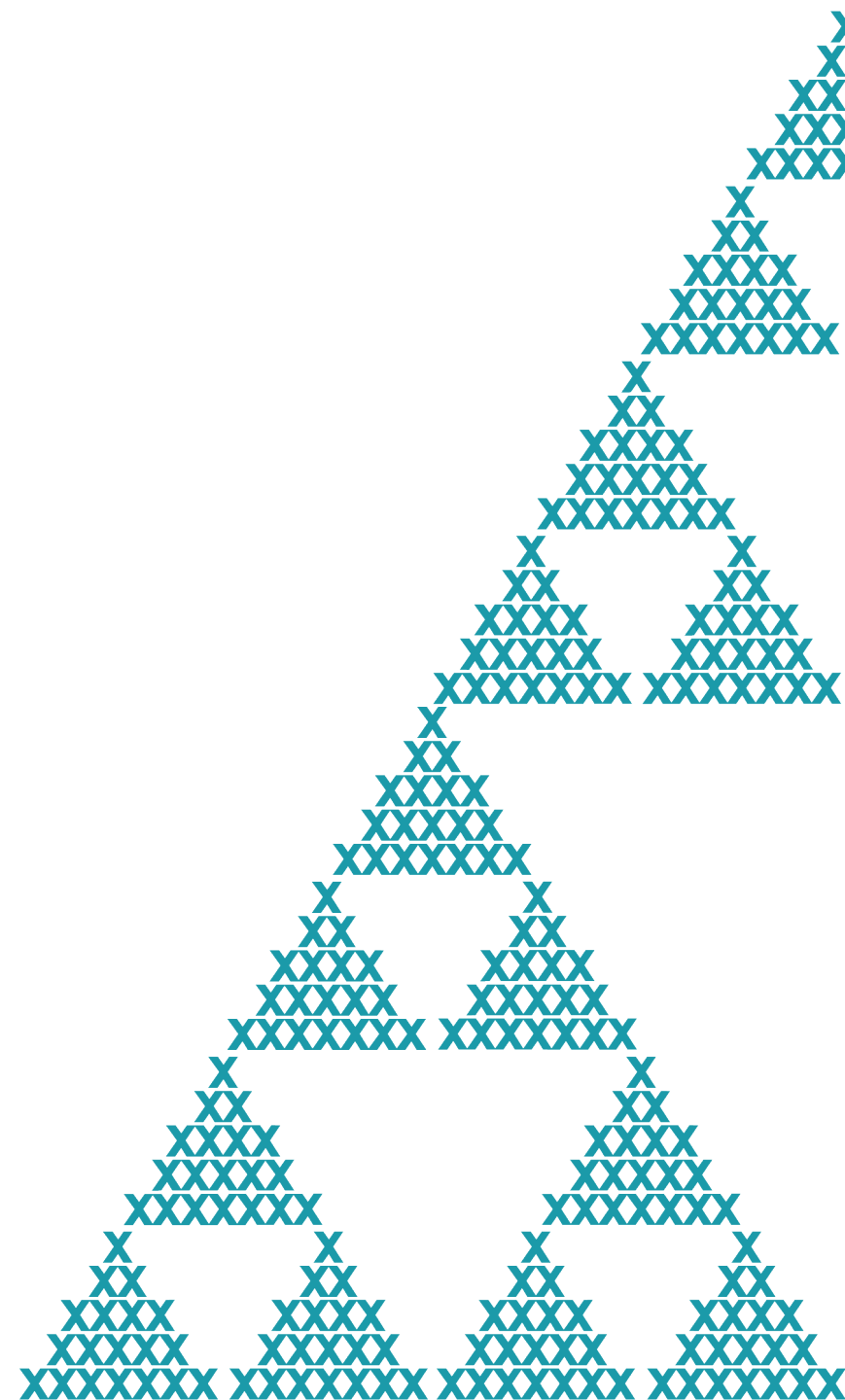
92017 - continued

- **Over assessing**
 - Too many strategies, too many context

- **Drawing conclusions for Excellence**
 - Must discuss the 'effectiveness of the application'
 - Not consider what would do differently in the future

- **Too much guidance in the task**

Any pātai?





Assessor Practice Tool (APT)

The Assessor Practice Tool (APT) will be used to support assessors with the new NCEA standards from 2024 onwards.

- Allows assessors to practice making assessment judgements and immediately receive feedback on their judgements from a moderation panel.
- 91504 - Analyse issues in safety management for outdoor activity to devise safety management strategies
- 91505 - Examine contemporary leadership principles applied in physical activity context
- 92016 - Apply movement strategies in an applied setting
- 92017 - Demonstrate understanding of the application of strategies in movement



Assessor Support

NZQA learning management software – Pūtake <https://lms.nzqa.govt.nz>

Assessor Support

See how our online resources and targeted support can improve your assessment practice



About Assessor Support

Assessor Support is a range of free, interactive resources for assessors who assess internal standards.

You can take advantage of:

- online learning modules
- collaborative workshops
- generic and subject-specific support
- the Assessor Practice Tool

All of these resources are available in NZQA's learning management system Pūtake. You can access it using your Education Sector Logon (ESL):

[Log in to Pūtake](https://lms.nzqa.govt.nz)

Pūtake

**Kia ora and welcome to Pūtake,
NZQA's learning management system.**

Secondary teachers / Tertiary providers

Use your Education Sector Logon (ESL) to access Pūtake.

Login via ESL

NZQA Kaimahi and other users

Use your username and password to access Pūtake.

Log in

If you have forgotten your login credentials, or have any issues logging in, please contact the Learning Management System (LMS) Support Team at lms.help@nzqa.govt.nz. Check out our troubleshooting tips [here](#).

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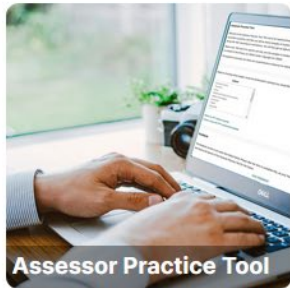


Assessor Support

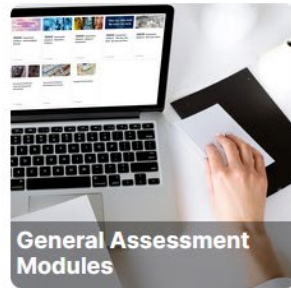
Kia ora, welcome to Pūtake.

Here you can find Assessor Support courses, modules and workshops provided by NZQA. The courses available for you to enrol in can be found using the tiles below, where they have been grouped into the different types of e-learning. The courses that you are currently enrolled in are displayed in the **Current Learning** panel on the right-hand side of this page. You can also use the **Catalogue** to view all the content available.

Support for internal assessment



Assessor Practice Tool



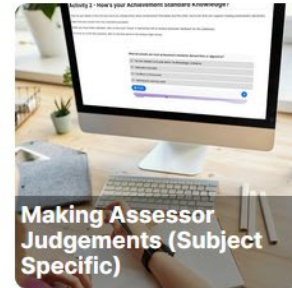
General Assessment Modules



Transforming Assessment Praxis & Assessment Approaches



Short Courses and Bite Sized Modules (Subject Specific)



Making Assessor Judgements (Subject Specific)

Other Support



Digital External Assessment



NCEA Assessment Practice Support



Credible Assessments for NCEA (Coming Soon)

Featured Assessment Guidance - Acknowledging Sources

🕒: 30 minutes

Featured Assessment Guidance - Alternative Evidence

🕒: 20 minutes

Featured Assessment Guidance - Integrated Assessment

🕒: 60 minutes

Featured Assessment Guidance - Modes of Assessment

🕒: 120 minutes

Featured Assessment Guidance - Tāku Reo, Tāku Mahi - My Voice, My Work

🕒: 90 minutes

Featured Assessment Guidance - Why Less is More

🕒: 60 minutes

Accounting - Contemporary Accounting Issue

🕒: 30 mins

Assessment Guidance - Culturally Responsive Assessment

🕒: 120 minutes

Assessment Guidance - Reviewing your Practice

🕒: 90 mins



Assessor Support

Assessor Practice Tool

Welcome to the Assessor Practice Tool. This is an opportunity for teachers/kaiako to practice making assessment judgements for Achievement Standards. You will choose which subject and achievement standard you would like to practice, and then you will be shown samples of student work and asked to determine which grade should be awarded. After you submit your grade, you will see the grade awarded by a moderation panel, along with their reasoning as commentary. You will then get an opportunity to change your grade and see further samples.

Please note that this tool is for teacher use only, and the samples of student work are not to be downloaded, shown to students/ākonga, or used for other purposes.

Participation is recorded, but there are no performance measures for individual teachers/kaiako.

Begin by choosing which subject, level and achievement standard you would like to practice.

Subject

- Business Studies
- Chemistry
- Design and Visual Communication
- English
- Home Economics
- Media Studies
- Physical Education
- Statistics

[Delete my APT assessor grades](#)

Start

Feedback

The feedback section is an online form, linked below. Please take the time to complete this, as feedback on your experience with the Assessor Practice Tool is very important to us and will help us in the next phase of development of this tool.

[GIVE FEEDBACK](#)

My Record

Subject	Samples Completed
Design and Visual Communication	2
Media Studies	0
Statistics	0
Chemistry	0
English	0
Home Economics	0
Physical Education	0
Technology	2
Visual Arts	1
Business Studies	3



Supporting documents

NZQA

- Standards
- Clarification documents
- Exemplars
- National Moderator's Newsletter
- Assessment Practice Tool (APT)
- External exams- specifications, exemplars, assessment reports, past exams, scholarship resources
- Guidelines for assessing against standard 91330 and 91501
- Assessor support
- Links to Level 2 and 3 TKI resources and Conditions of Assessment
- Remote assessment matrix

NCEA Education

- What is PE?
- PE Matrix
- Subject Learning Outcomes (SLOs)
- Standards
- Specifications (external standards-92018 and 92019)
- Unpacking the standard documents
- Conditions of Assessment (internal standards 92016 and 92017)
- Internal assessment activities (92016 and 92017)



Recent Changes

Level
NCEA level 1

Assessment type
Internal

Status
Registered

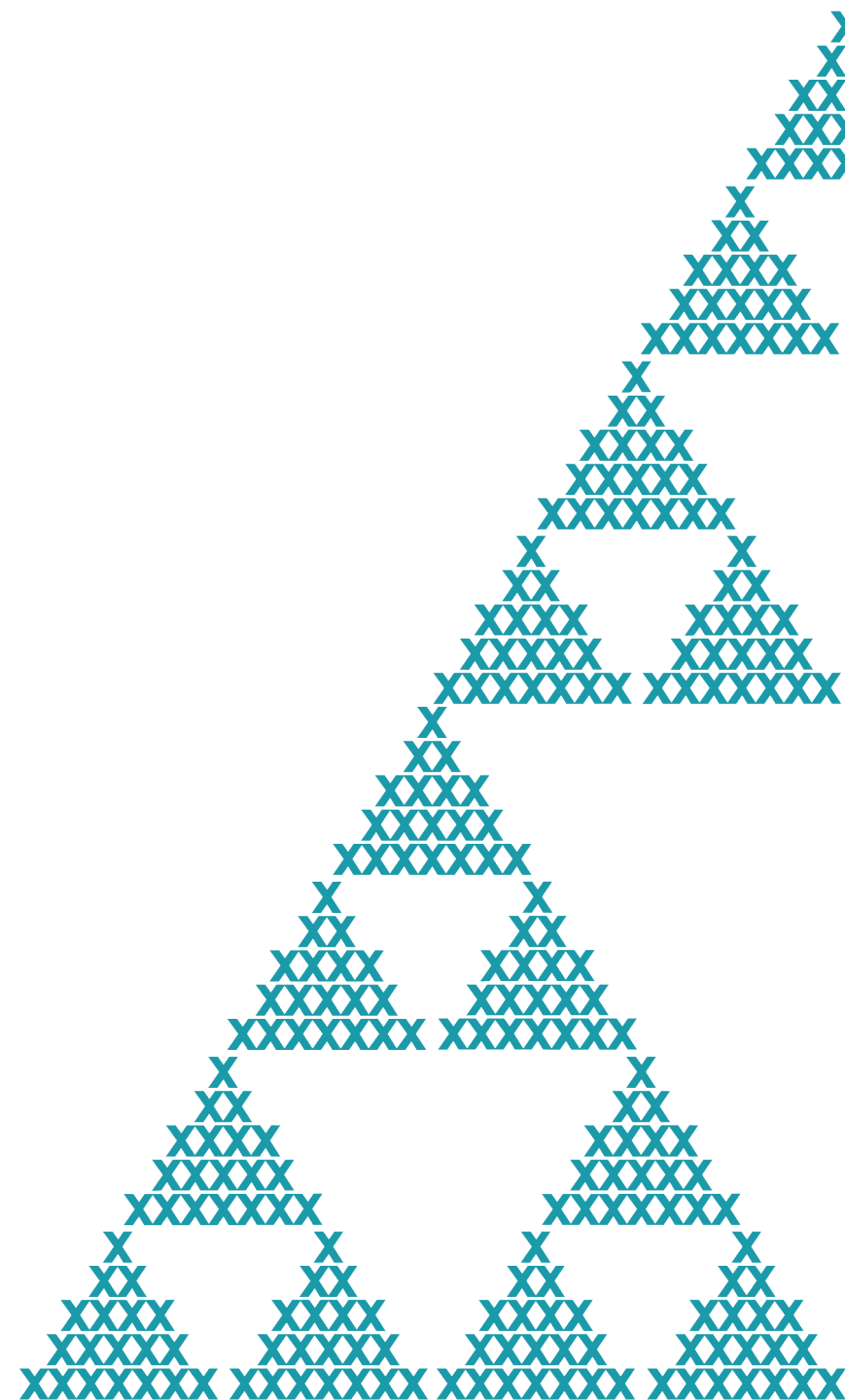
Planned review date
N/A

Date published
12 Dec 2023

Version
3

[View Previous Versions](#)

Any pātai?





Feedback

NZQA Speaker Request Annual
Conference Form - PhysEd



Kia ora Thank you

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