

## Issues seen in Moderation for Level 2 Physical Education

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

Issue	What is required
Low level explanations	Learner evidence should <ul style="list-style-type: none"> <li>• how and why                             <ul style="list-style-type: none"> <li>- physical activity has a role in the lives of young people in New Zealand</li> </ul> </li> <li>• how and why                             <ul style="list-style-type: none"> <li>- physical activity has significance in the lives of young people in New Zealand</li> </ul> </li> <li>• Each explanation should be supported with examples from personal experience and research.</li> </ul>
Expectations for Merit	The explanations should be full and thorough of how and why physical activity has a role and significance in the lives of young people. There should be a clear step up in the quality of the explanation from Achieved.  A range of points of view should be considered that contribute to the role and significance of physical activity. How these points of view inter-relate should be clearly explained.
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 (inter-relationship). The assumptions the learner has explained then needs to consider: <ul style="list-style-type: none"> <li>• Who is advantaged/disadvantaged</li> <li>• Consider pros and cons</li> <li>• Make clear judgements and provide supporting evidence.</li> </ul>

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

Issue	What is required
Low level explanations for the biophysical principles	An explanation of biophysical principles (more than one) that includes: <ul style="list-style-type: none"> <li>• how the biophysical principle relates to the learning of a physical skill</li> <li>• why the biophysical principle relates to the learning of a physical skill</li> <li>• specific examples from their own experiences.</li> </ul>
Too many biophysical principles	Selecting the most relevant biophysical principles may help reduce the amount of evidence produced and allow more depth in the learner explanations. For example, biomechanics (force summation and stability and balance); skill learning (feedback and type of practice).
No Inter-relationship for Merit or Excellence	For an in-depth and a comprehensive understanding of how and why biophysical principles relate to the learning of physical skills, learners are required to explain the inter-relationship between biophysical principles.  For example, biomechanics (force summation) and skill learning (feedback). If modifying an assessment task, ensure the students are guided towards explaining the inter-relationship.

Lack of evaluation for Excellence.	An evaluation involves explaining what biophysical principles were the most/least beneficial when learning physical skills, supported with specific examples from their own experience.
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### 91329 (2.3) Demonstrate understanding of the application of biophysical principles to training for physical activity

Issue	What is required
Low level explanations (descriptions, definitions, not relating to a physical activity)	To reach Achieved, an explanation at Level 7 of the curriculum should include: <ul style="list-style-type: none"> <li>clearly identifying what the biophysical principle is</li> <li>how and why each biophysical principle is applied to training supported with specific examples of application.</li> </ul>
Number of biophysical principles	The most relevant biophysical principles should be explained. If using principles and methods of training, more than one of each should be applied, and may include exercise physiology and/or sports psychology. This will allow more depth in the learner explanations.
No Inter-relationship for Merit or Excellence	For an in-depth and a comprehensive understanding of the application of biophysical principles of training for physical activity, learners are required to explain the inter-relationship between biophysical principles.  For example, method of training (interval training) and exercise physiology (anaerobic energy system).
Not evaluating	An evaluation involves explaining what biophysical principles were the most/least beneficial when applied to training for physical activity, with clear reasons why supported with specific examples from their own experience.

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

Issue	What is required
Lack of teacher evidence around consistency for Merit and Excellence	Evidence of consistency of the quality movement for the selected physical activity in an applied setting should be collected over a period of time. The updated rubrics in the document 'Guidelines for Assessing against 91330' provide an example.
Rubric not in the 'Guidelines'	Rubrics not in the 'Guidelines for Assessing against 91330' document can be developed for this standard. This involves: <ul style="list-style-type: none"> <li>The elements and skills must at level 7 of the curriculum and the Excellence should challenge students nationally</li> <li>Evidence of student results should assist to support the criteria. For example, the spread of grades</li> <li>Consulting with a range of professionals or sporting bodies will assist in determining the appropriate elements and skills, at the appropriate level for each criteria.</li> </ul>
Not using the latest update for eg. the SPT version	The current rubrics in the "Guidelines' should be used. The rubric allows 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 nationally.

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

Issue	What is required
Lack of depth for explanation	Explanations (how, why, supported with specific examples) of the selected sporting event, physical activity or festival is significant with reference to relevant sociological factors and issues for self, others and society are required.
Missing self, others or society	When examining the significance for self, others and society, an explanation of ALL THREE of these areas are required.
Lack of sociological factors	Clear references should be made to relevant sociological factors and issues when explaining how and why their selected sporting event, physical activity is significant for self, others and society. For example, three of SPEECH factors. For Excellence, an interrelationship of sociological factors is required.

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

Issue	What is required
Low level explanations	Learner responses are required to: <ul style="list-style-type: none"> <li>explain how and why each leadership strategy is applied with specific examples from personal application</li> <li>explain how each strategy contributes to the effective functioning of the group in a physical activity context.</li> </ul>
No specific examples of applying the leadership strategies.	Clear personal application of the leadership strategies is required. For example, specific examples of how the learner applied each leadership strategy (rather than 'we')
Lack of judgements made for Excellence	Coherent judgements that show insight could consider: <ul style="list-style-type: none"> <li>what leadership strategies they may consider using again, why/why not?</li> <li>positives and negatives of the leadership strategies being applied</li> <li>the leadership ship strategies that are the most/ least beneficial in relation to the effective functioning of the group.</li> </ul> <p>These judgements should be justified and supported by specific examples from own experience. Relevant suggestions for future application that are reasoned are required.</p>

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

Issue	What is required
Inappropriate outdoor education activities, for example, pool situation, bouncy castles, etc	This standard requires a focus on analysing the application of risk management strategies to a challenging outdoor activity.  For example, skiing on a mountain, surfing, tramping. The Explanatory note 6 for this standard provides guidance around appropriate challenging outdoor education activities.
No application of risk management strategies	The risk management strategies are required to be applied by the student in a challenging outdoor activity (rather than instructors or teachers)
Lack of analysis	An analysis should include: <ul style="list-style-type: none"> <li>clearly identified risk</li> </ul>

- what the risk management strategy is
  - how and why each identified risk management strategy is applied, with specific examples of application from their own experience.
- Each strategy should include what happens before, during and after the activity.

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

Issue	What is required
Lack of teacher evidence eg only the level of responsibility,	The teacher evidence required needs to relate to the specific skill/descriptors of each level of social responsibility. For example, Level 3 and 4's criteria (refer to exemplars) Teacher commentary should relate to the specific criteria for the level of social responsibility demonstrated by the learner.
Lack of consistency in the demonstration	Teacher evidence of consistently demonstrating the level of responsibility over a period of time is required.
No ongoing learner reflections	Learner responses require the use of ongoing reflections within a social responsibility model in physical activity. The learner reflection should relate specifically to the criteria for the levels of social responsibility demonstrated.
Wider context for Excellence not using a pa context eg taking the form class	For Excellence, learners are required to demonstrate social responsibility in a wider context. The wider contexts involve a physical activity context in other aspects of their lives beyond school. For example, coaching a school or community sports team.

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

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

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

Issue	What is required
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Evaluating how the physical activity went	<p>The focus of the standard should be on analysing the group processes rather than the physical activity.</p> <p>For example, this is active process that looks at what is happening in the activity and how people communicated and why or who was the leader of the group (a role in a group) and why and how did this come about.</p>
Lack of explanation	<p>The ongoing reflection should include:</p> <ul style="list-style-type: none"><li>• what the group process is</li><li>• how and why each group process is experienced</li><li>• specific examples of how each group process is experienced.</li></ul>