

Issues seen in Moderation for Level 3 Physical Education

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

Issue	What is required
Lack of examination of personal physical activity experiences to date	Physical activity experiences to date are required to be examined at L8 of curriculum. This includes how, why, with specific examples. A range of physical activity experiences should be examined rather than only one.
Not relating devised strategies to prior physical activity experiences and judgments	The devised strategies for life-long well-being should be explained and linked to personal physical activity experiences to date and judgements made.
No judgements made	<p>Clearly identified judgements should be made about relationship between the experiences AND potential impact of them on lifelong well-being. The judgements should be explained and supported with specific examples from physical activity experiences to date.</p> <p>The step ups for the judgements are:</p> <ul style="list-style-type: none"> - Coherent – clear and connected - Coherent and insightful – clear, connected and shows deeper understanding
Assumptions not relating to learner's own physical activities experiences	The questioning and challenging assumptions about the relationship between the experiences and the potential impact of the experiences on well-being should relate to the learner's OWN physical experiences to date.

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

Issue	What is required
Not explaining the biomechanical principles in each component part	<p>For each of the component parts of the skill, the biomechanical principles are required to be explained. For example, how and why, with specific examples from the analysis. The biomechanical explanation should be at level 8 of the curriculum. More biomechanical principles rather than only stability and balance and force summation could be considered.</p> <p>More than one biomechanical principle should be used.</p>
Lack of feedback and/ or feedforward using biomechanical principles	<p>Providing an explanation of feedback and/or feedforward using biomechanical principles to the performer with the intent on improving performance of the skill is required.</p>
Not explaining the component parts with a focus on self or another individual	<p>Each component part of the skill requires to be explained using biomechanical principles for self or another individual rather than a general summary or description of the skill.</p>
No inter-relating between biomechanical principles for in depth understanding for Merit.	<p>The discussion requires a detailed explanation of (how and why with specific examples) the biomechanical principles inter-relate to improve performance of the skill being analysed. The inter-related biomechanical principles should be evident in the feedback and /or feedforward.</p>
No conclusions drawn about which part of the skill that has the greatest impact for Excellence	<p>Evidence drawing clear conclusions about which parts of the skill have the greatest impact on performance using biomechanical principles is required. These conclusions should be justified and supported with evidence from the analysis.</p>
Separate anatomy analysis (usually a large section)	<p>When learners are explaining the parts using biomechanical principles, it is expected that anatomical knowledge is inherent in their explanation rather than a separate anatomical analysis.</p>

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

Issue	What is required
Lack of examination using biophysical principles and socio-cultural factors	The examination should include an explanation of how and why (with specific examples from their OWN improvement programme) for using each biophysical principle and socio-cultural factor.
The sociocultural factors do not relate to the actual performance improvement programme	An examination of socio-cultural factors is required. For example, societal, political economic, environmental, ethical, cultural, historical, technocentricity, healthism, commodification or body as a machine. These should relate to the learner's ACTUAL performance improvement programme to make judgements about the effectiveness of the programme rather than the socio-cultural factor in general.
No judgements made about the effectiveness of the programme	Clearly identified judgements about the effectiveness of the learner's actual programme using relevant biophysical principles and socio-cultural factors. The judgements should be supported by explanations and specific examples from the training programme or log book. The step ups for the judgements are: - Coherent – clear and connected - Coherent and insightful – clear, connected and shows deeper understanding
Lacks critical evaluation	Coherent and insightful judgements should be made by questioning and challenging assumptions about the effectiveness of the learner's ACTUAL performance improvement programme. These judgements should be used to identify modification(s) to improve the effectiveness of the programme which should be justified and supported with evidence.

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

Issue	What is required
Limited teacher evidence to confirm Merit or Excellence	Evidence of consistency of the performance of the physical activity in the applied setting is required to be collected over a period of time.
Rubric not in the guidelines.	Rubrics not in the 'Guidelines for Assessing against 91501' document can be developed for this standard. This involves: - The elements and skills be at level 8 of the curriculum and the Excellence should challenge top percentage of students nationally. - Evidence of student results should assist to support the criteria. For example, the spread of grades - Consulting with a range of professionals or sporting bodies will assist in determining the appropriate elements and skills, at the appropriate level for each criteria.
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.

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

Issue	What is required
Lack of examination of the current physical activity event, trend, or issue	The examination involves researching and explaining (how and why) a current physical activity event, trend and issue.
Obesity used as a current physical activity issue	When examining an issue, it is required to relate to a current physical activity issue rather than a health outcome, such as obesity. For example, a physical activity issue, such as, inactivity in relation to obesity.
E-sport trend	When examining a trend, it should relate to a current physical activity trend rather than E sports. Physical activity in the Health and Physical Education curriculum relates to movement.
Covid-19 used as physical activity issue	The focus should be the current physical activity event, trend or issue rather than Covid-19 which is a health issue. For example, the home exercise trend during the lockdown etc
Lacks conclusions about the impact on New Zealand society	<p>Learner responses must provide clearly identified conclusions about the event, trend or issue's impact or potential impact on New Zealand society These conclusions should be justified (explanations why) and supported with researched evidence.</p> <p>The step ups for the judgements are:</p> <ul style="list-style-type: none"> - Coherent – clear and connected - Coherent and insightful – clear, connected and shows deeper understanding
Lack of questioning and challenging assumptions	The assumptions should relate to the physical activity event, trend or issue. These assumptions need to be questioned and challenged.

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

Issue	What is required
One off event issue	Learners must be fully involved in applying a health promotion process to influence participation in physical activity over a period of time rather than a one-off experience. This will allow learners to evaluate a health promotion process.
Lack of reviewing steps of the health promotion process	<p>Learners are required to be involved in the health promotion process (ACLP) to be able to review each step (identifying the issue, developing knowledge and insight, developing the vision, understanding - gathering, analysing and evaluating ideas, planning, acting and reflecting and evaluating) and its implementation.</p> <p>The review should include reasons why/ why not each step of the health promotion process and its implementation worked or did not work, supported with evidence from implementing EACH step.</p>
No 'issue' step of ACLP health promotion process	An important step of the process is for the learners to clearly define the physical activity issue influencing participation for the targeted group and why it an issue.
Little or no judgements about the impact of the process on participation	<p>Clearly identified judgements should be made about the impact of health promotion process (ACLP) on participation of the group of individuals involved. These judgements should be justified and supported with specific examples from the implementation of the process. Note- the impact has to relate to influencing participation on physical activity.</p> <p>The step- up of the judgements are:</p> <ul style="list-style-type: none"> - Coherent – clear and connected - Coherent and insightful – clear, connected and shows deeper understanding
Lack of questioning and challenging of assumptions	<p>The assumptions should relate to the health promotion process (the steps/whole process). These assumptions are required be questioned and challenged.</p> <p>This could include challenging and questioning the assumption that the ACLP health promotion process is the most effective way to influence participation in physical activity. For example, how other models of health promotion sit alongside the ACLP and assisted (or could have assisted) me in taking action process?</p> <p>Examples of health promotion models: Health Education models: behavioural change, self empowerment and collective action</p> <p>Global models: The Ottawa Charter and Bangkok Charter Māori Models: Te whare tapa wha, The Treaty of Waitangi, Te Pae Mahutonga</p> <p>Pasifika Models: Fonofale, Fonua</p>

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

Issue	What is required
The safety management issue selected.	<p>Relevant safety management issues should be identified at L8 of the curriculum. This needs to be a step up from Level 2. For example, focusing on school policies, impact on ecosystems rather than on bee stings or taking a drink bottle.</p> <p>The issue should focus on the outdoor activity itself rather than the whole day.</p>
Unclear safety management issues	The safety management issue should be clearly identified. These issues are required to be explained how and why it is an issue
Confusion between what is the safety management issue and the risk	<p>The safety management issue is required to be analysed.</p> <p>The safety management issue is something that already exists, such as inexperience of the participants or instructors whereas the risk is something that may or may not happen, such as, getting hypothermia or falling off your bike.</p>
Lack of examination of the factors that influence the safety management issue	Each factor is required to be explained (how and why with supporting evidence) it influences the issue.
No devised strategies	Devised strategies should clearly link to each safety management issue. An explanation how and why each of these strategies will address the safety management issues is required. These should occur prior to going on the outdoor activity.
Lack of wider implications	<p>The examination involves an explanation how and why the wider implications and/or impacts of the factors influencing the safety management issue. There should be an inter-relationship between the factors.</p> <p>Wider implications maybe those issues that are beyond what is required at level 7 of the curriculum (people, equipment and environment). Examples of these issues are provided in Explanatory note 3, such as impact on the ecosystems, school policies, legislation.</p>
Lack of questioning and challenging assumptions and practices	Questioning and challenging assumptions and practices should relate to safety management in outdoor activities. These assumptions should be questioned and challenged.
Inappropriate outdoor activity eg. swimming in school pool, camp activities – cooking on a fire, making shelters etc	Appropriate outdoor activity should be considered for the context to allow more depth in the analysis. For example, kayaking, rock climbing, surfing.

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

Issue	What is required
Leadership styles being the focus rather than the contemporary leadership principles	The contemporary leadership principles should focus on more contemporary perspectives, such as, collaborative leadership and distributed leadership rather than democratic, laissez faire and autocratic.
Lack of depth of examination	The examination involves researching and explaining (how and why) contemporary leadership principles for physical activity contexts at level 8 of the curriculum. Clear evidence of research from a range of sources is expected for each contemporary leadership principle being examined related to physical activity contexts.
Only using one physical activity context	The contemporary leadership principles should be applied in more than one physical activity contexts.
No conclusions drawn about the relevance and suitability of the contemporary leadership principles	Clearly identified conclusions about the contemporary leadership principles' relevance and suitability for physical activity contexts are required. These conclusions should be justified and supported with researched evidence and the student's own application of the contemporary leadership principles. The step-up for the judgements are: - Coherent – clear and connected - Coherent and insightful – clear, connected and shows deeper understanding
Lack of questioning and challenging assumptions	Assumptions should relate specifically to contemporary leadership principles, and how these are applied. These assumptions should then be questioned and challenged.

91789 (3.9) Devise strategies for a physical activity outcome

Issue	What is required
Physical activity outcome not clearly identified.	The physical activity outcome should be clearly identified.
The strategies not clearly identified	The strategies should be clearly identified.
The strategies not clearly devised before they are trialled. For example, I used ..	The strategies are required to be devised BEFORE trialled. For example, I will use...
Lack of depth of knowledge related to the physical activity outcome	When explaining the knowledge that underpins the strategies, this should include: <ul style="list-style-type: none"> • how and why the learner is intending to apply each selected strategy to meet their intended physical activity outcome • specific examples of how they would apply each strategy The knowledge should be at level 8 of the curriculum.

Lack of evidence of how the intended strategies will be applied. For example, often lots of knowledge about the strategy but do not give specifics of how the strategy will be applied.	There needs to be specific examples of HOW the learner is intending to apply each strategy.
Lack of knowledge to support the strategy. For example, training plans to support MOT and POT knowledge	Training plans should be included to support the methods and principles of training knowledge as provides specific examples of how the learner intends to apply methods and principles of training strategies.
No trialling and adjusting the strategies	Evidence of the strategies being trialled, with supporting evidence and an explanation of how and why adjustments are made for each strategy in order to achieve the intended outcome are required. If no strategies require adjustment, this should be reflected in the explanation relating to the physical activity outcome.
Lack of evidence of the trialling	Evidence of the trialling of each strategy with supporting examples is required.
Lack of evidence of adjusting of the strategies	Evidence (specific examples) should support the explanations (how and why) each strategy will be adjusted.
Learner work is an evaluation rather than devising strategies and trialling and adjusting them.	Learners are required to focus on how the strategies may need to be changed or modified to achieve the intended physical activity outcome rather than evaluating how well the strategy went.
The learner evaluates the final outcome.	The intent of the standard is to trial and adjust strategies to achieve the physical activity outcome rather than to evaluate the final physical activity outcome. Learners only need to trial the strategies once and make adjustments. No evaluation of the final physical activity is required.
Lack of questioning and challenging assumptions	Questioning and challenging of assumptions should relate to the knowledge, strategies, physical activity outcome or trialling and adjusting. These assumptions should be questioned and challenged.
Issue of components of fitness seen as biophysical principles	Components of fitness are not biophysical principles.