

NZQA Approved

Internal Assessment Resource

Physical Education and Generic Technology Level 2

This resource supports assessment against Achievement Standard 91331 version 2

Standard title: Examine the significance for self, others and society of a sporting event, a physical activity, or a festival

**Credits:** 4

91356 version 3

Standard title: Develop a conceptual design for an outcome

**Credits:** 6

Resource title: Skateboarding, society and our street

**Resource reference:** Physical Education 2.5C and Generic Technology 2.3C

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| This resource:   * Clarifies the requirements of the standard * Supports good assessment practice * Should be subjected to the school’s usual assessment quality assurance process * Should be modified to make the context relevant to students in their school environment and ensure that submitted evidence is authentic | |
| Date version published by Ministry of Education | | February 2015  To support internal assessment from 2015 | |
| Quality assurance status | | These materials have been quality assured by NZQA. NZQA Approved number A-A-02-2015-91331-01-9026 NZQA Approved number A-A-02-2015-91356-01-9037 | |
| Authenticity of evidence | | Teachers must manage authenticity for any assessment from a public source, because students may have access to the assessment schedule or student exemplar material.  Using this assessment resource without modification may mean that students’ work is not authentic. The teacher may need to change figures, measurements or data sources or set a different context or topic to be investigated or a different text to read or perform. | |

Internal Assessment Resource

Achievement standard: 91331

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Teacher guidelines

The following guidelines are supplied to enable teachers to carry out valid and consistent assessment using this internal assessment resource.

Teachers need to be very familiar with the outcome being assessed by the achievement standards. The achievement criteria and the explanatory notes contain information, definitions, and requirements that are crucial when interpreting the standard and assessing students against it.

Context/setting

This activity requires students to critically examine the significance of skateboarding, for self, others and society in developing a justified conceptual design for a skateboard park, that has the potential to be fit for purpose.

Conditions

None.

Resource requirements

The following websites might be useful:

Skateboarding as both a detriment and contribution to society <http://www.rawnewengland.com/shop/skateboarding-as-both-a-detriment-and-contribution-to-society/>

Skateboarding’s impact on society <http://skatephysics101.tripod.com/skateboardingsimpactonsociety/>

International Society of Skateboarding Moms rolling strong <http://skateboard.about.com/od/skateboardinglifestyle/a/SkateMoms.htm>

Society and Skateboarding – documentary – Greg Cottarel <http://www.youtube.com/watch?v=8rEGdBWuJVU>

Skatepark Design – Listen to the skaters! <http://www.skateparkguide.com/design_basics.html>

Premium skatepark designs <http://www.premiumskatedesigns.co.nz>

How to make a skateboard ramp, ledges and more <http://diyskate.com/ramps.html>

Additional information

For an explanatory paper on functional modelling, see: <http://technology.tki.org.nz/Glossary#glossary_31910>

For an explanatory paper on outcome development and evaluation see: <http://technology.tki.org.nz/Technology-in-the-NZC/What-is-technology-in-the-NZC/Technological-Practice/Outcome-Development-and-Evaluation>

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Student instructions

Introduction

This assessment activity requires you to examine how and why skateboarding has sociological and issue-related significance for self, others and society and develop a conceptual design for a skateboard park.

You are going to be assessed on how you critically examine the interrelationship between relevant sociological factors and the significance of skateboarding for yourself, others and society in developing a justified conceptual design for a skateboard park.

The following instructions provide you with a way to structure your work so you can demonstrate what you have learnt and achieve success in these standards.

Teacher note: It is expected that the teacher will read the student instructions and modify them if necessary to suit their students.

Task

Part 1

You are required to prepare a presentation that critically examines and explains the inter-relationship between relevant sociological factors and skateboarding for yourself, others and society.

Significance for self, others and society refers to sociological factors including: societal, political, economic, environmental, ethical, cultural, and historical. Others may include: friends, family, whānau. Society may include: community, hapū, iwi, region, nation, global society.

Gather perspectives from stakeholders

Activities that may help with gathering perspectives include:

* participating personally in skateboarding as an activity. You will draw on this experience to support your examination of the significance of skateboarding for yourself
* seeking out a variety of perspectives on the importance and value of skateboarding for teachers, family or whānau, what they think of skateboarding and why. Try to discover what experiences and values have given them their particular perspective. Has their perspective changed over time? If so, what events, issues, experiences or factors have led to this change? You will need to take notes or record their responses
* gathering perspectives/opinions on what people in your local community would expect/like/not like in a skateboard park that you are developing a conceptual design for in Part 2.

Record responses with the following headings:

* Source (self/others/society), for example, personal experiences and feelings.
* Significance, for example, awareness of others, need for inclusiveness.
* Sociological factors (societal, economic, ethical, cultural, etc.), for example, societal: media influence, youth culture.
* Skateboard park expectations.

Research

Conduct research to discover:

* how society (for example, the school community, local community, region or New Zealand) views skateboarding
* why different groups may view skateboarding in quite different ways.

Sources that may be useful for research include:

* newspaper articles
* local skateboard park users
* local council members
* your teachers
* family/friends/class members.

Keep thorough records of your research so that you can acknowledge and authenticate your sources.

Preparing your presentation

Prepare a presentation on your own experiences of skateboarding and the information and perspectives you gathered. Your presentation can be a seminar or talk supported by visuals, such as PowerPoint slides, video clips, audio clips or photos.

Include in your presentation:

* critical examination of the ways skateboarding is (or is not) significant for yourself, others and society
* a range of sociological factors and issues that help explain why people have differing views on the importance and value of skateboarding. These could include, for example, societal, political, economic, environmental, ethical, cultural, or historic factors
* evidence to support your explanations, from your own personal experience, quotes from others, case studies, research, etc.
* explanation of how the different, relevant sociological factors relate to each other and influence the significance of skateboarding for yourself, others and society. Identify assumptions, for example, who is advantaged and disadvantaged by skateboarding, and the various pros and cons
* a conclusion with an evaluation of skateboarding, based on the evidence you have presented
* acknowledgement of your sources.

Part 2

Develop a conceptual design for a skateboard park from a teacher-approved brief.

You are going to be assessed on your ability to trial, make and justify your conceptual design.

**Skateboard Park Conceptual Design**

**Brief**

Familiarise yourself with the following brief provided by your teacher.

The skateboard park (technological outcome) must:

* include a variety of equipment, for example, skateboard ramps, half-pipe ramps, jumps and rails
* meet the requirements of the community (from Part 1)

You will need to refine the brief as you develop your conceptual design. This brief refinement is not part of this assessment.

**Developing design ideas**

* Use research, including analysing existing outcomes to produce some design ideas for your skateboard park, informed by the work you did for Part 1.
* Carry out ongoing exploration and evaluation of your design ideas to determine their suitability for including in potential conceptual designs. Make sure you refer to your developing brief when making decisions.

Further develop your acceptable design ideas to produce some conceptual designs that could potentially address your brief.

Part 3

Evaluating conceptual designs

Evaluate your conceptual designs by gathering and considering evidence from ongoing:

* research
* functional modelling (to explore all aspects of the conceptual designs, including technical feasibility and social acceptability)
* stakeholder feedback (for example local skateboarders, skateboarders from other areas, designers/engineers, local council representatives)

Keep a record of the evidence of stakeholder feedback and your functional modelling and research and how you used these to refine your developing conceptual design.

Combine the evidence gathered to draw conclusions and make decisions (synthesising evidence).

Communicating the final conceptual design

Select the conceptual design that you consider best addresses your brief and present it to stakeholders.

Communicate your final conceptual design in such a way that you clearly describe your proposed skateboard park design that has the potential to address your final brief.

Describe in detail how the skateboard park will look and function. To do this, you could use sketches, diagrams, technical/CAD drawings, scale models, computer simulations, photos/videos, written descriptions, details of materials/components and/or assembly instructions.

Potential fitness for purpose

Substantiate the outcome’s potential fitness for purpose. That is, use your synthesised evidence to support the likelihood of your proposed skateboard park conceptual design addressing your brief.

Assessment schedule: Physical Education 91331– Skateboarding, society and our street

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| Evidence/Judgements for Achievement | Evidence/Judgements for Achievement with Merit | Evidence/Judgements for Achievement with Excellence |
| The student examines the significance for self, others and society of a sporting event, a physical activity, or a festival by:   * explaining how and why skateboarding is significant, with reference to relevant sociological factors and issues for self, others and society   For example:  Significance for self  After experiencing skateboarding at the local skateboard park for the last few weekends, I have learnt about how and why skateboarding is significant to me. I found that I felt like I was a bit of a rebel for taking part in skateboarding, but I recognise this is down to the portrayal of skateboarding that I have seen in society, through the media. I enjoyed the freedom I felt as I improved my skateboarding, I started off quite tentative and found it hard to co-ordinate …  Significance for others:  I found out the opinions of my classmates and my family on skateboarding and the significance to them of this activity. My mother did not like me taking part in skateboarding, she saw it as an activity for young hoons and did not want me to be a part of it. 8/14 friends that I interviewed have skateboarded in the past and all 8 of them enjoy skateboarding and believe it is a positive way to get active. 5/8 thought that skateboarding gets bad press in the media and that this needs to change.  Significance to Society  Through my research I found that there are two opposing views on skateboarding in society. There are those who enjoy it, take part in it and are passionate about it. There are a lot of people that have the opposite views to this, believing skateboarders are trouble makers, graffiti artists, loiterers and they have no time for them. Many of these beliefs come from the way that skateboarders are portrayed in the media, films and other sources.  The examples above are indicative samples only. | The student examines, in-depth, the significance for self, others and society of a sporting event, a physical activity, or a festival by:   * giving full and thorough explanations of the significance of skateboarding with reference to relevant sociological factors and issues for self, others, and society, supported by evidence   For example:  Significance for self  After experiencing skateboarding at the local skateboard park for the last few weekends, I have learnt about how and why skateboarding is significant to me. I found that I felt like I was a bit of a rebel for taking part in skateboarding, but I recognise this is down to the portrayal of skateboarding that I have seen in society, through the media. I enjoyed the freedom I felt as I improved my skateboarding, I started off quite tentative and found it hard to co-ordinate, but as I practised and improved I found that the enjoyment increased. I believe that taking part in skateboarding has affected me quite a bit. I now want to continue skateboarding and it is at times sidetracking me from my work. I have found a new interest and have changed how I view skateboarding as an activity …  Significance for others  I found out the opinions of my classmates and my family on skateboarding and the significance to them of this activity. My mother did not like me taking part in skateboarding, she saw it as an activity for young hoons and did not want me to be a part of it. While it is OK to have her own opinions, I am trying to show her that she is seeing it all wrong and that it can be a positive pastime/activity. 8/14 friends that I interviewed have skateboarded in the past and all 8 of them enjoy skateboarding and believe it is a positive way to get active. 5/8 thought that skateboarding gets bad press in the media and that this needs to change. Mary took this further by saying that we need to show people that there is a lot of positives in skateboarding and that people should not assume we are troublemakers because we like to skateboard.  Significance to Society  Through my research I found that there are two opposing views on skateboarding in society. There are those who enjoy it, take part in it and are passionate about it. There are a lot of people that have the opposite views to this, believing skateboarders are trouble makers, graffiti artists, loiterers and they have no time for them. Many of these beliefs come from the way that skateboarders are portrayed in the media, films and other sources. This impacts on us as skateboarders (even if I am only new to it) as we are taught to be embarrassed about what we do, on occasions try to hide what we do, when it is a physical activity like any other sport, you don’t see cricketers, basketballers etc. … being labelled as such.  The examples above are indicative samples only. | The student examines, critically, the significance for self, others and society of a sporting event, a physical activity, or a festival by:   * critically examining the significance of skateboarding for self, others and society by identifying assumptions, considering who is advantaged/disadvantaged, looking at pros and cons, and making judgements. They consider how sociological factors interrelate and provide supporting evidence   For example:  Significance for self  After experiencing skateboarding at the local skateboard park for the last few weekends, I have learnt about how and why skateboarding is significant to me. I found that I felt like I was a bit of a rebel for taking part in skateboarding, but I recognise this is down to the portrayal of skateboarding that I have seen in society, through the media. I enjoyed the freedom I felt as I improved my skateboarding, I started off quite tentative and found it hard to co-ordinate, but as I practised and improved I found that the enjoyment increased. I believe that taking part in skateboarding has affected me quite a bit. I now want to continue skateboarding and it is at times sidetracking me from my work. I have found a new interest and have changed how I view skateboarding as an activity. Because I am aware of the media and the influence of this on how I perceive skateboarding as an activity. It is allowing me to become a critical consumer of the messages and to see the positives over the negative messages we receive.  Significance for others  I found out the opinions of my classmates and my family on skateboarding and the significance to them of this activity. My mother did not like me taking part in skateboarding, she saw it as an activity for young hoons and did not want me to be a part of it. While it is OK to have her own opinions, I am trying to show her that she is seeing it all wrong and that it can be a positive pastime/activity. 8/14 friends that I interviewed have skateboarded in the past and all 8 of them enjoy skateboarding and believe it is a positive way to get active. 5/8 thought that skateboarding gets bad press in the media and that this needs to change. Mary took this further by saying that we need to show people that there is a lot of positives in skateboarding and that people should not assume we are troublemakers because we like to skateboard. Action that we could take is by advocating to local communities on the benefits of skateboarding. Trying to ensure there are enough places to skateboard like the skateboard park, to ensure that we are not seen as trouble makers skateboarding around council property and public places.  Significance to Society  Through my research I found that there are two opposing views on skateboarding in society. There are those who enjoy it, take part in it and are passionate about it. There are a lot of people that have the opposite views to this, believing skateboarders are trouble makers, graffiti artists, loiterers and they have no time for them. Many of these beliefs come from the way that skateboarders are portrayed in the media, films and other sources. This impacts on us as skateboarders (even if I am only new to it) as we are taught to be embarrassed about what we do, on occasions try to hide what we do, when it is a physical activity like any other sport, you don’t see cricketers, basketballers etc … being labelled as such. I believe we need to challenge these assumptions, get our voice out there. Show them the beauty of skateboarding and the skill involved. Make videos, advocate at school, home, in the community. We need to counter the views that are held by many.  The examples above are indicative samples only. |

Final grades will be decided using professional judgement based on a holistic examination of the evidence provided against the criteria in the Achievement Standard.

Assessment schedule: Generic Technology 91356 – Skateboarding, society and our street

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| --- | --- | --- |
| Evidence/Judgements for Achievement | Evidence/Judgements for Achievement with Merit | Evidence/Judgements for Achievement with Excellence |
| The student develops a conceptual design for an outcome by:   * establishing potential conceptual designs for a skateboard park through generating and evaluating design ideas that are informed by research, including the analysis of existing outcomes   For example:  In consideration of the brief, the student documents their analysis of a range of existing skateboard parks, conversations with skateboarders/designers/engineers/local council representatives and their internet research of skateboard parks. The student uses this information to sketch a range of design ideas for a skateboard park that addresses the brief. From that, the student establishes some potential conceptual designs.   * using evidence from research and functional modelling, including feedback from stakeholders to evaluate conceptual designs   For example:  The student talks to a focus group (e.g. local skateboarders) about their possible conceptual designs. Clay is used to model the different obstacles and the skateboarders move them around until they flow. As a result of feedback, the student adjusts the configuration of the preferred conceptual design. They check compliance of other aspects with a council representative.   * selecting and communicating the final conceptual design for a skateboard park   For example:  The student confirms the conceptual design. It is presented to stakeholders through CAD drawings, a video, and a simple physical model.   * explaining the skateboard park’s potential fitness for purpose   For example:  The student explains how the conceptual design has the potential to address the conceptual statement and specifications as defined in the brief.  The examples above are indicative samples only. | The student develops a refined conceptual design for an outcome by:   * establishing potential conceptual designs for a skateboard park through generating and evaluating design ideas that are informed by research, including the analysis of existing outcomes * ongoing exploration and evaluation of design ideas to determine their suitability for inclusion in conceptual designs   For example:  In consideration of the brief, the student documents their analysis of a range of skateboard parks, conversations with skateboarders/designers/engineers/local council representatives and their internet research of skateboard parks. The student uses this information to sketch a range of design ideas for a skateboard park that addresses the brief.  The student discusses their evolving decisions with the designer to ensure the proposed skateboard park dimensions are realistic and the layout is possible. The student also tests the design ideas with local skateboard park users and makes some changes as a result. From that, the student establishes some potential conceptual designs.   * using evidence from ongoing research and functional modelling, including feedback from stakeholders to evaluate conceptual designs   For example:  The student creates several designs of the skateboard park and uses these to talk to a focus group (e.g. local skateboarders). Clay is used to model the different obstacles and the skateboarders move them around until they flow. As a result of feedback, they undertake more internet research and adjust the configuration of the preferred conceptual design. They check compliance of other aspects with a council representative. The student takes their developments to stakeholders on several occasions, making adjustments along the way.   * selecting and communicating the final conceptual design for an outcome   For example:  The student confirms the conceptual design. It is presented to stakeholders through CAD drawings, a video, and a simple physical model.   * explaining the outcome’s potential fitness for purpose   For example:  The student explains how the conceptual design has the potential to address the conceptual statement and specifications as defined in the brief.  The examples above are indicative samples only. | The student develops a justified conceptual design for an outcome by:   * establishing potential conceptual designs for a skateboard park through generating and evaluating design ideas that are informed by research, including the analysis of existing outcomes * ongoing exploration and evaluation of design ideas to determine their suitability for inclusion in conceptual designs   For example:  In consideration of the brief, the student documents their analysis of a range of existing skateboard parks, conversations with skateboarders/designers/engineers/local council representatives and their internet research of skateboard parks. The student uses this information to sketch a range of design ideas for a skateboard park that addresses the brief.   * synthesising evidence from ongoing research and functional modelling, including feedback from stakeholders to evaluate conceptual designs   For example:  The student creates several designs and uses these to talk to a focus group of local skateboarders. Clay is used to model the different obstacles and the skateboarders move them around until they flow. They check compliance of other aspects with a council representative. As a result of feedback, they undertake more internet research and analysis of existing outcomes and adjust some features of the preferred conceptual design.  The student models different aspects of their developments to stakeholders on several occasions and accordingly makes more adjustments.   * selecting and communicating the final conceptual design for an outcome   For example:  The student confirms the conceptual design. It is presented to the stakeholders through CAD drawings, a video, and a simple physical model.   * substantiating the outcome’s potential fitness for purpose   For example:  The student uses the results of their research, trialling and stakeholder feedback to show that their conceptual design has the potential to address the conceptual statement and specifications as defined in the brief.  The examples above are indicative samples only. |

Final grades will be decided using professional judgement based on a holistic examination of the evidence provided against the criteria in the Achievement Standard.