Internal Assessment Resource

Physical Education Level 1

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| This resource supports assessment against:Achievement Standard 90965 version 3Demonstrate understanding of societal influences on physical activity and the implications for self and others |
| Resource title: Family Ties |
| 4 credits |
| This resource:Clarifies the requirements of the standardSupports good assessment practiceShould be subjected to the school’s usual assessment quality assurance processShould be modified to make the context relevant to students in their school environment and ensure that submitted evidence is authentic |

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| Date version published by Ministry of Education | February 2015 Version 3To support internal assessment from 2015 |
| Quality assurance status | These materials have been quality assured by NZQA.NZQA Approved number A-A-02-2015-90965-02-4562 |
| 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. |

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| Internal Assessment Resource |

Achievement Standard Physical Education 90965: Demonstrate understanding of societal influences on physical activity and the implications for self and others

Resource reference: Physical Education 1.4B v3

Resource title: Family Ties

Credits: 4

Teacher guidelines

The following guidelines are designed to ensure that teachers can carry out valid and consistent assessment using this internal assessment resource.

Teachers need to be very familiar with the requirements of Achievement Standard Physical Education 90965, including the explanatory notes. These notes contain information, definitions, and requirements that are crucial when interpreting the standard and assessing students against it.

Context/setting

This assessment requires students to construct a questionnaire about physical activity for their family members to complete. Students will analyse this data to demonstrate an understanding of the societal influences on their own families’ physical activity levels. Students will need to comment on the implications that this has for them personally and for others.

Students will also need to experience the physical activity choices that their family members participate in, e.g. if their father plays lawn bowls, if their mother attends Zumba classes or their older sister jogs for fitness then the student will join them in those activities.

Societal influences include, for example: advertising and/or other media, popular view, policy, peers, social marketing, family background, socio-economic status, ethnicity, education levels, geographic location.

From these *societal influences* some themes that may be explored include, but are not limited to: sexism, healthism, commodification, school culture, youth culture, the body.

*Implications for self and others* involves the questioning of these influences by asking; So what? Now what? Now I know about these influences, what should I/we do about it?

Conditions

This assessment activity will take place through ongoing assessment opportunities, and involves three stages.

Decide a time period and set a due date for completion and submission of work.

Physical Activity questionnaire

The questionnaire that students create will not be assessed. However, the information from the questionnaire will affect the quality of their assessed work. You may need to guide students in writing appropriate questions that will give them the best chance of gaining the information required.

Participation

The student will complete alog of four sessions of physical activity, in order to gain a practical understanding of the societal influences on the physical activity choices their family members make.

Questionnaire analysis

The student will explain three of the major societal influences on physical activity for themselves and their family and discuss the implications.

Teachers may wish to set up interview times for their students or could meet with them during the normal lesson(s).

Resource requirements

None. However, you may wish to assist students with templates for their logs and/or an example of a suitable questionnaire.

Additional information

Adapt assessment modes to reflect the needs of your students, and your context. Other appropriate modes of assessment include:

* self-assessment
* peer assessment
* written task
* electronic portfolio
* Blog/Wiki
* visual portfolio.

A highly useful process and reading for societal influences and the implications of these can be retrieved from the following reference:

Gillespie, L. and McBain, S. (2011). A Critical Analysis Process – bridging the theory to practice gap in senior secondary school physical education. Teachers and Curriculum, (12), 65-72.

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| Achievement | Achievement with Merit | Achievement with Excellence |
| Demonstrate understanding of societal influences on physical activity and the implications for self and others. | Demonstrate in-depth understanding of societal influences on physical activity and the implications for self and others | Demonstrate comprehensive understanding of societal influences on physical activity and the implications for self and others. |

Student instructions

Introduction

This assessment activity requires you to construct a questionnaire for your family members and find out the societal influences on their physical activity, experience the physical activities that your family members participate in, and draw conclusions about the effect of societal influences on their physical activity.

The assessment will take place over time, using in-class and out-of-class time.

Your teacher will give you details of the time allocated, and the due date for submission of your finished work.

You will be assessed on how well you understand how society influences your own and others’ physical activity.

Task

There are three parts to this task. Complete all parts.

Preparation

Ask four family members to take part in your investigation.

Develop a physical activity questionnairefor them to complete and return to you.

The aim of your questionnaire is to find out the influence that society has on their physical activity (e.g. how they were influenced and why) and the implications this might have for yourself and others.

Your questionnaire will not be assessed. However, the information gained from the questionnaire will directly affect the quality of your assessed work.

Make sure you develop questions that will provide the information you need to prepare sufficiently thoughtful responses in your written report. Consult your teacher for guidance.

Participation

Experience the physical activity choices that your family members participate in, by joining them in the activity. For example, if dad plays lawn bowls or your older sister jogs for fitness you will need to take part in those activities.

You will need to complete logs of your participation in at least four sessions of each activity, to gather sufficient evidence to analyse.

Questionnaire analysis

Complete a written report that explains THREE of the major societal influences on physical activity for you and your family members, and discusses implications of those influences.

Head your report: Societal Influences on physical activity and implications.

Use the following sections, for eachof the three societal influences:

* Societal influence (briefly describe the influence), who is advantaged/ disadvantaged by the influence? How does this influence occur?
* Influence on physical activity for the family members
(e.g. the ways peer pressure influenced brother to stop dance lessons, and why dance might be considered not manly in some sectors of society, this would consider gender and the social construction of this influence.)

(Note: *Societal influences* include, for example: media, advertising, popular view, policy, peers, social marketing, family background, socio-economic status, ethnicity, education levels, or geographic location. From these *societal influences* some themes that may be explored include, but are not limited to: sexism, healthism, commodification, school culture, youth culture, the body).

* Consider implications of this societal influence for yourself; So what? Now what? Now I know about these influences, what should I do about it?
* Consider implications of this societal influence for others, e.g. family/friends/society; So what? Now what? Now we know about these influences, what should family/others do about it?

Assessment schedule: Physical Education 90965 Family Ties

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| Evidence/Judgements for Achievement | Evidence/Judgements for Achievement with Merit  | Evidence/Judgements for Achievement with Excellence |
| The student demonstrates understanding of societal influences on physical activity and the implications for self and others. The student asks four family members to participate in an investigation, creates and uses a survey that asks the family members about ways in which society has influenced their involvement in physical activity, takes part in the physical activities of the family members surveyed, and completes log of four sessions of your own and the family member’s involvement in each activity.The student uses evidence from the logs to compile a report that summarises information and details of three societal influences on physical activity, and of the implications of these influences for self and others. Societal influences may include, for example: advertising and/or other media, popular view, policy, social marketing or peers.In their report, the student explores some themes from these societal influences, such as sexism, healthism, commodification, school culture, youth culture or the body.For example: Partial holistic snapshot of evidence*By partaking in a Zumba class with my mother as one of her physical activity choices it confirmed my thoughts that this is definitely not an activity a Year 12 boy would enjoy.* *Peer group influence is a big societal factor and because a Zumba class is not a very ‘cool’ thing to be involved in for a Year 12 male student. I would normally choose not to do it.* *The implication for this is that often the range of activities I can try are not that widespread for example I couldn’t do any form of dance type activity even if I wanted to because of a negative peer influence.* | The student demonstrates in-depth understanding of societal influences on physical activity and the implications for self and others. The student asks four family members to participate in an investigation, creates and uses a survey that asks the family members about ways in which society has influenced their involvement in physical activity, takes part in the physical activities of the family members surveyed, and completes log of four sessions of your own and the family member’s involvement in each activity.The student uses evidence from the logs to compile a written report that summarises information and details of three societal influences on physical activity, and of the implications of these influences for self and others. Societal influences may include, for example: advertising and/or other media, popular view, policy, social marketing or peers.In their report, the student explores some themes from these societal influences, such as sexism, healthism, commodification, school culture, youth culture or the body.The student explains (how and why) societal influences affect the physical activities of self and others, and makes the relationships between influences and participation evident, i.e. influences are matched by providing appropriate and relevant implications.For example: Partial holistic snapshot of evidence*By partaking in a Zumba class with my mother as one of her physical activity choices it confirmed my thoughts that this is definitely not an activity a Year 12 boy would enjoy. There were only a very small number of males taking part, probably because it is dance based and males are stereotypically not expected to be involved in those kinds of activity.* *Popular view would have someone of my age and sex doing more physical, contact type of activity and the media more often portray women in this type of activity which actually made it embarrassing for me.* *My peer group would definitely see this as being uncool and something to avoid as it does not fit within the ‘male youth culture’. As such my involvement in physical activity is largely determined by my peers and what we as a group consider to be appropriate or ‘cool’.* *The implications of the societal influence of the peer group is that I am restricted from a wide range of possibly enjoyable physical activity because…**For example, I couldn’t do any form of dance type activity even if I wanted to because of a negative peer influence. I know that this means that I am heavily influenced and I should be stronger than this, but this is the way I feel about these types of activities. I think for me to overcome this I would need to see a change in these stereotypes that are put out there.* | The student demonstrates comprehensive understanding of societal influences on physical activity and the implications for self and others. The student asks four family members to participate in an investigation, creates and uses a survey that asks the family members about ways in which society has influenced their involvement in physical activity, takes part in the physical activities of the family members surveyed, and completes log of four sessions of your own and the family member’s involvement in each activity.The student uses evidence from the logs to compile a written report that summarises information and details of three societal influences on physical activity, and of the implications of these influences for self and others. Societal influences may include, for example: advertising and/or other media, popular view, policy, social marketing or peers.In their report, the student explores some themes from these societal influences, such as sexism, healthism, commodification, school culture, youth culture or the body.The student explains, in-depth and breadth, how and why societal influences affect the physical activities of self and others, and makes the relationships between influences and participation evident, i.e. influences are matched by providing appropriate and relevant implications.The student includes some level of critical thinking that asks questions of and/or challenges assumptions in relation to the societal influences and implications.For example: Partial holistic snapshot of evidence*By partaking in a Zumba class with my mother as one of her physical activity choices it confirmed my thoughts that this is definitely not an activity a Year 12 boy would enjoy. There were only a very small number of males taking part, probably because it is dance based and males are stereotypically not expected to be involved in those kinds of activity.* *Popular view would have someone of my age and sex doing more physical, contact type of activity.* *The role of the media has a large influence on physical activity. Men are seldom portrayed in fitness advertisements or in magazines or the sports news for this type of activity and as a result the general view of society is that males tend not to be as involved. This is due to social construction and how gender is portrayed. Due to this dance and dance type activities are seen as not being masculine. But who decides this? If we believe this then we are allowing this to become true, or can we challenge these stereotypes and go against the norm.**For me, though I was embarrassed initially by being involved in the Zumba class, it helped me to understand some of the societal barriers to physical activity. Because I understand these barriers I can make an effort to ignore them.**For others such as my peer group, I think they would definitely see this as being uncool and although it does not fit within the ‘male youth culture’ if you were to offer classes in schools and had more males taking Zumba classes then the currently ‘negative’ societal influences of media, advertising, popular view and peer group on males partaking in this type of activity would begin to be broken down… For my mother, she is influenced by the media, the fitness industry and has always moved with the times in the activities she takes part in. These influences have made her participate rather than the opposite that I feel this influence has on males. So it depends who you are, whether you are male or female, how old you are, whether you have the money to take part and many more factors…Implications for my mother is more along the lines of her considering who is advantaged by her taking part in this activity (the gym she pays) and whether she wants to part with her money in taking part. Are there other activities that could meet her needs? Do the positives out way the negatives of her taking part….* |

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