**NZQA**

**Approved**

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

Level: 2

Credits: 4

Resource title: Football 5-a-side

Resource reference: Physical Education VP-2.5 v2

Vocational pathway: Social and Community Services

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| Quality assurance status | These materials have been quality assured by NZQA.  NZQA Approved number A-A-02-2015-91331-02-8204 |
| Authenticity of evidence | Assessors/educators must manage authenticity for any assessment from a public source, because learners may have access to the assessment schedule or exemplar material.  Using this assessment resource without modification may mean that learners’ work is not authentic. Assessors/ educators 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. |

Vocational Pathway Assessment Resource

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Learner instructions

# Introduction

This assessment activity requires you to examine how and why 5-a-side football for visually impaired people has sociological and issue-related significance for self, others and society, and to prepare a presentation (seminar or talk).

You are going to be assessed on how critically you examine the interrelationship between relevant sociological factors and the significance of 5-a-side football for visually impaired people, yourself, others and society.

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

Assessor/educator note: It is expected that the assessor/educator will read the learner instructions and modify them if necessary to suit their learners.

# Task

You are required to prepare a presentation that critically examines and explains the interrelationship between relevant sociological factors, 5-a-side football for visually impaired people, 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: friend, family, whānau. Society may include: community, hapu, iwi, region, nation, global society.

To prepare for your presentation which examines and explains the interrelationship between relevant sociological factors you will need to:

* identify assumptions
* identify who is advantaged and who is disadvantaged
* consider the pros and cons
* make judgements and provide supporting evidence.

## Gather perspectives

Activities that may help with gathering perspectives include:

* participating personally in a football 5-a-side team for people who are visually impaired. This may be as an organiser, coach and/or manager of a team. You may also participate as a player (goalkeeper may be sighted). You should draw on this experience to support your examination of the significance of football 5-a-side for people who are visually impaired
* seeking out a variety of perspectives on the importance and value of football 5-a-side for people who are visually impaired. Ask the visually impaired players, assessor/educators, employers, family or whānau what they think of football 5-a-side, 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.

Create a table with the following headings to record responses:

* Source (self/others/society), for example for self: personal experiences and feelings
* Significance, for example awareness of others, need for inclusiveness
* Sociological factors (societal, economic, ethical, cultural, etc.), for example societal: breaking down barriers, fair access for all.

## Research

Conduct research to discover:

* how society views this activity (consider, for example your training organisation, the service sector you work in, the visually impaired community, local community, region or New Zealand)
* why different groups may view it in quite different ways
* the ongoing needs of the visually impaired to participate in all areas of life, for example types of activity available, what types can be modified to suit them.

Sources that may be useful for research include:

* Office for Disability Issues and Paralympics websites
* newspaper articles
* your assessor/educator/supervisor
* health and disability advisors.

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 football 5-a-side for people who are visually impaired 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 football 5-a-side for people who are visually impaired is (or is not) significant for yourself, others and society. Others may include, for example, visually impaired players, other course participants, your assessor/educator, employer and whānau. Society could include your training organisation, the service section you work in, the visually impaired community, local community, region or New Zealand
* a range of sociological factors and issues that help explain why people have differing views on the importance and value of football 5-a-side for people who are visually impaired. 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
* explanations of how the different, relevant sociological factors relate to each other and influence the significance of football 5-a-side for people who are visually impaired for yourself, others and society. Identify assumptions, for example who is advantaged and disadvantaged by football 5-a-side, and the various pros and cons
* a conclusion with your evaluation of football 5-a-side for people who are visually impaired, based on the evidence you have presented
* acknowledgement of your sources.

Assessment may be through ongoing opportunities.

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Assessor/Educator guidelines

# Introduction

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

As with all assessment resources, education providers will need to follow their own quality control processes. Assessors/educators must manage authenticity for any assessment from a public source, because learners may have access to the assessment schedule or exemplar material. Using this assessment resource without modification may mean that learners' work is not authentic. The assessor/educator may need to change figures, measurements or data sources or set a different context or topic. Assessors/educators need to consider the local context in which learning is taking place and its relevance for learners.

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

# Context/setting

This activity requires learners to critically examine the significance for self, others and society of football 5-a-side for the visually impaired.

# Conditions

Assessment may be through ongoing opportunities.

# Resource requirements

Sport and Recreation - It's more than you think

<http://www.dsr.wa.gov.au/sport-and-recreation-ndash-its-more-than-you-think>

Office for Disability Issues website

<http://www.paralympics.org.nz/>

Magazine and/or online articles related to health and disability services/community support sector.

# Additional information

Choose a mode of assessment that will give your learners every opportunity to demonstrate the quality of their thinking.

Annotated grade boundary exemplars for this standard provide guidance and can be accessed on http://www.nzqa.govt.nz/qualifications-standards/qualifications/ncea/subjects/physical-education/annotated-exemplars/.

## Other possible contexts for this vocational pathway

A critical examination of paraplegic basketball.

# Assessment schedule: Physical Education 91331 – Football 5-a-side

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| Evidence/Judgements for Achievement | Evidence/Judgements for Achievement with Merit | Evidence/Judgements for Achievement with Excellence |
| The learner examines the significance for self, others and society of a sporting event, a physical activity, or a festival by:   * explaining how and why football 5-a-side for people who are visually impaired is significant, with reference to relevant sociological factors and issues for self, others and society   For example  Significance for self:  I have always enjoyed playing football. What I found after taking part in a competition that specifically included people with visual impairment, was that I have become more empathetic with the challenges that they face and how modification is so important to ensure that inclusion occurs.  This gave me more confidence about learning something new… it was good meeting new people in the visually impaired community and playing in the team with them. It was significant for me because it made me more aware of the limitations for visually impaired people. It also made me realise that we need to take action to ensure inclusion, by modifying rules, equipment, etc …  Significance for others:  When I gathered evidence from (A) they told me that taking part in this activity had been great for their self-confidence. They had enjoyed developing their interpersonal skills in the team environment. They had enjoyed that the focus was on inclusion for all and the teams worked together to modify all the time. They felt that sometimes these aspects had not been considered during their time within sport in the past and they thought that this was more important than the equipment.  Significance for society:  Ethically we need to ensure empowerment and inclusion for all. This means breaking down barriers that occur and making access to sport, physical activity equitable across society…This may include modification of equipment, rules and strategies.  The above expected learner responses are indicative only and relate to just part of what is required. | The learner 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 football 5-a-side with reference to relevant sociological factors and issues for self, others, and society, supported by evidence, such as quotations, case studies, research, examples, personal accounts   For example  Significance for self:  I have always enjoyed playing football. What I found after taking part in a competition that specifically included people with visual impairment, was that I have become more empathetic with the challenges that they face, and how modification is so important to ensure that inclusion occurs.  This gave me more confidence about learning something new… it was good meeting new people in the visually impaired community and playing in the team with them. It was significant for me because it made me more aware of the limitations for visually impaired people. It also made me realise that we need to take action to ensure inclusion, by modifying rules, equipment, etc…  For example, the players rely on hearing the ball beep, but they couldn’t hear it because we were all yelling out for the ball. When we realised this, we made a new rule that no-one could speak but you had to touch a player when you wanted to direct them to the ball.  Significance for others:  When I gathered evidence from (A) they told me that taking part in this activity had been great for their self-confidence. They had enjoyed developing their interpersonal skills in the team environment. They had enjoyed that the focus was on inclusion for all and the teams worked together to modify all the time. They felt that sometimes these aspects had not been considered during their time within sport in the past and they thought that this was more important than the equipment.  An example they gave was focused on our modification of the rule so everyone had to touch the ball before they could score. They said that felt better than in the past when the ball had to go to one particular person before they scored.  Significance for society:  Ethically we need to ensure empowerment and inclusion for all. This means breaking down barriers that occur and making access to sport, physical activity equitable across society…This may include modification of equipment, rules and strategies.  Supporting evidence:  Research I have done revealed that the vision and mission of Paralympics New Zealand supports and encourages opportunities for disabled people to participate in sports at regional, national and international levels with sports being offered through a network of Associations, Organisations, clubs, coaches and individuals.  The above expected learner responses are indicative only and relate to just part of what is required. | The learner 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 football 5-a-side 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:  I have always enjoyed playing football. What I found after taking part in a competition that specifically included people with visual impairment, was that I have become more empathetic with the challenges that they face and how modification is so important to ensure that inclusion occurs.  This gave me more confidence about learning something new… it was good meeting new people in the visually impaired community and playing in the team with them. It was significant for me because it made me more aware of the limitations for visually impaired people. It also made me realise that we need to take action to ensure inclusion, by modifying rules, equipment, etc …  For example, the players rely on hearing the ball beep, but they couldn’t hear it because we were all yelling out for the ball. When we realised this, we made a new rule that no-one could speak but you had to touch a player when you wanted to direct them to the ball.’ We had made the assumption that they would be able to hear the ball while we all carried on communicating in the normal way. This was not the case so we had to modify what we were doing.  Significance for others:  When I gathered evidence from (A) they told me that taking part in this activity had been great for their self-confidence. They had enjoyed developing their interpersonal skills in the team environment. They had enjoyed that the focus was on inclusion for all and the teams worked together to modify all the time. They felt that sometimes these aspects had not been considered during their time within sport in the past and they thought that this was more important than the equipment.  An example they gave was focused on our modification of the rule so everyone had to touch the ball before they could score. They said that felt better than in the past when the ball had to go to one particular person before they scored.  The focus was then on modifying without picking out. We had made an assumption that they would just want to be included more. This was true, but the way we went about it was incorrect.  They talked about modifications to games, rules and equipment, so that they could be included, were not the norm for what had occurred in the past in their PE classes. I think, on reflection, this is huge and something that needs to be considered in classes round the country. How do we promote equity of access so everyone can be included?  Significance for society:  Ethically we need to ensure empowerment and inclusion for all. This means breaking down barriers that occur and making access to sport and physical activity equitable across society…This may include modifications to equipment, rules and strategies.  Supporting evidence:  Research I have done reveals that the vision and mission of Paralympics New Zealand supports and encourages opportunities for disabled people to participate in sports at regional, national and international levels with sports being offered through a network of Associations, Organisations, clubs, coaches and individuals.  While this is definitely a positive goal we could get more critical when we look at ethics and what could be considered cheating.  ‘We need to look at the extent of modifications that occur when trying to be inclusive. We should consider how many rules we change before it becomes unfair. Who is advantaged or disadvantaged by these modifications. Also aspects, such as what equipment is used or modified. If we look at blades for running, does this then become a biomechanical advantage? What about wheelchairs and whether you should actually be disabled to use them. If all players are in the same position is it acceptable? How much can we change before it is cheating? How disabled (there are grades for this) do you need to be to take part? How do we measure differences between people? Who makes that call?  The above expected learner responses are indicative only and relate to just part of what is required. |

Final grades will be decided using professional judgement based on an examination of the evidence provided against the criteria in the Achievement Standard. Judgements should be holistic, rather than based on a checklist approach.