

Internal Assessment Resource

Physical Education Level 1

EXPIRED

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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: Gen-Z |
| 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-02-2015-90965-02-4561 |
| 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 1.4A v3

Resource title: Gen-Z

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 participate in a range of physical activity options that appeal to Generation Z (teenagers).

Students will use the experiences to demonstrate an understanding of societal influences on physical activity and discuss implications for themselves and others.

*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.

*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

The student will participate in a unit of work that focuses on activities that are non-mainstream and are likely to appeal to Generation Z. Examples include surfing, Nintendo Wii, long board skateboarding, paddle boarding, mountain biking, kite surfing, rollerblading, inline skating, motocross and short versions of sports, e.g. T20 and indoor cricket.

This assessment activity will take place through ongoing assessment opportunities.

You will need to decide a time period and set a due date for completion and submission of work.

The student will demonstrate understanding of the implications of the societal influence on physical activity as it relates to Generation-Z, by producing one of:

* a documentary where the student is the reporter
* a verbal presentation to the teacher (one on one interview)
* a written assignment.

The verbal assessment may be informal and ongoing, e.g. asked at any stage on a camp/when walking back to school following participation in an activity. It may alternatively be more formal, e.g. an interview at the end of the unit.

Resource requirements

None.

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.

This assessment resource could be used in conjunction with assessment of other achievement standard assessments, e.g. AS90962 *Participate actively in a variety of physical activities and explain factors that influence own participation*, or in an outdoor education/camp context.

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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Credits: 4

| Achievement | Achievement with Merit | Achievement with Excellence |
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| 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 show your understanding of physical activity that appeals to Generation Z teenagers. Generation Z (Gen-Z) is a common name for people born between the early 1990s and the early 2000s.

You will participate in appropriate activities, and present a written or verbal report showing your understanding of societal influences on physical activity and the implications for yourself and others.

This 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 two parts to this task. Complete both parts.

Physical Activity Log

Complete a physical activity log for at least three different types of Gen-Z physical activity.

Complete a separate log for each activity and gather detailed information.

Your teacher may provide a log template for you to use.

Gen-Z and physical activity – the implications

Demonstrate your understanding of the implications of the societal influence on physical activity as it relates to Generation Z.

You may choose to do this as:

* a documentary with you as reporter (you might use video clips with a voiceover)
* an oral presentation to the teacher (a one-on-one interview at the end of the unit)
* a written report.

Choose a mode that will enable you to present sufficient quality of evidence to achieve the standard at any level.

Information for this task can be gathered from your Physical Activity Log.

In your report, consider the following:

* What you enjoyed/did not enjoy about the activities you took part in, and justify why you feel this way
* The characteristics of the activities that make them appeal/or not to other ‘Gen-Zers’, and reasons why/why not?
* Reasons for the major societal influences on this form of physical activity, and reasons why they are an influence. For eachinfluence you should consider, who is advantaged/disadvantaged by the influence? How does this influence occur? Give examples in the context of activities you have taken part in. What are the potential consequences 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).

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

Assessment schedule: Physical Education 90965 Gen-Z

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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 takes part in three ‘Gen-Z’ physical activities, and completes a log of their 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.The student explores some themes from these societal influences, such as sexism, healthism, commodification, school culture, youth culture or the body.The student presents the report as a documentary, interview or written report, as agreed with the teacher.For example: Partial holistic snapshot of evidence*Children of Generation Z want things to happen quickly. Activities like skateboarding have come back into fashion as today’s youth search for instant satisfaction.* *One of our class activities was using the Nintendo Wii to do athletics. This is a good example of the type of activity that appeals to Generation Z. The societal influences of the media and the role of advertising are big factors in the youth culture today. Nintendo have managed to appeal to Generation Z when it comes to physical activity – even to the point of not having to leave their living rooms!* *An implication of this might be a lack of socialisation due to young people not actually having to join teams or play sport against an actual person!* | The student demonstrates in-depth understanding of societal influences on physical activity and the implications for self and others. The student takes part in three ‘Gen-Z’ physical activities, and completes a log of their 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.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 them evident, i.e. influences are matched by providing appropriate and relevant implications.The student presents the report as a documentary, interview or written report, as agreed with the teacher.For example: Partial holistic snapshot of evidence*Children of Generation Z want things to happen quickly. They are often in search of a ‘quick fix’ or instant gratification and are generally not willing to wait for ‘things to happen’ as previous generations have been.* *One of our class activities was using the Nintendo Wii to do athletics. This is a good example of the type of activity that appeals to Generation Z.* *The societal influence of different forms of media such as magazines, television and particularly the internet through advertising have a large effect on physical activity for the youth culture of today. Nintendo have managed to appeal to a market of consumers who want instant gratification and excitement and who often wont spend the time looking for it or even getting to it – to the point of not having to even leave their living rooms.* *Generation Z (also known as Generation ‘I’ - short for Internet) due to being the first generation growing up with the internet have been immersed in a wide range of technological advances which may limit the personal contact Generation Zers have with each other thus decreasing the growth and development of important social skills.* *Further to this is the misinterpretation that the type of physical activity they are doing whilst playing these games is beneficial to their health.**The implications of this are that I should get out there and do some normal exercise instead of buying into their money making. There is so many other activities that I can do other than this, this is why it is good that we tried a variety of activities as now I can use this experience to pick another cheaper, but just as much fun activity that is actually better for my health.* | The student demonstrates comprehensive understanding of societal influences on physical activity and the implications for self and others. The student takes part in three ‘Gen-Z’ physical activities, and completes a log of their 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.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 them evident, i.e. influences are matched by providing appropriate and relevant implications.The student includes some evidence of critical thinking that asks questions of and/or challenges assumptions in relation to the societal influences and implications.The student presents the report as a documentary, interview or written report, as agreed with the teacher.For example: Partial holistic snapshot of evidence*However, all this technology can have a major negative impact on some GenZers, especially if you can’t afford them. The societal influence of social economic status can be rather daunting for me and my friends who cannot afford a Nintendo Wii. When I looked on Trade me, a second hand package was a minimum of $300. I am not in a fortunate position where my parents can just splash out this kind of money for some entertainment, and my Dad would say I don’t need electronic technology to do physical activity when I could go outside for a run for free. Sometimes I feel that the socio economic status of my family compared to others is tough in some ways. The negatives include not being able to have first-hand experience of something like Nintendo Wii. Instead I have to wait until I get invited to a mates place to play it. How much money you and your family have should not affect friendships but unfortunately it can. An example could be if I really wanted a Nintendo Wii, I would have to save for ages to get it, but my friend got one when they first came out, and does not have to work afterschool like I do in order to pay for it which makes me feel jealous. I feel that socio economic status has a major impact on this form of physical activity for myself and others. If we can’t afford it, we can’t do it, and therefore can’t experience it. On the other hand, it could also save you money. Instead of paying hundreds of dollars for something that releases new games and activities on a regular basis, I could save that money and participate in a physical activity that is free, and be able to get outside and experience the outdoors. Since we live in such a nice place, it makes sense to get outside and try new physical activities instead of relying on electronic devises to make us active. So I guess I need to look at both sides of the implications of this societal influence and then do I pay a high cost for a trendy activity, or do I save money and do an activity which could be a bit boring? I want to consider who has a vested interest in Nintendo Wii and how this is allowed in by society. Nintendo is a multi-national company, whose major interest is in the revenue of their company. They use the body and physical activity associated with this to sell their product. They set their prices at what they think will meet the market and this definitely puts this out of reach for people such as me. They use the media to promote their product and they try to influence myself and others into thinking that these products are an important part of the youth culture today, so that we will buy their product and in turn up their revenue. I think we need to understand this so that we can be critical consumers of these products. Because we have looked differently at this activity and what is behind it. I think that my Dad is on the right track. It should not be about money and being pressured into buying things, it should be about getting out there and getting active. I think we should make a stand and not buy these technological products to exercise, let’s actually get out there with a real hula hoop!* |

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