

Exemplar for Internal Achievement Standard

Physical Education Level 2

This exemplar supports assessment against:

Achievement Standard 91334

Consistently demonstrate social responsibility through applying a social responsibility model in physical activity

An annotated exemplar is an extract of student evidence, with a commentary, to explain key aspects of the standard. These will assist teachers to make assessment judgements at the grade boundaries.

New Zealand Qualification Authority

To support internal assessment

	Grade Boundary: Low Excellence
1.	<p>For Excellence, the student needs to consistently demonstrate an outstanding level of social responsibility through applying a social responsibility model in physical activity and in wider contexts.</p> <p>This requires the application of self-direction, the use of ongoing reflection, and helping others in leadership within a social responsibility model in physical activity and in other aspects of their lives.</p> <p>The student has consistently applied behaviours of self-direction within a social responsibility model in all activities (1).</p> <p>This student has consistently applied behaviours of helping others within a social responsibility model in all activities (2).</p> <p>The student has applied behaviours of assisting others to reach level 5 and being a role model in other aspects of their life (waka ama) (3).</p> <p>The student work shows an example of one entry of the ongoing reflection log (4).</p> <p>For a more secure Excellence, the student would need to consistently apply the behaviour of assisting others to reach Level 5 within a social responsibility model in wider contexts.</p>

Teacher observation sheet (over a period of time at camp)		
Social Responsibility Model: Level	Comment and tick	
Levels 1/2 Participation and effort. Respects the rights and feelings of others.	Comment	
Tick one:	Demonstrates	Consistently demonstrates
Level 3 Self-direction. <ul style="list-style-type: none"> On-task independence (they are able to complete tasks without the coach/teacher standing over them) ✓ Sets goals and self-standards ✓ Show the courage to resist peer pressure ✓ Fully involved and active (but not dominating) ✓ Plays by the rules/ prepared for outdoor experiences ✓ 	Comment	
Tick one:	Demonstrates	Consistently demonstrates
		✓ 1
Level 4 Helping others and leadership. <ul style="list-style-type: none"> Shows good interpersonal skills (is sensitive towards others, shows care and compassion) ✓✓✓✓✓ Listens and responds without being judgemental Helps others when they want help or need it ✓✓✓✓✓ Recognises the needs and feelings of others ✓✓✓ Makes sure all players in the group have equal opportunity to be involved by assisting them with the skills required ✓ Acknowledges other teams' skills or efforts ✓✓✓ Proactively applies fair play/honest rules ✓✓✓✓ Happily accepts others as part of the group ✓✓ 	Comment Downhill Mt Drury mountain biking – encouraged others who lack confidence Summerhill mountain biking – encouraged others. Assisted another student who was upset and scared of downhill. Camp preparation- attends interval to load her bike into the trailer and loaded another student's bike who had forgotten Loading bikes- she went to find others who had forgotten to attend and load the bikes Kayak leg of the journey- she kayaked with a weaker paddler and encouraged the group to stay together On the Marae- worked hard to follow and learn about the protocol of the local Iwi and Hapu, and cleaned up after herself and others when preparing food in the whare kai. Post camp- returned all borrowed gear promptly and cleans bikes without being asked.	
Tick one:	Demonstrates	Consistently demonstrates
		✓ 2

TT consistently helped others and shown leadership behaviour before, during and after the camp. You also applied behaviours of helping others and leadership coaching waka ama paddlers at school for most of the season. Your next steps to strengthen your grade to an Excellence is to make sure you consistently responsible in resisting pressure to muck around with mates when are responsible for coaching others.

Grade Awarded –Low Excellence

Verification by teacher: MM

Date: August 2014

The student also provided an ongoing reflection of demonstrating social responsibility within a social responsibility model. (This is not included in this exemplar).

Kayaking

I kayaked with a weaker paddler and gave them ideas on how to improve their stroke and become more efficient when paddling. I showed them what to do and what the ideal technique looked like so that they could help others in the future. I encouraged the group to stay together so that we could help others if they got in trouble and keep an eye on everyone.

4

Applying social responsibility in wider context (in other aspects of the student's life)

TT - waka ama coaching

Adult assessor report		
Level	Level of Social Responsibility	
5	<i>Beyond the classroom</i>	<ul style="list-style-type: none"> Is a role model ✓✓✓ Assist others in reaching this level ✓
4	<i>Helping others and leadership</i>	<ul style="list-style-type: none"> Shows good interpersonal skills (is sensitive towards others, shows care and compassion) ✓✓✓✓ Listens and responds without being judgemental Helps others when they want help or need it ✓✓✓ Recognises the needs and feelings of others ✓✓✓✓✓ Makes sure all players in the group have an equal opportunity to be involved Acknowledges other teams' skills or efforts ✓✓✓✓✓✓ Proactively applies fair play/honest rules ✓✓✓✓✓ Happily accepts others as part of the group ✓✓✓
3	<i>Self-direction</i>	<ul style="list-style-type: none"> Demonstrates on-task independence (can do the task without the teacher standing over them) ✓ Sets goals and self-standards ✓ Shows the courage to resist peer pressure (focus on achieving what's best for them) ✓ Is fully involved and active (but not dominating). ✓ Plays by the rules ✓
		Comments/Evidence/Dated observations
Is the student a role model for others?		Yes, TT is very motivated to succeed and others look to replicate his leadership actions showing she was a role model for others. This was observed on some occasions 15/7, 21/7, 8/8, were the dates that this behaviour was observed.

3

3

	Grade Boundary: High Merit
2.	<p>For Merit, the student needs to consistently demonstrate a high level of social responsibility through applying a social responsibility model in physical activity.</p> <p>This involves applying self-direction, using ongoing reflection, and helping others in leadership within a social responsibility model in physical activity.</p> <p>The student has consistently applied behaviours of self-direction within a social responsibility model in all activities (1).</p> <p>This student has consistently applied behaviours of helping others within a social responsibility model in all activities (2).</p> <p>The student has applied behaviours of helping others in other aspects of their life (coaching rugby) (3).</p> <p>The student work shows an example of one entry of the ongoing reflection log (4).</p> <p>To reach Excellence, the student would need to consistently apply behaviours of being a role model and assisting others to reach Level 5 within a social responsibility model in wider contexts.</p>

Teacher observation sheet (over a period of time at camp)		
Social Responsibility Model: Level	Comment and tick	
Levels 1/2 Participation and effort. Respects the rights and feelings of others.	Comment	
Tick one:	Demonstrates	Consistently demonstrates
Level 3 Self-direction. <ul style="list-style-type: none"> On-task independence (they are able to complete tasks without the coach/teacher standing over them) ✓ Sets goals and self-standards ✓ Show the courage to resist peer pressure ✓ Fully involved and active (but not dominating) ✓ Plays by the rules/ prepared for outdoor experiences 	Comment Mt Drury mountain biking – set himself a goal to improve descending technique Camp walk – remained positive even when others around him were moaning	
Tick one:	Demonstrates	Consistently demonstrates
		✓
		1
Level 4 Helping others and leadership. <ul style="list-style-type: none"> Shows good interpersonal skills (is sensitive towards others, shows care and compassion) ✓✓✓✓✓ Listens and responds without being judgemental Helps others when they want help or need it. ✓✓✓✓✓✓✓ Recognises the needs and feelings of others ✓✓✓✓✓ Makes sure all players in the group have equal opportunity to be involved by assisting them with the skills required ✓✓ Acknowledges other teams' skills or efforts ✓ Proactively applies fair play/honest rules ✓ Happily accepts others as part of the group 	Comment Running/ endurance session- ran with RR and encouraged her to keep going Mt Drury- mountain biking – encouraged others to attempt the downhill. Demonstrated leadership. On Camp- kayaked with a weaker paddler and assisted her with technique Camp walk- researched and shared the story about Papamoa hill. On Camp mountain biking- showed others how to use gears and brakes efficiently Bike ride- I rode with RR and encouraged her. Followed the rules and did not go off on other tracks Was a role model for other students Post camp- clean and degreased bike and assisted others who had difficulty getting mud off their bikes	
Tick one:	Demonstrates	Consistently demonstrates
		✓
		2
PK consistently helped others and shown leadership behaviour before, during and after the camp. You also applied behaviours of helping others and leadership rugby coaching at school. Your next steps to strengthen your grade is to make sure you are consistently responsible in keeping the team and the other coaches informed if you don't turn up to practices and resist pressure to muck around with mates when are responsible for coaching others. Grade Awarded –High Merit Verification by teacher: MM Date: June 2014		

The student also provided an ongoing reflection of demonstrating social responsibility within a social responsibility model. The following is an example:

Running/ Endurance session

I ran with another student and encouraged her when she looked like she couldn't run any further. I told her that she could do it and that it wasn't far to go. I also encouraged her when she found it difficult in preparation for the journey, and gave her ideas on where she could go to get the right gear for the trip.

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Applying social responsibility in wider context (in other aspects of the student's life)

PK Rugby coaching

Adult assessor report		
Level	Level of Social Responsibility	
5	<i>Beyond the classroom</i>	<ul style="list-style-type: none"> Is a role model Assist others in reaching this level
4	<i>Helping others and leadership</i>	<ul style="list-style-type: none"> Shows good interpersonal skills (is sensitive towards others, shows care and compassion) ✓✓✓✓✓ Listens and responds without being judgemental Helps others when they want help or need it. ✓✓✓✓✓ Recognises the needs and feelings of others ✓✓✓✓✓ Makes sure all players in the group have an equal opportunity to be involved Acknowledges other teams' skills or effort. ✓✓✓✓✓ Proactively applies fair play/honest rules ✓✓✓✓✓ Happily accepts others as part of the group ✓✓✓✓✓
3	<i>Self-direction</i>	<ul style="list-style-type: none"> Demonstrates on-task independence (can do the task without the teacher standing over them) ✓ Sets goals and self-standards ✓ Shows the courage to resist peer pressure (focus on achieving what's best for them) ✓ Is fully involved and active (but not dominating) ✓ Plays by the rules ✓
		Comments/Evidence/Dated observations
Is the student a role model for others?		At times PK can be a good role model for other students as observed on the 12/3. However, he is prone to silly behaviour occasionally. For example, mucking round with his mates which can give the wrong impression.
Does the student try to assist others to strive to reach this level of social responsibility too?		PK worked well when coaching one of the junior rugby teams and helped others to learn new skills. However, PK did miss a couple of practices and did not let anyone know. I observed him taking practice on 12/3, 15/3, 24/4, 26/4, 2/5, 9/5 and 16/5.

3

	Grade Boundary: Low Merit
3.	<p>For Merit, the student needs to consistently demonstrate a high level of social responsibility through applying a social responsibility model in physical activity.</p> <p>This involves applying self-direction, using ongoing reflection, and helping others in leadership within a social responsibility model in physical activity.</p> <p>The student has consistently applied behaviours of self-direction within a social responsibility model in all activities (1).</p> <p>The student has consistently applied behaviours of helping others within a social responsibility model in most activities (2).</p> <p>The student work shows an example of one entry of the ongoing reflection log (3).</p> <p>For a more secure Merit, the student would need to consistently apply behaviours of helping others within a social responsibility model in all physical activities.</p>

Teacher observation sheet (over a period of time at camp)		
Social Responsibility Model: Level	Comment and tick	
Levels 1/2 Participation and effort. Respects the rights and feelings of others.	Comment	
Tick one:	Demonstrates	Consistently demonstrates
Level 3 Self-direction. <ul style="list-style-type: none"> On-task independence (they are able to complete tasks without the coach/teacher standing over them) ✓✓ Sets goals and self-standards Show the courage to resist peer pressure ✓ Fully involved and active (but not dominating) ✓✓ Plays by the rules/ prepared for outdoor experiences 	Comment Kayaking on camp- involved in the lesson and listened to instructions most of the time. Some lapses of concentration Walk up Mauao- resisted peer pressure when his friend was off task up on the summit of Mauao	
Tick one:	Demonstrates	Consistently demonstrates
		✓ 1
Level 4 Helping others and leadership. <ul style="list-style-type: none"> Shows good interpersonal skills (is sensitive towards others, shows care and compassion) ✓ Listens and responds without being judgemental ✓ Helps others when they want help or need it. ✓✓✓✓✓ Recognises the needs and feelings of others ✓✓ Makes sure all players in the group have equal opportunity to be involved Acknowledges other teams' skills or efforts Proactively applies fair play/honest rules Happily accepts others as part of the group ✓ 	Comment Downhill Mt Drury- allowed other people to draft him on the way down and encouraged them Camp Summer Hill walk- helped others to set up their tents and helped other groups with cooking Journey/ Marae- assisted others with their understanding of Powhiri protocol Bike ride- encouraged and assisted Abbey on her last ride	
Tick one:	Demonstrates	Consistently demonstrates
		✓ 2 most behaviours
KK always thought of others on camp in a variety of different activities through encouraging and assisting when needed. I would like to see more behaviours of helping and leadership displayed in the future. Grade Awarded – low Merit Verification by teacher MM Date: March 2014		

The student also provided an ongoing reflection of demonstrating social responsibility within a social responsibility model. The following is an example:

Bike Ride

I encouraged Abbey on the last part of the ride when she was starting to fall back. I said, 'You can do it Abbey, just another couple of kms' and 'It is all mainly downhill now'. I assisted her on her gear changes going down the hill and suggested she got

off her bike in the steep part. I jumped off my bike too and walked with her until she felt confidence to ride her bike again. Next time, I will make sure I keep helping others as it was really rewarding and I felt valued.

	Grade Boundary: High Achieved
4.	<p>For Achieved, the student needs to consistently demonstrate social responsibility through applying a social responsibility model in physical activity.</p> <p>This involves applying self-direction and using ongoing reflection within a social responsibility model in physical activity.</p> <p>The student has consistently applied behaviours of self-direction within a social responsibility model in all activities (1).</p> <p>The student has applied some behaviours of helping others in leadership within a social responsibility model (2).</p> <p>The student work shows an example of one entry of the ongoing reflection log (3).</p> <p>To reach Merit, the student would need to consistently apply behaviours of helping others within a social responsibility model.</p>

Teacher Observation Sheet (over time at camp)		
Social Responsibility Model: Level	Comment and tick	
Levels 1/2 Participation and effort. Respects the rights and feelings of others.	Comment	
Tick one:	Demonstrates	Consistently demonstrates
Level 3 Self-direction. <ul style="list-style-type: none"> On-task independence (they are able to complete tasks without the coach/teacher standing over them) ✓✓✓ Sets goals and self-standards ✓ Show the courage to resist peer pressure (n/a) ✓ Fully involved and active (but not dominating) ✓✓ Plays by the rules/ prepared for outdoor experiences ✓ 	Comment Mt Biking Downhill- fully involved despite finding activity challenging Summertime mountain biking- set goal to ride up 3km hill and succeeded Running – moaned about it but completed it Walk up Mauao- prepared with appropriate equipment Post camp- cleaned bikes with minimal complaints	
Tick one:	Demonstrates	Consistently demonstrates
		✓
Level 4 Helping others and leadership. <ul style="list-style-type: none"> Shows good interpersonal skills (is sensitive towards others, shows care and compassion) ✓ Listens and responds without being judgemental Helps others when they want help or need it ✓✓ Recognises the needs and feelings of others ✓ Makes sure all players in the group have equal opportunity to be involved Acknowledges other teams' skills or effort. Proactively applies fair play/honest rules (n/a) Happily accepts others as part of the group 	Comment On Camp /Kayak- worked to improve her kayaking skills and showed others when she had mastered it Ride- encouraged others to ride up the 3km hill	
Tick one:	Demonstrates	Consistently demonstrates
	✓ some	
A great effort, AA. You applied consistently are good range of behaviours of self -direction and starting to help and encourage others even though you found the biking a challenge at times. You showed empathy towards others. To reach Merit, you need to consistently demonstrate a range of behaviours of helping others and leadership. Grade Awarded: High Achieved Verification by teacher: MM Date: March 2014		

1

2

The student also provided an ongoing reflection of demonstrating social responsibility within a social responsibility model. The following is an example:

Walk up Mauao

3

I had in my daypack with thermals, fleecy sweatshirt, rain jacket and hat just in case the weather changed. Also I had sturdy trekking shoes on so I did not slip on the track. I needed all my gear as the track up was slippery from recent rain and it was quite windy and cold at the summit.

	Grade Boundary: Low Achieved
5.	<p>For Achieved, the student needs to consistently demonstrate social responsibility through applying a social responsibility model in physical activity.</p> <p>This involves applying self-direction and using ongoing reflection within a social responsibility model in physical activity.</p> <p>The student has consistently applied some behaviours of self-direction within a social responsibility model in most activities (1).</p> <p>The student work shows an example of one entry of the ongoing reflection log (2).</p> <p>For a more secure Achieved, the student would need to consistently apply more behaviours of self-direction within a social responsibility model in all physical activities.</p>

Teacher Observation (over a period of time at camp)		
Social Responsibility Model: Level	Comment and tick	
Levels 1/2 Participation and effort. Respects the rights and feelings of others.	Comment On Marae- moaned and put others down	
Tick one:	Demonstrates	Consistently demonstrates
Level 3 Self-direction. <ul style="list-style-type: none"> On-task independence (they are able to complete tasks without the coach/teacher standing over them) ✓✓ Sets goals and self-standards ✓✓ Show the courage to resist peer pressure Fully involved and active (but not dominating) ✓✓ Plays by the rules/ prepared for outdoor experiences 	Comment Running/ Endurance- completed the course without teacher direction Mt Drury- Mountain Biking- set herself a goal to complete downhill Tour de park- pushed herself to keep up with the front of the group On Camp/ Reid Rd- encouraging others despite finding the hill a challenge Reid's Hill- set himself a goal to ride all the way up Kayak- fully active throughout kayak leg	
Tick one:	Demonstrates	Consistently demonstrates
		✓some behaviours
Level 4 Helping others and leadership. <ul style="list-style-type: none"> Shows good interpersonal skills (is sensitive towards others, shows care and compassion) Listens and responds without being judgemental Helps others when they want help or need it Recognises the needs and feelings of others Makes sure all players in the group have equal opportunity to be involved Acknowledges other teams' skills or efforts Proactively applies fair play/honest rules Happily accepts others as part of the group 	Comment	
Tick one:	Demonstrates	Consistently demonstrates
JJ has demonstrated being able to be complete tasks without teacher help and actively involved herself in most aspects of the camp. It was good to see you start to encourage others when finding the mountain bike difficult. To strengthen your grade you would need to apply all the time self direction aspects of the social responsibility model. Grade awarded – Low Achieved Verification by teacher: MM Date: Match 2014		

1

The student also provided an ongoing reflection of demonstrating social responsibility within a social responsibility model. The following is an example:

Kayak

I kept close to my group in the kayak part of the journey. Often this was hard as I was new to kayaking and I found the current hard to paddle to keep a straight line as it was pulling me away from my course. I concentrated on my paddle technique

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making sure I got a good entry point and efficient catch, I felt I was totally involved in keeping up with my group and improving my stroke. Tomorrow I will make sure I keep up the effort and maybe start to encourage others in my group.

	Grade Boundary: High Not Achieved
6.	<p>For Achieved, the student needs to consistently demonstrate social responsibility through applying a social responsibility model in physical activity.</p> <p>This involves applying self-direction and using ongoing reflection within a social responsibility model in physical activity.</p> <p>This student has applied some behaviours of self-direction within a social responsibility model recorded on the teacher observation sheet (1).</p> <p>The student work shows an example of one entry of the ongoing reflection log (2).</p> <p>To reach Achieved, the student would need to consistently apply behaviours of self-direction within a social responsibility model.</p>

Teacher Observation sheet (over period of time at camp)		
Social Responsibility Model: Level	Comment and tick	
Levels 1/2 Participation and effort. <ul style="list-style-type: none"> Is self-motivated ✓✓ Tries their best and never give ups Tries new things and persists when the going gets tough. ✓✓ Redefines success (it may be achieving a goal, it maybe winning a competition) ✓ Can take part as directed and improves efforts to contribute independently ✓✓✓ Participates in game or experience (not fully involved) ✓✓✓ Respects the rights and feelings of others <ul style="list-style-type: none"> Shows self-control (No verbal or physical abuse i.e. name calling) ✓ Includes everyone (No intimidation, bullying or hogging equipment) Solves conflicts peacefully Does not disrupt the work and play of others 	Comment Summerhill mountain bike- wore jeans and argued about the reasons why Prior to camp- did not turn up to load his bike, then argued about it Kiate Falls- jumped off the water fall with his undies on after being told not to On Marae – followed protocol on the Marae	
Tick one:	Demonstrates	Consistently demonstrates
Level 3 Self-direction. <ul style="list-style-type: none"> On-task independence (they are able to complete tasks without the coach/teacher standing over them) Sets goals and self-standards ✓ Show the courage to resist peer pressure Fully involved and active (but not dominating) Plays by the rules /prepared for outdoor experiences ✓ 	Comment On Camp- had correct gear and organised food Reid's Hill- set himself a goal to ride all the way up	
Tick one:	Demonstrates	Consistently demonstrates
	✓ some	1
Level 4 Helping others and leadership. <ul style="list-style-type: none"> Shows good interpersonal skills (is sensitive towards others, shows care and compassion) Listens and responds without being judgemental. Helps others when they want help or need it Recognises the needs and feelings of others Makes sure all players in the group have equal opportunity to be involved Acknowledges other teams' skills or efforts Proactively applies fair play/honest rules Happily accepts others as part of the group 	Comment	
Tick one:	Demonstrates	Consistently demonstrates

TT has applied some behaviours of self-direction, however, some behaviours demonstrated are not yet on the social responsibility model.

Grade awarded: Not Achieved

Verification by teacher: MM

Date: March 2014

The student also provided an ongoing reflection of demonstrating social responsibility within a social responsibility model. The following is an example:

Reid's Hill- I set myself a goal of not stopping until the top of Reid's hill. I had to concentrate on my gear changes to be able to do this. I was really tired by the time I got to the top, however, was really pleased with my efforts. My next goal is to ride to do the same on the next day's ride.

2