

New Zealand Scholarship

Health and Physical Education

2020

A resource to support students preparing a report
for HPE scholarship (Health Education)



New Zealand Health Education Association (NZHEA)

New Zealand Scholarship Health and Physical Education: A resource to support students preparing a report for HPE scholarship (Health Education) (2020)

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Purpose and overview of this resource

Purpose:

This resource has been developed to support and guide students making a submission for the **Health and Physical Education Scholarship** (93501) award.

Note that “HPE” will be used as shorthand for Health and Physical Education throughout this resource. Similarly, **HEd** = **Health Education**, PE = Physical Education, and HEc = Home Economics.

Audience:

The main audience for this resource is **HEd** students in New Zealand schools and the HPE teachers of these students. However, many sections have relevance for HEc and PE students making a HPE scholarship submission. Where additional HEc or PE knowledge is required (beyond what is provided in this resource), this is noted.

Overview:

The resource is divided into sections that aim to help students to:

1. Understand the requirements of HPE scholarship;
2. Understand the requirements of a critical evaluation;
3. Understand HPE knowledge;
4. Select a suitable topic; and
5. Prepare a report.

Although this resource contains many tables and templates that step you through various planning, learning and writing processes required to prepare your HPE Scholarship submission, critical insight may not be shown by simply ‘filling in the boxes’ indicated by these tables and templates. It is the overall quality of your responses to your topic and questions, the insights and depth of knowledge that these responses show in context of your selected topic, and the synthesis of ideas and coherence of your report, that result in a Scholarship level performance.

Disclaimer:

Using the ideas presented in this resource cannot assume nor guarantee that any student’s scholarship submission will meet that standard required for Scholarship performance or Outstanding Scholarship performance in the current year. It is only a guide to the requirements and the quality of an individual submission will be judged by the marking panel using the published assessment criteria.

Submission date for HPE Scholarship 2020
Wednesday, 28 October 2020

PART ONE

Understanding the requirements of HPE scholarship

This section contains information about:

- The HPE Scholarship specification and performance standard
- Assessment Schedule for 2019
- Important NZQA and New Zealand Curriculum links
- Teacher (or other adult) support
- Scholarship administration
- A suggested process for preparing your submission

NOTE

The assessment specification for HPE Scholarship in 2020 has changed. Please ensure that you understand these changes before beginning the preparation of your Scholarship report.

The implications of these changes are covered in Part 4 of this resource.

For the official notification of the HPE Scholarship Assessment Specifications go to <https://www.nzqa.govt.nz/qualifications-standards/awards/new-zealand-scholarship/scholarship-subjects/scholarship-health-and-physical-education/>

The HPE Scholarship Assessment Specification and performance standard

The assessment specification and performance standard are all-important as these statements describe the overall requirements for HPE Scholarship. A key purpose of this resource is to help you to understand the intent of these statements. These statements will be revisited throughout this resource.

Table 1. HPE Assessment Specification and Performance Standard

HPE Assessment Specification 2020

Specific information

“Familiarity with the New Zealand Scholarship Health and Physical Education resources, including the descriptors in the Performance Standard, is essential.

Format of the assessment

Assessment will be in the form of a report.

Candidates produce a report that critically evaluates an aspect(s) of a selected document from the list below. The selected documents are all significant to New Zealand and are underpinned by knowledge, theories, and concepts that are embedded within the Health and Physical Education curriculum. It is expected that candidates use the selected document as a platform for analysis and critical thinking of broad and relevant themes. Candidates may refer to more than one of the listed documents within their report. However, it is expected that they will select one as a focus for their critical evaluation, which is a vital component of the report.

Documents

| Document One | Document Two | Document Three | Document Four |
|---|---|------------------------|--------------------------------|
| New Zealand Child and Youth Wellbeing Strategy (2019) | Sport NZ's 2020–2032 Strategic Direction – Every Body Active Plan | Sport NZ's Talent Plan | Sport NZ's Integrity Framework |

Websites (or use hyperlinks from the NZQA website <https://www.nzqa.govt.nz/qualifications-standards/awards/new-zealand-scholarship/scholarship-subjects/scholarship-health-and-physical-education/>)

1. <https://childyouthwellbeing.govt.nz/>
2. <https://sportnz.org.nz/assets/Uploads/Sport-NZ-Strategy-hyper12.pdf>
3. <https://sportnz.org.nz/assets/Uploads/SportNZ-TalentPlan-v01.pdf>
4. <https://sportnz.org.nz/assets/Uploads/SportNZ-SportIntegrityFramework-Overview-sm.pdf>

**HPE
Performance
standard**

*“The student will use **knowledge of the health and physical education learning area** to **critically evaluate information related to health and physical activity** **through the application of the concept of hauora, bio-physical principles and socio-cultural factors drawn from learning experiences** in, through and about, **health-related** and **human body movement contexts.**”*

Note that the intent of this statement has been clarified with further information provided by NZQA. This additional information is included in parts 3&4 of this resource.

Assessment Schedule for 2019

NZQA publishes the HPE Scholarship assessment schedule after marking each year's submissions to indicate how the submitted reports were marked. **This document contains a lot of useful information describing the expectations of the performance standard and the assessment specification.**

Source the complete document and the Assessment Report at <https://www.nzqa.govt.nz/qualifications-standards/awards/new-zealand-scholarship/scholarship-subjects/scholarship-health-and-physical-education/>.

How is New Zealand Scholarship marked?

Markers allocate a score of 0-8 for each component in the New Zealand Scholarship assessment using subject specific schedules. These are based on a Generic Marking Guide, as follows:

- An answer given a score of 8 is an outstanding answer in all respects. Strong evidence of integration and synthesis. As good as could be expected under examination conditions. Accurate, comprehensive, coherent, lucid, perceptive.
- A score of 1 shows meagre understanding relevant to the question.
- A score of 0 is awarded for answers that are blank or irrelevant.

The work of the highest scoring candidates is reviewed by marking panels, to identify the top candidates in each subject. Exam booklets for candidates whose scores are close to either the Scholarship or Outstanding cut-offs are also re-marked, to ensure their results are correct.

Source: <http://www.nzqa.govt.nz/qualifications-standards/awards/new-zealand-scholarship/>

Table 2. HPE Assessment Schedule with Judgment Statements (2019)

| Performance Descriptors | Outstanding Scholarship | Scholarship |
|--|---|--|
| Each section is scored out of 8 | Score 7 or 8 | Score 5 or 6 |
| Critical thinking <i>Note: The candidate is expected to show use of knowledge, critical thinking, and communication to evaluate a Health and Physical Education learning area context.</i> | <p>High level, sophisticated, critical response and synthesised report.</p> <p>Issues, theories, and practices are questioned and challenged with sophisticated insight and perception.</p> <p>Independent reflection and extrapolation, employing sophisticated insight and perception.</p> <p>Divergent ideas surrounding the selected topic.</p> | <p>A critical response and synthesised report.</p> <p>Issues, theories, and practices are questioned and challenged with insight and perception.</p> <p>Independent reflection substantiated coherently and logically.</p> |

| | | |
|--|--|--|
| <p>Application of Knowledge</p> <p><i>Note: Concepts are inclusive of the HPE underlying concepts (hauora, socio-ecological perspective, attitudes and values, and health promotion), and topic-specific concepts. There is an expectation that the candidate draws from their own learning experiences, which may include collection of primary data, and / or personal reflections.</i></p> | <p>Sophisticated integration and abstraction of concepts and ideas. (This is inclusive of, but not limited to, appropriate use of issues, theories, practices, and learning experience.)</p> <p>Exceptional depth of understanding and a balanced response (theory and practice).</p> <p>Complex syntheses of highly developed knowledge, concepts, and ideas.</p> <p>Divergent ideas and independent conclusions related to future actions to enhance well-being.</p> | <p>Integration and abstraction of concepts and ideas. (This is inclusive of, but not limited to, appropriate use of issues, theories, practices, and learning experience.)</p> <p>Theoretical and practical balance, although limited viewpoints may have been considered. (There is sufficient depth in some areas.)</p> <p>Logical syntheses of highly developed knowledge, concepts, and ideas.</p> <p>Includes coherent conclusions related to future actions to enhance well-being.</p> |
| <p>Communication</p> | <p>Sophisticated and convincing communication. Supports argument with relevant referenced evidence that provides insight and illumination.</p> <p>Compelling argument that is sophisticated and logically developed.</p> <p>Clear, precise, and / or creative use of terminology.</p> | <p>Communicates convincingly through a structured and coherent discussion that is supported with relevant referenced evidence.</p> <p>Logical development of argument that is well substantiated.</p> <p>Accurate use of terminology.</p> |

The Judgment Statements for **Just Below Scholarship** (scores of 3 or 4 for each performance descriptor) and **Below scholarship** (scores of 0, 1, or 2) can be found with the complete assessment schedule.

How scholarship differs to NCEA Achievement Standards

Scholarship is an award, not a qualification. If successful, students receive a monetary award, not a qualification.

These awards are described online at: <http://www.nzqa.govt.nz/about-us/our-role/legislation/nzqa-rules/assessment-including-examination-rules-2018/7/3/2/>

The quality of each student's work is judged against a set of performance descriptors which are considered in relation to the performance standard and the assessment specifications. This assessment (or marking) process has some similarities to NCEA.

However, only the highest scoring submissions will gain a Scholarship award. Unlike NCEA, where you gain A, M or E if your work is of sufficient quality, in Scholarship, your work needs to be among the best 3% (approximately) of the cohort that year.

In HPE:

- Scholarship is assessed or 'marked' by a panel of HPE teachers.
- The panel use an assessment schedule (see above).
- The HPE assessment schedule is divided into three aspects: **Critical thinking, Application of knowledge, and Communication.**
- Each submission is given a score of 0-8 in relation to each of the three aspects of the assessment schedule which produces a total mark out of 24.

- The total marks that result in a student being awarded Scholarship or Outstanding Scholarship may differ from year to year, depending on the quality of the submissions.
- Approximately 3 per cent of Year 13 students studying each subject at Level 3 are awarded Scholarship, which includes the one percent of students who are awarded Outstanding Scholarship, if they reach the standard that has been set. It is important to understand that unlike NCEA (and as indicated above), being awarded Scholarship depends on the quality your submissions and this quality is judged and ranked against other students, as well as being marked against the marking criteria.

Table 3.

Mark Ranges for PE Scholarship 2015-2017, and HPE Scholarship 2018-2019

(PE Scholarship moved from being an examination to a PE report submission in 2015, and then a HPE report in 2018.)

| | Scholarship | | Outstanding Scholarship | |
|------|-------------|-------------------|-------------------------|-------------------|
| | Mark Range | No. of Candidates | Mark Range | No. of Candidates |
| 2019 | 13-19 | 142 | 20-24 | 13 |
| 2018 | 13-19 | 136 | 20-24 | 17 |
| 2017 | 13-18 | 139 | 19-24 | 19 |
| 2016 | 13-19 | 123 | 20-24 | 14 |
| 2015 | 13-19 | 109 | 20-24 | 14 |

Table 4.

2015-2017 PE, and 2019 HPE results

| Year | Cohort | % Cohort Awarded Scholarship* (including Outstanding) | Scholarship (excluding Outstanding) | Outstanding |
|------|--------|--|--|-------------|
| 2019 | 4874 | 3.18% | 142 | 13 |
| 2018 | 5404 | 2.83% | 136 | 17 |
| 2017 | 5398 | 2.93% | 139 | 19 |
| 2016 | 5322 | 2.57% | 123 | 14 |
| 2015 | 5025 | 2.45% | 109 | 14 |

Only the PE cohort total was used (as it has been for 2015-2017) despite it now being a HPE Scholarship for which physical education, health education and home economics students can submit a report. This may change in future as the quality and number of submissions grows.

*Note that only around 3% of candidates can receive Scholarship in each subject in any given year.

Other information about Scholarship or Outstanding Scholarship, and special awards such as the Top Subject Scholarship Awards are online at: <http://www.nzqa.govt.nz/qualifications-standards/awards/new-zealand-scholarship/scholarship-results/>

Important NZQA and New Zealand Curriculum links

Extracts from these sources are used extensively throughout this resource. Each section shows you how to interpret the meaning and intent of the information provided in these statements and documents.

Overall requirements for all scholarship subjects can be found on the NZQA website at <http://www.nzqa.govt.nz/qualifications-standards/awards/new-zealand-scholarship/>

A full copy of the **HPE performance standard** is at <http://ncea.tki.org.nz/New-Zealand-Scholarship>

The **assessment specification** can be found at <https://www.nzqa.govt.nz/qualifications-standards/awards/new-zealand-scholarship/scholarship-subjects/scholarship-health-and-physical-education/> - this page also has links to the Health and Physical Education resources.

Other information that can be accessed from this page includes:

- The **assessment report** for the previous year,
- **Submission information**,
- **Format of the assessment**,
- **Authenticity**.

Information about **HPE in *The New Zealand Curriculum*** can be found at <http://nzcurriculum.tki.org.nz/The-New-Zealand-Curriculum/Health-and-physical-education> and <http://seniorsecondary.tki.org.nz/Health-and-physical-education>

The curriculum document (see pages 22-23) and the NZC HPE Level 8 Achievement Objectives can be sourced at <http://nzcurriculum.tki.org.nz/The-New-Zealand-Curriculum>

Teacher (or other adult) support

For a high quality HPE report Scholarship submission you need to **balance** working independently and with autonomy to ensure that the report is authentically your own work, with adequate support from your teacher(s) to ensure that the time and effort you are putting into your submission is a reflection of the performance descriptor and assessment specifications.

Whereas internally assessed Achievement Standards either have a specified assessment task or a portfolio of evidence that you complete - with direction from your teacher – a Scholarship report needs to be your own, uniquely planned and presented work. You need to decide the topic (with support from your teacher to ensure that you select a suitable topic) and develop your report using ideas and information beyond what you will be specifically taught in class.

What sort of support can you expect from your teacher as you prepare your report?

- Guidance about the suitability of your topic.
- In class lessons you will learn a lot about the underlying concepts of HPE, and topic specific knowledge and concepts which you can apply to your selected topic. (*See part 3 of this resource.*)
- Supervision or ‘coaching’ from your teaching that gives direction or provides assistance to the way you are developing your report, to ensure that the process you are following will produce a report that meets all requirements. Think of your teacher like a sports coach, a musical conductor, or a director of a play – they don’t play the game or perform for you but give you direction about what to do – it’s still up to you to put their suggestions into action.
- Ideas about suitable (quality) resources and information, and data that may be collected as part of your learning programme that can be used as a source of information for your critical evaluation. (*See part 3 of this resource.*)
- Feedback and critique about aspects of your submission - but noting that this is in excess of your teacher’s usual marking and assessment expectations so you will need to negotiate with your teacher what is reasonable to ask for, and a timeframe for this.

How much support is too much?

This is not something that can be determined simply in terms of time provided, but the nature and type of the support.

- If the learning about the topic, and analysis of the information you are including in your report has been taught to you directly by your teacher (or another adult), and you are simply reproducing their ideas, consider this as 'too much' support.

Overall, the marker needs to be convinced that your report is a unique piece of work produced from your thinking and your sense making.

Scholarship Administration

Please check the **submission** requirements at <https://www.nzqa.govt.nz/qualifications-standards/awards/new-zealand-scholarship/scholarship-subjects/scholarship-health-and-physical-education/>

Submission - NZQA states that:

*The report **should be submitted digitally** and must:*

- *not exceed the equivalent of 30 double-spaced single-sided A4 pages*
- *have numbered pages*
- *use a font the approximate equivalent of Arial 12*
- *provide references in an appropriate format, preferably footnotes.*

The report may contain images, sketches, diagrams, illustrations, and other forms of graphic representation.

Material obviously in excess of the maximum limit will not be marked. Repeated or extraneous material may be seen as evidence of flawed communication.

Appendices to the report must contain only selected relevant information that is directly referred to in the report, e.g. a questionnaire or brief video. Appendices are included in the 30-page limit.

Note: Reports will not be returned to candidates.

Check with your teacher for any specific requirements that your school has as you prepare for and submit your HPE report.

A suggested process for preparing your submission

Preparation

- Find out about the general, overall requirements for Scholarship (check with your school as well as online).
- Find out about the requirements for HPE Scholarship specifically (check with your HPE teacher(s) as well as online for the **Assessment Specification** and the **Performance Standard**).
- Develop understanding of the requirements and expectations of the '**critical evaluation**' required for HPE Scholarship, and the **report** presentation format required (a main purpose of this resource).
- Note the submission date for HPE.
- Find out what sort of support your school offers students entering for Scholarship – this might be general support or subject specific.
- Check that you have access to good quality word processing application and a computer to complete your report. Make sure you know how to use some of the basic formatting functions in order to meet Scholarship presentation requirements.
- **Make a commitment to enter for a New Zealand Scholarship (you may decide to enter for more than one subject).** Check the examination schedule online for exam based Scholarship subjects.

Planning

- **Establish a timeline between NOW and the submission date** taking into consideration: school holidays, NCEA assessment commitments (internal and external), other Scholarship commitments, personal commitments outside of class time e.g. sports and cultural activities, social time, work commitments, etc. *The timeline should allow time for each of the stages listed below.*
- **Select a topic.** The Assessment Specification for 2020 requires you to produce a report that critically evaluates an aspect(s) of a selected document: one (or more) of New Zealand Child and Youth Wellbeing Strategy (2019), Sport NZ's 2020–2032 Strategic Direction – Every Body Active Plan, Sport NZ's Talent Plan, or Sport NZ's Integrity Framework. The selected documents are all significant to New Zealand and are underpinned by knowledge, theories, and concepts that are embedded within the Health and Physical Education curriculum. It is expected that you will use the selected document as a platform for analysis and critical thinking of broad and relevant themes. You may refer to more than one of the listed documents within your report, although it is expected that you will select ONE as a focus for your critical evaluation. *Check the suitability of this topic with your teacher. (See part 4.)*
- **Frame your topic as an evaluative question with a series of sub-questions.**
- **Collect a range of information** related to your topic from your learning programme and other information you find yourself. *(See part 3.)*
- **Refine your topic**, your overall **critical evaluation question**, and sub-questions as needed. *(See part 2 and 4.)*
- **Re-select your information** to identify the material that will support your critical evaluation and seek new information where it appears to be lacking.
- **Create a template** for your report with temporary headings to ensure that it contains all of the required headings for a report. Start to make notes under each of these headings. *(See part 5.)*
- (If required) Find out about referencing sources of information using an **approved referencing style**.

Writing the report

- Systematically work through the **writing** required for each section of the report. (*See part 5.*)
- Periodically **check back to previous sections** to ensure coherence and consistency – that you are sticking to your story and answering your critical evaluation question (and sub-questions).
- Get feedback on sections of your report to check that what makes sense to you makes the same sense to someone else.
- Check your report for technical errors like typing and grammatical mistakes and recheck that your report is consistent with the formatting requirements for submission.
- **Complete your written report.**

Overall review and feedback

Have your **report reviewed by an adult** (e.g. teacher or parent) and refine your report based on feedback received.

Submit your report in accordance with your school's submission process and as directed by online information about the submission process.

Submission date for 2020
Wednesday, 28 October 2020

PART TWO

Understanding the requirements of a critical evaluation

This section contains information about:

- What is a critical evaluation – as an outcome?
- What is critical thinking as a process for learning?
- Being a critical user of digital information
- Using (critical) reflections

What is a critical evaluation – as an outcome?

NZQA states that for **all** subjects: *“Scholarship candidates are expected to demonstrate **high-level critical thinking**, abstraction and generalisation, and to integrate, synthesise and apply knowledge, skills, understanding and ideas to complex situations.”*

HPE performance standard specifically states that: *“The student will use knowledge of the health and physical education learning area to **critically evaluate information** related to health and physical activity*”

TIP:

What is a critical evaluation for HPE purposes?

- When you ‘**evaluate**’ something you are looking to make a judgement about the **value**, quality or importance of it. ‘**Evaluate**’ is a verb and therefore it refers to the action of assessing or analysing health-related information from a particular perspective or position based on ethical, social, cultural and political values relevant to the subject matter.
- ‘**Critically**’ is an adverb which modifies the verb to indicate how the action (of evaluating) is to be done or carried out. In this case it means to think seriously or deeply about something – and this requires critical thinking.
- A ‘**critical evaluation**’ then is how you **think** about the health-related information or topic matter being evaluated relative to those ethical, social, cultural and political values. This is in contrast to an **emotional** evaluation for example which would be based on your opinions and assumptions, and how you feel about the topic.

To be able to carry out a critical evaluation requires selecting a topic that lends itself to critical evaluation – you need to be able to ask and respond to critical and evaluative questions about your topic. (See part 4.)

Table 5. Overview of a critical evaluation

| | Critical thinking questions could include: | Comment |
|--|---|--|
| Describe <i>What?</i> <i>When?</i> <i>Who?</i> | <ul style="list-style-type: none"> • What is my selected topic about? • What is the context or situation – what's the issue or what is cause for concern? • What is the main point? • Who is involved? • Whose wellbeing is affected – positively and/or negatively? • Where does it take place? | <p>Some description is necessary in the introductory section of your critical evaluation so that the reader knows 'what' your topic is about.</p> <p>However, reports submitted for Scholarship that provide consideration only of the 'what' questions (that simply describe a situation), are not a critical evaluation.</p> |
| Analyse <i>Why?</i> <i>How?</i> | <ul style="list-style-type: none"> • How did this situation occur? • How does one factor affect another in relation to this issue? Why is this? • What if another factor were added or removed? • How do the parts fit into the whole picture of the issue? • Why did this issue occur? • What are the alternative solutions? • What has been done to improve the situation? Why not something else? <p>Etc.</p> | <p>An analysis is part of an evaluation because it helps to break the topic or issue into its constituent parts and develop understanding of these.</p> <p>When analysing your health-related information you need to look in depth at your selected materials and use your HPE knowledge to identify evidence that helps you to judge the value, quality or importance of it well as how the various parts of the situation or issue interrelate.</p> <p>Thinking analytically about your topic, and the information you are using for your report requires a certain level of detachment ('stepping back from it').</p> |
| Reflection | <ul style="list-style-type: none"> • <i>What happened?</i> • <i>What did I notice or realise?</i> • <i>What was most important for me?</i> • <i>What have I learnt?</i> • <i>What would I do differently or the same next time?</i> | <p><i>Note that your topic selection will determine whether or not information from reflection is included in your report. See the statement on reflection at this end of this section of the resource.</i></p> |
| Evaluate <i>What if?</i> <i>So what?</i> | <ul style="list-style-type: none"> • What does this mean in consideration of the issue or topic? • Why is this significant or important? • Is it convincing - why/why not? • What are the implications? • Is it successful - why/why not? • How does it reflect HPE knowledge? • What can I deduce from the information I have gathered? | <p>Evaluating requires asking the analytical 'why' and 'how' questions (above) to be able to get to the 'so what' and 'what next' questions. Carrying out a critical evaluation requires critical thinking. Critical thinking is a detailed process; the basics for which appear in the left hand column of this table. <i>(See also the detailed critical thinking framework following.)</i></p> |
| Critically evaluate | <ul style="list-style-type: none"> • What next? Is it transferable to other situations, and if so, how and where else can it be applied? • What can be learnt from it? • What needs to be done now? | <p>A critical evaluation also requires demonstrating some ethical, cultural, social, and political values relevant to HPE. The basis for these values comes from the HPE underlying concepts (and the NZC values statement see NZC page 10) as well as other subject or topic specific concepts and NZ policy and legislation like the Human Rights Act and other laws that protect the rights and safety of children, young people and adults.</p> |

Adapted from http://www2.eit.ac.nz/library/ls_guides_descriptivewriting.html

What is critical thinking as a process for learning?

HPE Scholarship Performance Descriptor: Critical thinking

- *High level sophisticated critical response and synthesised report.*
- *Issues, theories, and practices are questioned and challenged with sophisticated insight and perception.*
- *Independent reflection and extrapolation employing sophisticated insight and perception.*
- *Divergent ideas surrounding the selected topic.*

Scholarship Judgement statement for scoring a mark of “7 or 8” in critical thinking.

Health and Physical Education in the New Zealand Curriculum (1999) defines critical thinking as “*examining, questioning, evaluating, and challenging taken-for-granted assumptions about issues and practices*” and critical action as “*action based on critical thinking*” (p.56).

- **Critical thinking is a process.** Critical thinking is an essential **process** for learning in HPE.
- To be able to complete a critical evaluation you need to be able to think critically.

Understand that critical thinking is not an end in itself. It’s the **process** that enables you to make sense of and understand your selected information in order to be able to write your critical evaluation. Simply answering a series of critical thinking questions does not result in a critical evaluation report.

You still need to synthesise all of your ideas and show the Scholarship marker that you are able ‘**to demonstrate high-level critical thinking, abstraction and generalisation, and to integrate, synthesise and apply knowledge, skills, understanding and ideas to complex situations**’.

For critical thinking to be meaningful in its learning area or subject context requires the selection of questions that support students to synthesise their own knowledge and collected information with academic knowledge (the HPE underlying concepts for example).

There are many frameworks for thinking critically available online. Table 5 above introduces some general purpose questions for describing (what, who, when, and where), analysing (how and why), and evaluating (so what, now what). However, these may not provide enough scope for showing deep insight into your topic and more detailed, HPE-specific questions might be needed (see framework 1), as well as a more detailed framework of the thinking process (see framework 2).

Critical thinking framework 1.

TIP:

Test the suitability of your topic and a sample of topic-related information with these critical thinking questions. If you cannot answer several of these in relation to your chosen topic, you may need to rethink your topic selection, or reframe your evaluative question in a way that allows you to make a judgement about the **value, quality or importance** of your topic or issue.

- *What do you know about this issue or situation?*
- *How did you come to know this?*
- *How do you feel about this issue or situation?*
- *What is the evidence for this knowledge?*
- *What are your beliefs about this knowledge? Why do you believe this?*
- *What information is missing from this picture?*
- *Why is this information missing?*
- *Have the social, cultural, economic, political, and/or ethical aspects of this situation been considered?*
- *Whose voice is heard in this writing, article, or classroom activity?*
- *Whose interests are being served? Who has the power in this situation?*
- *Who is being advantaged?*
- *Who is not being heard or served?*
- *Who is being disadvantaged?*
- *What are the inequalities that exist in this situation?*
- *What needs to change?*
- *How can you contribute to this change?*

Source: *The Curriculum in Action: Making Meaning Making a Difference Years 11-13* (Ministry of Education, 2004, p.27, based on Brookfield, 1995, and Smyth, 1992).

For more information about the purpose of critical thinking in HPE you can read the statement accompanying these questions at <http://health.tki.org.nz/Key-collections/Curriculum-in-action/Making-Meaning/Teaching-and-learning-approaches/Importance-of-critical-thinking>

Critical thinking framework 2.

This is a detailed approach to the process of critical thinking from **The Critical Thinking Foundation**. It provides a comprehensive framework well suited to preparing your ideas and for writing a HPE critical evaluation report.

This framework (or model) comes from **The Foundation for Critical Thinking**. See the original text and presentation of the model at <http://www.criticalthinking.org/ctmodel/logic-model1.htm#>. Note that this site has a range of resources to help students think critically about an issue.

To maintain the integrity of the model it has been reproduced below much as it appears online, with adaptations to apply it to HPE in the NZC where this was necessary.

How to use this framework: After collecting a range of topic-related information (*see the following 'information, data and evidence' section*), you will need to **think about** and analyse your information and 'answer' a selection of relevant questions from across the eight 'elements'. As result of thinking (critically) about your information, you can then start to write your report. (*See part 5 of this resource.*)

This thinking process is cyclical, however, for the purpose of this resource, the succession of questions has been laid out in a linear table, starting with the **purpose**.

Table 6. Elements of critical thinking

| Elements of thought | Notes and guidance |
|---|--|
| Element: Purpose All reasoning has a PURPOSE. <ul style="list-style-type: none"> Choose purposes that are relevant, realistic and significant to HPE. State your purpose clearly. Distinguish your purpose from other related purposes. Check from time to time that you are still on track. | <p>Your purpose is your overall aim or goal, your objective, or what you are trying to accomplish or show in your report.</p> <p>You should be clear about your purpose, and your purpose should be justifiable – <i>you should be able to defend why your selected topic is important for HPE.</i></p> <p>Questions which target purpose:</p> <ul style="list-style-type: none"> What is my purpose for selecting this topic? What is my objective in doing this assessment? Do I need to question, refine, and modify my purpose (my goal or objective)? What is my central aim in this line of thought – what do I hope to show? |
| Element: Question All reasoning is an attempt to figure something out, to settle some QUESTION, to solve some problem. <ul style="list-style-type: none"> State your question about your topic or issue clearly and precisely. (<i>See part 4</i>) Try to state your question in several ways to clarify its meaning. Break the question into sub-questions. Distinguish questions that have definitive answers from | <p>The question lays out the problem or issue and guides your thinking. When the question is vague, your thinking will lack clarity. The question should be clear and precise enough to productively guide your thinking.</p> <p>Questions which target the question:</p> <ul style="list-style-type: none"> What is the question I am trying to answer? What important questions are integral to the issue? Is there a better way to put the question? Is this question clear? Is it (too) complex? Test your question out on someone else with some knowledge of your topic e.g. <i>The question in my mind is this How do you see the question?</i> Is the other person sure about the question you are asking. How much did explanation did you have to give them just to understand your question? |

| | |
|---|---|
| <p>those that are a matter of opinion or that require multiple viewpoints.</p> | <ul style="list-style-type: none"> • What kind of HPE question is this? e.g. Historical? Ethical? Political? Economic? Scientific? • What would I have to do to settle this question? |
| <p>Element: Information All reasoning is based on DATA, INFORMATION and EVIDENCE.</p> <ul style="list-style-type: none"> • Make sure you have gathered sufficient information from a range of sources. • Restrict your claims to what you can support with the data that you have. • Search for information that opposes your position as well as information that supports it. • Make sure that all information used is clear, accurate and relevant and includes data from credible sources. | <p>Information includes the facts, data, evidence, or experiences we use to work things out. <i>This may require you to collect own 'first-hand' data, especially if there is limited information about aspects of your topic.</i></p> <p>The range of information you use should be accurate and relevant to the question or issue you are addressing.</p> <p>Questions which target information:</p> <ul style="list-style-type: none"> • What information do I need to answer this question? • What data are relevant to this problem? • Do I need to gather more information? • Is this information relevant to my purpose or goal? <ul style="list-style-type: none"> ○ On what information are you basing that comment? ○ What experience convinced you of this? ○ Could your experience be distorted? • How do I know this information is accurate? • Have I left out any important information that I need to consider? |
| <p>Element: Interpretation and Inference All reasoning contains INFERENCES or INTERPRETATIONS by which we draw CONCLUSIONS and give meaning to data.</p> <ul style="list-style-type: none"> • Infer only what the evidence implies. • Check inferences for their consistency with each other. • Identify assumptions underlying your inferences. | <p>Inferences are the interpretations or conclusions that you come to. Inferring is what the mind does when you are figuring something out. You need to be aware of and watch your inferences.</p> <p>Inferences should logically follow from the evidence. Infer no more or less than what is implied in the situation.</p> <p>Questions to check your inferences:</p> <ul style="list-style-type: none"> • How shall I interpret these data? • What conclusions am I coming to? • Is my inference logical? • Are there other conclusions I should consider? • Does this interpretation make sense? • Does my solution necessarily follow from my data? • How did I reach that conclusion? • What am I basing my reasoning on? • Is there an alternative plausible conclusion? • Given all the facts, what is the best possible conclusion? |
| <p>Element: Concepts All reasoning is expressed through, and shaped by, CONCEPTS and IDEAS.</p> <ul style="list-style-type: none"> • Identify key HPE concepts and explain them clearly. <i>(See part 3)</i> • Consider alternative or additional subject related concepts, or alternative definitions of concepts. • Make sure you are using concepts with precision and | <p>Concepts are ideas, theories, laws, principles, or hypotheses we use in thinking to make sense of things. <i>(See part 3.)</i></p> <p>Be clear about the concepts you are using and use them justifiably and with reason. <i>(The Scholarship assessment report has a lot to say about HPE knowledge concepts – take notice of these comments.)</i></p> <p>Questions you can ask about concepts:</p> <ul style="list-style-type: none"> • What concepts am I using in my thinking to help me to understand the information? <i>If I think a piece of information is useful, could I explain it more fully in relation to these concepts?</i> |

| | |
|--|---|
| <p>accuracy – and with intended HPE meaning.</p> | <ul style="list-style-type: none"> • What is the main hypothesis or premise I am using in my reasoning? • Am I using concepts (and the definitions and terms associated with it) in keeping with established usage? • What main distinctions should I draw in reasoning through this problem using these concepts? • What ideas (concepts) are evident in the information I am reading or viewing? Is there a problem with the way these concepts are used (or not used)? |
| <p>Element: Assumptions All reasoning is based on ASSUMPTIONS.</p> <ul style="list-style-type: none"> • Clearly identify your assumptions and determine whether they are justifiable or defensible. • Consider how your assumptions are shaping your point of view. | <p>Assumptions are beliefs you take for granted. They usually operate at the subconscious or unconscious level of thought. Make sure that you are clear about your assumptions and they are justified by sound evidence. Your need to check your assumptions.</p> <p>Questions you can ask about assumptions:</p> <ul style="list-style-type: none"> • To test your own assumptions about things that are familiar to you, ask yourself, <i>what are some important assumptions I make about my classmates, my friends, my parents, my teachers, my town, city or country, my culture?</i> If these are assumptions you are making about things that are familiar to you, what assumptions might you be making about things that are less familiar in the information you are analysing? <p>Then consider:</p> <ul style="list-style-type: none"> • What am I assuming or taking for granted? • Am I assuming something I shouldn't? • What assumption is leading me to this conclusion? • What is this information source (this article, policy, strategy, explanation, etc) assuming? • What exactly do academics such as sociologists and HPE scholars take for granted? |
| <p>Element: Implications All reasoning leads somewhere or has IMPLICATIONS and CONSEQUENCES.</p> <ul style="list-style-type: none"> • Trace the implications and consequences that follow from your reasoning. <i>The thinking that features in your writing needs to show alignment with what is said before and after each idea you write, and show overall coherence across your report.</i> • Search for negative as well as positive implications. These implications should focus on wellbeing • Consider all possible consequences. | <p>Think through the implications and consequences of your topic – this is essential for your critical evaluation.</p> <p>Implications are claims or truths that logically follow from other claims or truths. Implications follow from thoughts. Consequences follow from actions. Implications are inherent in your thoughts, whether you see them or not. The best thinkers think through the logical implications in a situation before acting.</p> <p>Questions you can ask about implications:</p> <ul style="list-style-type: none"> • If I decide to do what things might happen? • If I decide <i>not</i> to do what things might happen? • What are you implying when you say that? • What is likely to happen if we do this versus that? • Are you implying that...? • How significant are the implications of this decision? • What is implied by the fact that? |

| | |
|---|---|
| <p>Element: Point Of View All reasoning is done from some POINT OF VIEW.</p> <ul style="list-style-type: none"> • Identify your point of view. • Seek other points of view and identify their strengths as well as weaknesses. • Strive to be fair-minded in evaluating all points of view. | <p>Point of view is the place or position from which you view your selected topic. It includes what you are looking at and the way you are seeing it. Make sure you understand the limitations of your point of view and that you fully consider other relevant viewpoints. <i>Too narrow a focus (or point of view) will not meet the expectations of a HPE critical evaluation.</i></p> <p>Questions to check your point of view:</p> <ul style="list-style-type: none"> • How am I looking at this situation? Is there another way to look at it that I should consider? • What exactly am I focused on? And how am I seeing it? • Is my view the only reasonable view? What does my point of view ignore? • Have you considered the way others view this? • Which of these possible viewpoints makes the most sense given the situation? • Am I having difficulty looking at this situation from a viewpoint with which I disagree? • What is the point of view in each piece of information I have selected? • Do I include viewpoints that challenge my personal beliefs? |
|---|---|

In addition to the eight elements of thinking, **The Critical Thinking Foundation** also identifies a set of **intellectual standards** that are applied to the elements above in various ways. They recommend using the elements with sensitivity and consideration of these intellectual standards.

Table 7. Intellectual standards

Source: The Foundation for Critical Thinking <http://www.criticalthinking.org/ctmodel/logic-model1.htm#>

| | | |
|---|--|---|
| <p>Standard: Fairness justifiable, not self-serving or one-sided</p> <ul style="list-style-type: none"> • Do I have any vested interest in this issue? • Am I sympathetically representing the viewpoints of others? | <p>Standard: Clarity understandable, the meaning can be grasped</p> <ul style="list-style-type: none"> • Could you elaborate further? • Could you give me an example? • Could you illustrate what you mean? | <p>Standard: Accuracy free from errors or distortions, true</p> <ul style="list-style-type: none"> • How could we check on that? • How could we find out if that is true? • How could we verify or test that? |
| <p>Standard: Precision exact to the necessary level of detail</p> <ul style="list-style-type: none"> • Could you be more specific? • Could you give me more details? • Could you be more exact? | <p>Standard: Relevance relating to the matter at hand</p> <ul style="list-style-type: none"> • How does that relate to the problem? • How does that bear on the question? • How does that help us with the issue? | <p>Standard: Depth containing complexities and multiple interrelationships</p> <ul style="list-style-type: none"> • What factors make this a difficult problem? • What are some of the complexities of this question? • What are some of the difficulties we need to deal with? |
| <p>Standard: Breadth encompassing multiple viewpoints</p> <ul style="list-style-type: none"> • Do we need to look at this from another perspective? • Do we need to consider another point of view? • Do we need to look at this in other ways? | <p>Standard: Logic the parts make sense together, no contradictions</p> <ul style="list-style-type: none"> • Does all this make sense together? • Does your first paragraph fit in with your last? • Does what you say follow from the evidence? | <p>Standard: Significance focusing on the important, not trivial</p> <ul style="list-style-type: none"> • Is this the most important problem to consider? • Is this the central idea to focus on? • Which of these facts are most important? |

Being a critical user of digital information

With so much HPE-related information available on the internet you will need to be **digitally fluent** to be able to locate, access, select, and use information relevant to your topic.

The critical thinking process described in the previous section is essential for developing digitally fluency.

Digital fluency according to the New Zealand Ministry of Education

Digital literacy – A digitally literate person knows how to use digital technologies and what to do with them.

Digital fluency – A digitally fluent person can decide when to use specific digital technologies to achieve their desired outcome. They can articulate why the tools they are using will provide their desired outcome.

A digitally fluent student:

- **knows where and how to find and access information quickly and accurately**
- **can critique the relevance and accuracy of information being accessed**
- is an adept producer of digital content
- can recognise and use the most effective methods of reaching their intended audience
- understands and demonstrates how use digital technologies responsibly including – digital security (self-protection), copyright.

Source: <http://elearning.tki.org.nz/Teaching/Digital-fluency>

How can I know whether or not this website is a credible and useful source of information?

When you find something on the internet that you think might be useful, as a first step – and before you start to think critically about the content of the website - consider:

- Why does this website exist? What is their 'business' or purpose? Who is the intended audience? Who are they aiming to support or inform? Why do I think it might be useful for my evaluation?
- Is the website content **objective or subjective**? What information tells me this?
 - Objectivity relates to being without bias or prejudice, even-handed, fair, open-minded, equitable, neutral, or impartial or detached.
 - Subjectivity relates to being influenced or shaped by personal likes and tastes, feelings, opinions, conjecture, where information may be biased, opinionated, prejudiced, and where only narrow meaning is given to a situation and without other perspectives, where views from those with the loudest voices dominate.
- How do I know if the information on this website is **accurate** e.g. the result of sound investigation and research? In an age of false or fake news and misinformation, how do I trust that what I am reading is true?
- What **authority** does this website have? For example, does the domain name suggest it comes from a reliable and informed source such as:
 - .org – e.g. recognised non-government organisations;
 - .govt for NZ (or .gov – overseas) for official government websites; or
 - .ac or .edu which are usually university or other tertiary and education-based sites?
- How **up to date** is the information (try and find a date that shows when the site was last updated).

Overall, too few references, or poor-quality references such as Wikipedia are inadequate for Scholarship. Popular movies or YouTube clips (other than as examples to give context) are also unsuitable as knowledge references.

See also the section on topic-related information, data, and evidence in Part 3.

Using (critical) reflections

Many scholars have defined 'reflection'. The common features of these definitions describe it as:

- **A process of looking and thinking back on what has done or what happened, thinking deeply about this, and learning from what did or didn't work.**

Reflecting is not simply giving your opinion on a topic or issue or making unsubstantiated assumptions about a health-related situation.

In consideration of your Scholarship report being a 'critical evaluation' it is reasonable that any reflections you include should be 'critical reflections'. We can think of a critical reflection as thinking deeply about something, and to deliberately and purposefully look at our feelings and responses, experiences and actions, and then make sense of, interpret and analyse these, so that we can learn from them.

Critical reflection requires critical thinking.

Not all topics selected for Scholarship will warrant critical reflection. This process will have most relevance if you are using information from your own health education learning experiences, such as taking part in some form of health promoting action, or gathering information from an event you have participated in, or an event like listening to a particularly challenging or engaging guest speaker visit.

Note the how the series of questions for reflection run parallel with the steps for critical evaluation in the previous section.

Table 8. Steps for critical reflection

| Critical reflection commonly use questions like: | A critically reflective person is able to: | Steps to critical reflection – select questions relevant to your wellbeing situation |
|--|---|---|
| What? | <ul style="list-style-type: none"> • Describe their interpretation of the events that occurred • Provide a detailed account of the situation which captures the main points | Describe in detail what happened (as relevant): <ul style="list-style-type: none"> • What was the situation? Where were we? When did it occur? • What did I do? What did others do? • What were my feelings at the time? What were their feelings? • What else was going on around us? • Was there anything unexpected happening? |
| Why? | <ul style="list-style-type: none"> • Explain why, showing awareness of key aspects of events, and analyse and interpret these | <ul style="list-style-type: none"> • Why do I think things happened in this way? • What are my instincts saying about why things happened the way they did? • Why did I act in that way? Why might other people involved have acted the way they did? • What was going on for each of us? • How might my feelings or situation have affected my behaviour? • Was time a factor? • What were some of the options I considered? • Were there other contributing factors? e.g. Something that was said? People's knowledge or skill level? • What was done in the past in situations like this? |

| | | |
|------------------|--|--|
| So what? | <ul style="list-style-type: none"> • Critically analyse the situation and use your knowledge of the HPE underlying concepts and other topic specific concepts as the foundation for your analysis • Use insights to see ways to move forward from this point | <p>Think about the overall meaning and application of your realisations so far:</p> <ul style="list-style-type: none"> • Why did this event seem to be worth reflecting on? <i>Think about this in relation to wellbeing.</i> • What might an 'ideal' situation have been? • What might I learn from this? • What key qualities or skills do I need to overcome mine or others (or circumstantial) limitations? • How might this change my future thinking, behaviour, and interactions with others? • What questions remain for me? |
| Now what? | <ul style="list-style-type: none"> • Effectively action plan for next steps • Demonstrate ability to use models and frameworks for action | <p>Deciding on and designing actions that will promote and support wellbeing in future:</p> <ul style="list-style-type: none"> • Are there other people or resources I should include as I reflect on this event? • If so, who and what would we communicate about? • How does HPE knowledge (and relevant research) support my understanding and interpretations? • Next time a situation like this presents itself, what do I want to remember to think about and do? • What are some specific patterns or trends that seem to be emerging from my reflections? e.g. When I experience ..., I need to? • Given these details, what is the big picture goal for the future? • How could I plan to improve wellbeing outcomes in future? |

These steps to reflection are adapted from <https://www.usask.ca/education/documents/fieldexperiences/tools-resources/focus/four-steps-reflection.pdf>

TIP:

If the information or data you are using for your critical analysis is based around your personal participation in a wellbeing related activity, carrying out a critical reflection on your involvement is highly recommended. Your critical reflection may form a section of the body of the report (*see the template in part 5*), or ideas may be incorporated across the various sections of the report.

PART THREE

Understanding HPE knowledge

This section contains information about:

- The importance of showing HPE knowledge in a Scholarship report
- What is 'knowledge' and what is 'information'?
- The HPE underlying concepts
- Health Education specific knowledge
- Topic-related information, data, and evidence

The importance of showing HPE knowledge in a Scholarship report

Application of knowledge is one of the three marking categories for HPE Scholarship.

HPE Scholarship Performance Descriptor: Application of knowledge

- *Sophisticated integration and abstraction of concepts and ideas (this is inclusive of, but not limited to, appropriate use of issues, theories, practices and learning experience).*
- *Exceptional depth of understanding and a balanced response (theory and practice).*
- *Complex syntheses of highly developed knowledge, concepts, and ideas.*
- *Divergent ideas and independent conclusions related to future actions to enhance wellbeing.*

Scholarship Judgement statement for scoring a mark of “7 or 8” for application of knowledge.

Since the PE Scholarship (now HPE) report was introduced in 2015, the annual assessment reports have continued to highlight the importance of the underlying concepts of HPE in *The New Zealand Curriculum* alongside other subject or topic specific concepts.

All learning areas or subjects have a body of knowledge that is unique to that subject. This body of knowledge is made up of theories and concepts (applied to a range of subject relevant contexts or situation) that are commonly understood to relate to that subject – sometimes called discipline knowledge. Specific content or topic *information* alone does not necessary make it ‘HPE knowledge’.

Until the **HPE underlying concepts** are applied to the topic, it is not ‘HPE knowledge’. However, just mentioning the HPE underlying concepts superficially is not enough as these need to be well integrated into the evaluation.

TIP:

Use the annual assessment reportas check list to ensure that your report is incorporating HPE knowledge in a way that reflects the highest level of the **Application of knowledge** aspect of assessment schedule above.

What is 'knowledge' and what is 'information'?

Academics have debated 'what is knowledge?' for centuries. This debate continues in the 21st century given the way access to information via the internet adds further challenges to deciding 'what is information?' and 'what is knowledge?'.

It is important when preparing your HPE Scholarship report that you understand what is meant by HPE knowledge and what is meant by HPE-related information as **you need to critically evaluate HPE-related information using HPE knowledge to make sense of the information.**

There are many online sources that describe the difference between knowledge and information. A summary of ideas relevant to HPE are noted below.

Table 9. Differences between knowledge and information

| | |
|--------------------|---|
| Knowledge | <ul style="list-style-type: none"> • Knowledge is the theoretical, conceptual and/or practical understanding of a 'subject'. • Knowledge is what you get when information is combined with analysis and experience. • Knowledge is the concise, systematic and appropriate collection and organisation of information that makes it useful. • All knowledge is information and knowledge is 'useful' information. • Knowledge is the relevant and objective information and skills <i>acquired</i> through purposeful learning, education and experience. Gaining or acquiring knowledge requires some level of cognitive (thinking) and analytical ability. • Knowledge is <i>acquired</i> through examination and analysis of the recurrent ideas, themes or patterns across various sources of information. This analysis or examination is needed to understand what the information is saying. Acquiring knowledge is more than just a literacy comprehension exercise. Examination and analysis requires thinking and using concepts or theories to help understand what the information is showing and then to be able to communicate this (knowledge) understanding. <p>HPE knowledge is based on a selection of concepts and theories – see the following table.</p> |
| Information | <ul style="list-style-type: none"> • Information is all of the raw data from all forms of research. It is also lists of facts or instructions, written articles, video (TV, news, film), social media postings and so on - all information is (potential) data. • Acquisition of information is often 'for free' in that you don't have to actively learn about in a systematic and disciplined way as you do with knowledge – you simply search or seek it out or are offered it by others. • All information need not be knowledge. The internet for example is full of information – very little of it would be considered 'knowledge'. • Information is needed to be able to gain knowledge. • Information deals with the way data are related e.g. a collection of articles and artefacts that are all about a particular health topic are just information until they are examined or analysed using particular conceptual and/or theoretical understandings. <p>To carry out a critical evaluation for Scholarship you need to have a range of information to which you can apply HPE knowledge. Applying HPE concepts to your information requires the use of critical thinking skills.</p> |

There are many parts to knowledge. The following table describes some aspects of knowledge that are relevant to HPE. 'Concepts' are particularly important.

Table 10. Other aspects of knowledge

| | |
|--|---|
| Theory | <p>A theory is a system of ideas intended to explain something, especially one based on general principles (principles are based on values, ideology, philosophies, ethics, etc). For health education purposes, a 'theory' could be an ideal set of facts, a belief, policy, or procedure followed as the basis of an approach to understating something, or the basis for an action.</p> <p>The difference between a theory and a concept is that a concept is an idea whereas a theory is an underlying explanation of how something works, or why something is what it is.</p> |
| Concepts | <p>Concepts are a principle or idea. These ideas are 'abstract' and exist in the mind as thoughts or notion. We say they are 'abstract' because they have no physical or concrete existence. They are also a generic idea that can apply to several situations – that is, concepts are not specific content knowledge that apply only to one situation.</p> |
| Underlying concepts | <p>HPE knowledge in <i>The New Zealand Curriculum</i> is based around four underlying concepts: hauora, the socio-ecological perspective, health promotion, and attitudes and values (see the following pages).</p> |
| Subject and topic specific concepts | <p>Like Physical Education and Home Economics, Health Education draws on additional subject and topic specific concepts to understanding topics more deeply, and to be able to link the topic with the HPE underlying concepts. These subject specific concepts in health education include, for example: resilience, social justice, inclusiveness and diversity, fairness, 'othering', ethics and ethical thinking, gender and sexuality, determinants of health, equality, equity, social inclusion, social coherence, social capital, cultural capital, culture, subculture, harm minimisation, collective action, empowerment, agency, rights (and responsibilities), etc.</p> |
| 'Big ideas' | <p>Big ideas can mean many things depending on the situation where the term is used. For some it might mean theories or concepts. In other situations it might be about the overarching ideas that hold everything together.</p> <p><i>For example</i>, the way many of the Health Education Achievement Standards require students to explain the interconnectedness of the influences on an issue, the consequences for wellbeing when a range of factors have impacted wellbeing, and strategies that could be used to promote wellbeing, is an important 'big idea' in health education.</p> |
| Construct | <p>You may come across the term 'construct' in some academic literature (it's used here as a noun and not the verb that you will be more familiar with). A construct is an idea or theory containing various concepts. Constructs are not always considered to be objective and they are not necessarily based on empirical evidence, but are useful for exploring possible ways of thinking and understanding situations.</p> |
| Context | <p>A context is simply the situation, or the circumstances. For example, your selected topic is the context you have chosen for Scholarship.</p> |
| Content | <p>We tend to think of content knowledge as the specific subject or topic ideas, or the detailed context specific information or knowledge included or contained in an account of a situation.</p> |

Your HPE learning will cover a range of theories and concepts. You don't need to be unduly concerned if something is a concept or a theory, a construct, or a 'big idea', as long as it is an aspect of knowledge commonly understood to

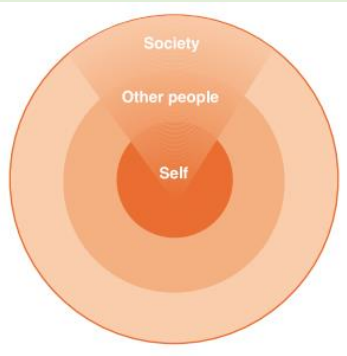
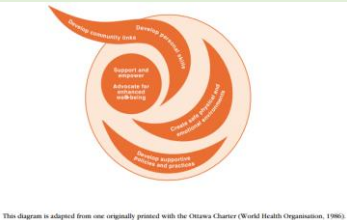
be relevant to HPE and your topic. What is important is that you can use topic-relevant theories and/or concepts in your critical evaluation.

The HPE underlying concepts

Many Health Education resources designed for use by teachers and students (e.g. commercially produced Learning Workbooks and Study Guides) contain activities to show how to apply the underlying concepts to health topics. The following summary presents some main ideas about the ways the underlying concepts could be used in a critical evaluation and includes links to other resources that you may find useful.

Table 11. The HPE underlying concepts

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| <p>Hauora</p>  | <p><i>Hauora – a Māori philosophy of well-being that includes the dimensions taha wairua, taha hinengaro, taha tinana, and taha whānau, each one influencing and supporting the others.</i></p> <p><i>In health and physical education, the use of the word hauora is based on Mason Durie’s Te Whare Tapa Whā model (Durie, 1994). Hauora and well-being, though not synonyms, share much common ground. Taha wairua relates to spiritual well-being; taha hinengaro to mental and emotional well-being; taha tinana to physical well-being; and taha whānau to social well-being. (NZC p22).</i></p> <p>The distinction between ‘health’ and ‘wellbeing’ is not universally agreed to. To complicate matters, the subject we call Health Education in New Zealand is about <i>wellbeing</i>. The opening line of the HPE statement in The New Zealand Curriculum states that <i>‘In health and physical education, the focus is on the <u>well-being</u> of the students themselves, of other people, and of society through learning in <u>health-related</u> and movement contexts.’</i></p> <p>In NCEA we tend to thoroughly assess understandings of hauora at Level 1, and then in Level 2 and 3 state that it is expected that teacher or an examiner can ‘read’ or interpret understandings of hauora and wellbeing from a student’s work without them having to explicitly state the links to the dimensions when these ideas are included.</p> <p>In your Scholarship report you have time and space to explain your understanding of the way the concept applies to your topic. Convince the reader of your report that you understand your topic as a wellbeing issue, and one that has relevance to society.</p> <p>Ideas for your critical evaluation:</p> <ul style="list-style-type: none"> Consider explaining how <u>you see</u> your topic relating to the concept of hauora (holistically), and the dimensions (individually), and the Interconnectedness of these dimensions. As you analyse your information: what is being ‘said’ about your topic as a health or wellbeing issue? Is the coverage holistic (ie. it considers all dimensions) or does it focus on only one or two dimensions and why do you think this is the case? |
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| | <ul style="list-style-type: none"> • If relevant, consider explaining the similarities and difference(s) between 'health' and 'wellbeing' and how your topic is talked about in your selected information. • What model of health or wellbeing dominates the information you are critical evaluating? • Consider looking up other definitions of health and wellbeing e.g. the World Health Organisation, the NZ Ministry of Health, the NZ Mental Health Foundation (or other NGOs – non-government organisations) with responsibility for overseeing the situation related to your topic to see if their definitions apply. • Where relevant, compare the use of health and wellbeing definitions with the concept of hauora and other models (e.g. Pasifika or other indigenous models). <p>Overall, your report will need to show that you understand the concept of hauora, even if the information you are evaluating does not.</p> |
| <p>Socio-ecological perspective (SEP)</p>  | <p><i>The socio-ecological perspective – a way of viewing and understanding the interrelationships that exist between the individual, others, and society. (NZC p22)</i></p> <p>At NCEA Level 1 and 2, your understanding of the SEP was assessed in relation to topic specific consideration of inter-related personal (individual/self), interpersonal (with others), and societal factors associated with an issue, noting that societal could be split into (local) community and (wider) society.</p> <p>Just as hauora encourages an understanding of wellbeing as being multidimensional (and not just physical health for example), the SEP encourages us to see issues beyond just ourselves.</p> <p>There are many, many ways the SEP can be applied to health topics and your learning in Health Education will provide you with an extensive background to this concept.</p> <p>If your selected topic relates to a population health issue, you will need to use the social determinants of health as one of the concepts for your critical evaluation. A useful introductory video (Let's Learn Public Health - Social determinants of health) can be found at https://www.youtube.com/watch?v=8PH4JYfF4Ns</p> |
| <p>Health promotion</p>  <p><small>This diagram is adapted from one originally printed with the Ottawa Charter (World Health Organisation, 1986)</small></p> | <p><i>Health promotion – a process that helps to develop and maintain supportive physical and emotional environments and that involves students in personal and collective action. (NZC p22)</i></p> <p>There are actually many different concepts and theories related to health promotion and there are a range of textbooks that focus just on health promotion. To keep this manageable for Health Education, just a few ideas are selected although for Scholarship, you may wish to look more broadly than these.</p> |

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| | <p>Key to HEd are considerations of individual action (things we can do ourselves) and collective action (things people do in small or large groups).</p> <p>When you are evaluating your information sources, what (if any) understandings of health promotion are apparent? Or, what model(s) could be applied to your issue to achieve more just and equitable outcomes?</p> <p>Like the SEP, there are many ways that understandings of health promotion could be applied when critically evaluating your topic-specific information.</p> <p>Sources of information to guide your application of the concept of health promotion include the following. Note that although these materials are generally written for teachers, students may find many parts of these resources useful.</p> <ul style="list-style-type: none"> • For an overview of health promotion in Health Education see <i>Health promotion as an underlying concept in health education: Position statement and professional learning and development resource</i>. (2017) New Zealand Health Education Association (NZHEA). https://healtheducation.org.nz/resources/ • <i>The Curriculum in Action, Making Meaning Making a Difference</i> (2004) resource from the Ministry of Education contains information about the health education models for health promotion http://health.tki.org.nz/Key-collections/Curriculum-in-action/Making-Meaning/ • The NZ Ministry of Education has produced a number of guides for teachers, principals and boards of trustees on topics such as sexuality, alcohol and other drugs, relationships and inclusive practices to support LGBTIQ+ students. Search for these on Te Kete Ipurangi (TKI) and the Ministry of Education websites (or see the reference section of this resource). • <i>Wellbeing for success: a resource for schools</i> (2016) from the NZ Education Review Office is useful for any topics that focus on wellbeing at school and whole school approaches to wellbeing http://www.ero.govt.nz/publications/wellbeing-for-success-a-resource-for-schools/ • NZCER (NZ Council for Educational Research) also produces a number of NZ research documents related to the promotion of wellbeing at school • International charters and policy documents for health promotion include the Ottawa Charter (especially for public health issues), and Bangkok Charter (if relevant to the issue). • For NZ purposes Te Pae Mahutonga is a useful model. • The NZ Health Promotion Forum is useful for issues particular to Māori and Pasifika health. • If the selected topic is on alcohol or other drugs, a harm minimisation approach will need to be considered (look up the National Drug Strategy – Ministry of Health). |
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Attitudes and values



Attitudes and values – a positive, responsible attitude on the part of students to their own well-being; respect, care, and concern for other people and the environment; and a sense of social justice. (NZC p22)

The nature of Health Education topics inevitably raises issues about fairness, equality and equity, inclusiveness (of diversity), (non)discrimination, the distribution of power in relationships, and social justice.

Which of these concepts and ideas applies to your selected topic – or should apply? How are these considerations (particularly the lack or absence of them) implicated in your issue?

If your topic is about the ways a minority group of people in a population are included or excluded (e.g. people with diverse sexual and gender identities, ethnic groups, or people with disabilities, etc) consider whether the concept of 'othering' applies – that (despite good intentions) the labelling of the group still positions them as 'the other' and separate from the majority or dominant group – and therefore not truly 'included'.

Health Education specific knowledge

The scope of the Health Education topics intended and suitable for HPE Scholarship comes from page 23 of *The New Zealand Curriculum*. The Health Education statement describes what ‘health-related’ topics noted in the HPE performance descriptor refers to.

In health education, students develop their understanding of the factors that influence the health of individuals, groups, and society: lifestyle, economic, social, cultural, political, and environmental factors. Students develop competencies for mental wellness, reproductive health and positive sexuality, and safety management, and they develop understandings of nutritional needs. Students build resilience through strengthening their personal identity and sense of self-worth, through managing change and loss, and through engaging in processes for responsible decision making. They learn to demonstrate empathy, and they develop skills that enhance relationships. Students use these skills and understandings to take critical action to promote personal, interpersonal, and societal well-being.

Source: The New Zealand Curriculum HPE statement p23 <http://nzcurriculum.tki.org.nz/The-New-Zealand-Curriculum>

For a HPE scholarship report, you can draw on knowledge from **within one subject**, or **across any HPE subjects** (Health Education, Physical Education and/or Home Economics) as the requirement is that **‘the student will use knowledge of the health and physical education learning area to critically evaluate information related to health and physical activity’**. It is your consideration of the way a relevant combination of the four underlying concepts are applied to your topic that make it a HPE Scholarship response.

To give context (or a topic focus) to this statement, you need to apply it to the seven HPE key areas of learning (KALS) which list the main contexts for learning in HPE - **mental health, sexuality education, food and nutrition**, body care and physical safety, physical activity, sport studies, outdoor education. Most senior secondary health education draws from the KALS highlighted. You can access a description of the intended scope of these KALS in the previous HPE curriculum document (note that this 1999 document is no longer curriculum policy but it remains a useful resource to explain the intent of the KALS in the 2007 NZC document. This information may provide additional ideas for possible topics.

Health and Physical Education in the New Zealand Curriculum (1999) – see KALS on pages 36-47
<http://health.tki.org.nz/Teaching-in-HPE/Health-and-PE-in-the-NZC/Health-and-PE-in-the-NZC-1999>

TIP:

The Health Education statement is unpacked in the following table to explain what is intended. Students wishing to include topics from HEc and/or PE are encouraged to ask their teacher to help them understand the many possibilities for suitable topics in derived from these subjects.

Table 12. Unpacking the NZC Health Education essence statement

| <i>In health education, students develop their understanding of the ...</i> | Notes and guidance about what this part of the 'essence' statement refers to: |
|--|---|
| factors that influence the health of individuals, groups, and society | The personal, lifestyle, and social determinants of health. |
| lifestyle | Application of the socio-ecological perspective – personal, interpersonal and societal considerations. |
| economic, social, cultural, political, environmental factors | Lifestyle choices (as a personal determinant) – usually related to food and nutrition, exercise and recreation, alcohol and other drug use and could apply to other health behaviours that people choose to do or not to do. This could also include managing and reducing stress through lifestyle choices. |
| competencies | The various aspects of the social determinants of health – these are very important for senior secondary learning. |
| mental wellness | Skills and abilities that require knowledge of what they are as well as how and when to use them. |
| reproductive health | Mental and emotional wellbeing as part of overall or holistic wellbeing. |
| positive sexuality | Sexual health – knowledge and skills for preventing unplanned pregnancy and STIs. |
| safety management | Includes a range of considerations such as inclusiveness of diverse sex, sexuality, and gender identities, positive romantic and sexual relationships, and extends to issues of gender equality. |
| nutritional needs | Includes for example, addressing power imbalances in relationships, rights and responsibilities, safe use of alcohol and minimising harm from alcohol and other drug use for self and others, specific topics - driving, water safety, safety playing sport – all of which require knowledge of potential risks and informed decision making. |
| build resilience | Healthy eating that meets nutritional needs and maintains wellbeing. |
| strengthening their personal identity and sense of self-worth | Understanding the process of adapting well in the face of adversity, trauma, tragedy, threats or significant sources of stress and bouncing back from difficult experiences. |
| managing change and loss, responsible decision making, empathy | Includes consideration of body image, sex, sexuality and gender identity, cultural identity, and other ways of identifying ourselves; makes links particularly with the spirituality dimension of hauora. |
| skills that enhance relationships | Knowledge and understanding of a range of skills to use personally or individually to support self, and interpersonally to support others. |
| take critical action | Specifically effective communication skills – listening, negotiation, compromise, problem solving. |
| promote personal, interpersonal, and societal well-being | Strategies (approaches) and actions that seek to change the factors that influenced the wellbeing issue in the first place in order to make sustainable improvements to people's wellbeing. |
| | Health promotion – models and concepts to understand effective health promotion; strategies and actions for taking individual and collective action which promote personal, interpersonal and societal well-being. |

Students in PE and Home Economics can ask their teacher to help them unpack the knowledge implied in ‘essence’ statements specific to their subject

Physical education

In physical education, the focus is on movement and its contribution to the development of individuals and communities. By learning in, through, and about movement, students gain an understanding that movement is integral to human expression and that it can contribute to people’s pleasure and enhance their lives. They learn to understand, appreciate, and move their bodies, relate positively to others, and demonstrate constructive attitudes and values. This learning takes place as they engage in play, games, sport, exercise, recreation, adventure, and expressive movement in diverse physical and social environments. Physical education encourages students to engage in movement experiences that promote and support the development of physical and social skills. It fosters critical thinking and action and enables students to understand the role and significance of physical activity for individuals and society.

Home economics

In home economics, students develop an understanding of the factors that influence the well-being of individuals and families within the home and community and of the actions people take to enhance and sustain those environments. In the context of food and nutrition, students evaluate current issues and theories of nutrition, identify and reflect on factors that influence people’s choices and behaviours, and use this knowledge to make informed decisions. Through the processes of selecting, preparing, cooking, and serving food, students develop their creativity and experience a sense of accomplishment. At the same time, they develop personal and interpersonal understandings and skills that contribute to well-being.

Source: The New Zealand Curriculum HPE statement p23 <http://nzcurriculum.tki.org.nz/The-New-Zealand-Curriculum>

Table 13. Other Health Education relevant concepts

| Concept | Example of a topic where it might be applied |
|---|---|
| Resilience | Any context where people experience life changes that impact wellbeing and ways they coped or managed the situation. Also contexts where people are learning knowledge and skills that prepare them to cope with possible stressful life events in future. |
| Social justice Inclusiveness (of diversity) and ‘othering’, fairness | Any context where people are treated differently or unfairly because of (perceived) differences e.g. sexuality and gender, cultural and ethnic issues, power imbalances in relationships. |
| Ethics and ethical thinking | Any context where there are different perspectives on the matters and people have different morals and beliefs about right and wrong, or where the situation presents with opposing viewpoints – irrespective of the legal position on the matter. |
| Gender (which could branch into either gender roles and stereotyping or diverse gender identities) | Any context where gender features, noting that there are two distinct aspects to gender issues, one around gender role stereotyping and power relations which position males and females differently, and the issue of diverse and fluid gender identities. |
| Sexuality Sexual identity | Any context where diverse sexual identities and relationships are a feature. |

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| Social determinants of health Equality, equity Social inclusion, social coherence, social capital, social mobility | Any health-related context where inequities exist across whole populations or population groups e.g. the relationship of poverty with health and wellbeing. <i>(Note that instead of the determinants of health, PE tends to use SPEEECH – social, political, economic, environmental, ethical, cultural, historical).</i> |
| Culture, subculture Cultural capital | Any context where the attitudes, values, beliefs, customs, practices and traditions, and social behaviour of a particular people or society are a feature of the topic. |
| Harm minimisation | Any alcohol or drug related topic. |
| Collective action | Any context where change for improved health and/or wellbeing outcomes requires all people to contribute and participate in some capacity. This would be accompanied with understanding of relevant health promotion models and national and international frameworks and law/policy documents. |
| Empowerment and agency Rights (and responsibilities) | Any context where people are disempowered or have unequal access to opportunities to act independently and to make their own free choices because of their economic or social class, gender, sexual identity, ability, ethnicity, cultural customs, religion, age etc. |
| Sustainability | In situations which need to achieve more equitable health and wellbeing outcomes for a group or people across a population, actions to promote health and wellbeing need to consider what is sustainable into the future and not be one-off, quick fixes that won't last. |

This is not an exhaustive list of possible concepts and others can be added to this list.

TIP:

Using other Health Education concepts

If you are using these (or other) HPE-relevant concepts, make sure you locate a definition that shows:

- A commonly understood and agreed to meaning of the concept,
- How the concept relates to the HPE underlying concepts,
- What you understand the concept means, and
- How or why you are using it to support your critical evaluation.

Note: Students selecting topics related to Physical Education topics will need to include consideration of PE concepts and big ideas such as:

- **Bio-physical principles** - which relate to understandings of the principles of anatomy, biomechanics, exercise physiology, sports psychology, and nutrition as they relate to human body movement.
- **Socio-cultural factors** – which relate to social and cultural environments and contexts, and
- The concept of **‘in, through and about’ human body movement**.

Topic-related information, data, and evidence

Sources of quality information and data

There are many easily accessed print and digital (online) sources of information relevant to HPE. These include:

- Reports from government ministries e.g. education, health, social development, justice
- Reports and information non-government organisations (there are many of these) e.g. mental health foundation, drug foundation, health promotion forum, health promotion agency (HPA)
- Reports from health and wellbeing research projects produced by universities and other education or research organisations e.g. Youth 2000 series, NZCER (NZ Council for Educational Research), ERO (Education Review Office), sports and recreation organisations.
- News and current affairs items from reputable news agencies.
- For international issues, organisations like WHO, World Bank, United Nations including UNESCO, OECD.

It is not expected that you will have access to university level texts and journals as it is unfair to expect students in all parts of the country to live near a university library, or know someone who can access academic journals online for them. These materials are written for an audience beyond students at secondary school. You might have access to such materials and may include ideas from them in your critical evaluation, but make sure you understand them well enough to use them convincingly.

Potentially, all information can be used as a source of data, but note that the **difference between data and evidence**:

- **Data** is the raw information – qualitative (related to the quality – where data are expressed in words and ideas, images etc), and quantitative (numerical data).
- **Evidence** is the data that is selected to justify a claim or make a case.

If quantitative (statistical) data is part of the information you are using to support your critical evaluation, make sure you understand what the statistics are saying. It is not expected that all students have done a year 13 statistics course. *If you don't understand* what the 'high level' statistical analysis in a report means, *don't include this information in your report*. Stick with the basic descriptive statistics, and then, only where these are relevant to the topic to either explain your purpose or implications. It becomes apparent to the reader of a student's report whether or not they know what these statistical terms mean, or if the information has been copied for effect and to give the appearance of sophisticated thinking and understanding.

Data and information from popular sources

- Ideas for many HPE topics of interest to you may, in the first instance, come from popular sources such as news items, social media, film, TV, and internet, as well as your personal experiences of the world. Information from these sources are fine to help you define your purpose and why you are considering a topic, but once the critical thinking process to deeply understand your topic is underway, you will need to access high quality information to support your evaluation. Keep references to popular sources like news articles, YouTube video (etc) to an absolute minimum.
- Also use 'primary' sources of data and information – that is, where the information came from in the first place. Wikipedia is a 'secondary' source of data where people put information that was first published in other places. The quality of information on Wikipedia is highly variable as what goes online is moderated by other interested people who may or may not be experts in the matter.
- *See also part 2 about being a critical user of digital information.*

Data and information from your own HPE investigations and learning

Candidates who were awarded Scholarship with Outstanding Performance commonly integrate connections with their own experience or New Zealand examples.

Sources of information for your critical evaluation can include data that has come from your own investigations. These forms of information still need to be supported with a range of other high quality information like that listed above. For example:

- School survey of opinions, experiences, attitudes and values of students, teachers and leaders, or parents.
- Interviews with peers at school, or teachers and leaders, or others outside of the school about matters related to your topic.
- Feedback collected ethically from special interest (sports, arts and culture) or support groups in school.
- Information sourced ethically through social media – which is systematically collected and analysed.
- Your analysis of a media source for a particular purpose e.g. roles of females in music videos, or males in TV situation comedies.
- Your report of your health promoting action carried out in the school or community which already contains an analysis and evaluation.
- An assessment completed for another part of your course which contains data relevant to your Scholarship topic.
- Artefacts (posters, video, blogs, presentations, etc) produced by yourself and/or your peers during learning activities in class.
- Participation in whole school events that contribute to wellbeing.
- Your own performance or contribution to a school event – sporting or cultural, health promotion etc. To make sources of data like this useful for your critical evaluation, you make need to carry out a critical reflection. *See the section on critical reflection in Part 2.*

Students often ask, ‘how many references (items of information) should I have?’; to which teachers and lecturers usually reply ‘*how long is a piece of string?*’ which is basically saying there is no magic number as it’s all about relevance and quality of your selected information. If you need help to find and source good quality, NZ relevant information to support your critical evaluation, ask your teacher.

Most of your information should be New Zealand based unless your topic has a particular international aspect to it.

For information about referencing information sources – see part 5.

TIP:

Have a look of the exemplars of completed reports online showing Scholarship and Outstanding Scholarship performance. Take note of the number and type of references used in these reports.

PART FOUR

Topic selection

This section contains information about:

- Topic selection

There is an important change that you need to be aware of when selecting your topic for HPE Scholarship in 2020

The Assessment Specification for 2020 requires you to produce a report that critically evaluates an aspect(s) of a selected document. The selected documents are all significant to New Zealand and are underpinned by knowledge, theories, and concepts that are embedded within the Health and Physical Education curriculum. It is expected that you will use the selected document as a platform for analysis and critical thinking of broad and relevant themes. You may refer to more than one of the listed documents within your report, although it is expected that you will select ONE as a focus for your critical evaluation.

Documents

| Document 1 | Document 2 | Document 3 | Document 4 |
|---|---|------------------------|--------------------------------|
| New Zealand Child and Youth Wellbeing Strategy (2019) | Sport NZ's 2020–2032 Strategic Direction – Every Body Active Plan | Sport NZ's Talent Plan | Sport NZ's Integrity Framework |

Websites (or use hyperlinks from the NZQA website <https://www.nzqa.govt.nz/qualifications-standards/awards/new-zealand-scholarship/scholarship-subjects/scholarship-health-and-physical-education/>)

1. <https://childyouthwellbeing.govt.nz/> (note there are several versions from simple to complete)
2. <https://sportnz.org.nz/assets/Uploads/Sport-NZ-Strategy-hyper12.pdf>
3. <https://sportnz.org.nz/assets/Uploads/SportNZ-TalentPlan-v01.pdf>
4. <https://sportnz.org.nz/assets/Uploads/SportNZ-SportIntegrityFramework-Overview-sm.pdf>

Topic selection

As this is an NZHEA resource developed to support students submitted reports with strong health education themes, the following discussion focuses only on the ***New Zealand Child and Youth Wellbeing Strategy*** (2019). This same process can be used for the other documents, although the topic specific aspects will need to change.

The table below outlines a ***suggested*** process for “***using your selected document as a platform for analysis and critical thinking of broad and relevant themes***”

| | | | | | | | | | |
|--|--|----------|---|----------|--|-------------------|---|---------------------------|--|
| Getting started | <p>Locate and download the document.</p> <p>For the <i>New Zealand Child and Youth Wellbeing Strategy</i> you will find there are several possible files at this link https://childyouthwellbeing.govt.nz/resources/child-and-youth-wellbeing-strategy</p> <ol style="list-style-type: none"> 1. The A3 pdf - <i>Strategy on a Page</i> is a useful document to start with. 2. An easy-read version which is 44 pages long with simple sentences and lots of illustrations – for interest only as it lacks the detail you need for Scholarship. 3. The complete strategy which is 90 pages long. It is suggested that you use this document once you have decided your topic and are starting to collect other topic specific materials for your evaluation. This means that you will only need to read the detailed text for the sections that are relevant to your topic. <p>The complete report is available in English and te reo Māori. <i>There is also a pdf and html version - if you copy the html text from the website and paste it into a Word doc you can highlight words and sections, and make notes electronically.</i></p> <p>Depending on your selected topic, the <i>Current Programme of Action</i> may also contain some ideas you can use https://childyouthwellbeing.govt.nz/sites/default/files/2019-08/current-programme-action-child-wellbeing-strategy-aug-2019.pdf</p> | | | | | | | | |
| Unpack the Assessment Specifications statement | <p>Discuss the various aspects of the Assessment Specifications with your peers or teachers to ensure that you have understood what is intended with these revisions e.g.</p> <table border="1"> <tr> <td data-bbox="355 1509 703 1760">Platform</td><td data-bbox="703 1509 1498 1760"> <p><i>Think ... foundation, grounded in, basis, a ‘stage’ to present from. A platform is solid, it has shape, it holds things up and elevates them above others things around it.</i></p> <p>This would suggest that your chosen topic has to be <i>more than</i> just ‘inspired’ by your selected document where the ideas are only loosely connected.</p> </td></tr> <tr> <td data-bbox="355 1760 703 1832">Analysis</td><td data-bbox="703 1760 1498 1832">See Part 2 of this resource for the section on analysis.</td></tr> <tr> <td data-bbox="355 1832 703 1904">Critical thinking</td><td data-bbox="703 1832 1498 1904">See Part 2 of this resource for the section on critical thinking.</td></tr> <tr> <td data-bbox="355 1904 703 2009">Broad and relevant themes</td><td data-bbox="703 1904 1498 2009">See Part 3 of this resource which refers to the HPE underlying concepts and other concepts and big ideas used in health education.</td></tr> </table> | Platform | <p><i>Think ... foundation, grounded in, basis, a ‘stage’ to present from. A platform is solid, it has shape, it holds things up and elevates them above others things around it.</i></p> <p>This would suggest that your chosen topic has to be <i>more than</i> just ‘inspired’ by your selected document where the ideas are only loosely connected.</p> | Analysis | See Part 2 of this resource for the section on analysis. | Critical thinking | See Part 2 of this resource for the section on critical thinking. | Broad and relevant themes | See Part 3 of this resource which refers to the HPE underlying concepts and other concepts and big ideas used in health education. |
| Platform | <p><i>Think ... foundation, grounded in, basis, a ‘stage’ to present from. A platform is solid, it has shape, it holds things up and elevates them above others things around it.</i></p> <p>This would suggest that your chosen topic has to be <i>more than</i> just ‘inspired’ by your selected document where the ideas are only loosely connected.</p> | | | | | | | | |
| Analysis | See Part 2 of this resource for the section on analysis. | | | | | | | | |
| Critical thinking | See Part 2 of this resource for the section on critical thinking. | | | | | | | | |
| Broad and relevant themes | See Part 3 of this resource which refers to the HPE underlying concepts and other concepts and big ideas used in health education. | | | | | | | | |

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| | You may refer to more than one of the listed documents within your report ... | Recommendation (but not essential): as the <i>New Zealand Child and Youth Wellbeing Strategy</i> is a large document and there is plenty in it, it is unlikely you will have much opportunity to use the sport and physical activity documents (which would tend to assume a topic based on these). Don't spread your ideas thinly. Thinking deeply and critically with reference to one document will produce a better Scholarship outcome than surface level use of several documents. |
| |although it is expected that you will select ONE as a focus for your critical evaluation | Even if your topic lends itself to referencing some of the other documents, draw most of the foundation for your report from one document. |
| Looking at the bigger picture | <p>As you engage with the text of these documents, start considering the following points – you don't need to answer these questions straight away but be thinking about what might be possible.</p> <p>This strategy document is about:</p> <ul style="list-style-type: none"> • <u>Action</u>. As you develop your report, how will the idea of taking action (ie promoting wellbeing) feature? • Improving <u>wellbeing</u>. Which aspect(s) of wellbeing could be feature highly in your report and how could all dimensions of wellbeing be considered? • Families, schools, communities, groups and organisations, councils, and governments working together to improve outcomes for children and young people. How will the socio-ecological perspective feature in your report? • Reducing inequities so that all children and young people can have good wellbeing outcomes. How will your report consider values like fairness, inclusiveness, and the overall concept of social justice? <p>The report considers children and young people. Which age group will you focus on? One or the other, or all young people?</p> <p>Keep these ideas in mind as you read these materials, decide your topic, plan and develop your report.</p> | |
| Skim read the introductory section of the complete report (p10-15) | <p>Answer these overall questions:</p> <ul style="list-style-type: none"> • Who is this strategy for? • Why is it needed? • Who is responsible for the many actions indicated in the Framework and Current programme of action (p16-19 – or use the <i>Strategy on a page</i> document)? | |
| Make a printed copy of the 'strategy on a page' document and read it – note that this is actually 2 pages – the first is the Overview of the | <p>Highlight possible health education-related topic material that is:</p> <ul style="list-style-type: none"> • Familiar to you • Of interest to you <p>Thinking about your health education, what other health education concepts, theories or big ideas could you see might be relevant? Annotate statements (perhaps with a code or key) that seem to make connections with these concepts. e.g. resilience, concepts related to sexuality and gender, ethics and ethical dilemmas, sustainability, social determinants of health, poverty, imbalances of power, (in)equity or</p> | |

| | |
|---|--|
| framework, the second is the Current programme of action | (in)equality – the implications of these for social justice, fairness, inclusiveness, different cultural perspectives on health and wellbeing ... etc. Add notes where you see that some of these ideas might apply. |
| Continue using the Strategy on page document | <p>Select a few of the ideas above that stand out for you.</p> <p>‘Test’ how well they might ‘work’ as ideas for a report by highlighting in another colour where you see the HPE underlying concepts have relevance ie</p> <ul style="list-style-type: none"> • Text that shows understanding of hauora and wellbeing as a holistic concept. • Text that is about the inter-relationships of individual young people (self/personal), with others, and in context of their communities/NZ as a society. • Text that indicates the values of social justice are being considered – what’s fair and inclusive. • Text that talks about improving young people’s wellbeing through taking action (health promotion). |
| After reading the Strategy on a page document | <p>Think about your health education learning to date. What <u>health education</u>-related topics do you think you could critically evaluate using this document as a platform? Take note of some of the dos and don’ts listed in the following table.</p> <p>Remember that you will still need to find a quite a bit of other material to reference, and your selected document will be just one of your references – but the <i>New Zealand Child and Youth Wellbeing Strategy</i> will be the central one that holds your whole report together.... or provides the platform or foundation from which your report is developed.</p> <p>The following table offers a variety of topic ideas and how the <i>New Zealand Child and Youth Wellbeing Strategy</i> could be used. All of the ideas listed were taken only from the <i>Strategy on a page</i> document – even before the full report was looked at.</p> <p>Use these as prompts only to spark your own ideas. Do NOT be limited by these suggestions.</p> |
| Think about HOW you are going to use the wellbeing strategy as a ‘platform for analysis and critical thinking of broad and relevant themes’ | <p>This is possibly one of the more challenging tasks presented by the Assessment Specifications as there is no one ‘right’ way to do this and it is open to interpretation.</p> <p>How you actually use the document may not become wholly apparent until you are well into writing your report, but start with some ideas e.g.</p> <p>Will these themes be related to one or more of:</p> <ul style="list-style-type: none"> • A health education topic or subject matter? • HPE underlying concepts? • Other health education relevant concepts? <p>Will you:</p> <ul style="list-style-type: none"> • Focus on the detail of a topic connected with one action in one outcome area? • Draw on some of the bigger ideas across the document? • Incorporate both of these ideas? |
| Pinning down your topic | Reports framed by a named topic or context are likely to be much more straightforward, and related topic material will be easier to find. However, a topic could also be based around a concept or a big idea – if you take this approach make sure it doesn’t become so complex that the focus of the report is hard to sustain. |

| | |
|---|---|
| How can you see this topic being developed as a report? | <p>If you are to produce a report that is a maximum of 30 pages long:</p> <ul style="list-style-type: none"> • WHAT IS THE POINT you want to make? What's YOUR PURPOSE for choosing this topic? • How are you going to 'shape' your topic? What overall evaluative question and sub-questions do you want to respond to or (try to) answer across your report? • What material will you need to find for your critical evaluation? Are you sure you can find this material and sustain this topic for the duration of the report? • Will your report be based around action you take (with others), or require data you need to collect from people – and if so, how will this influence the topic selected for your report? |
| As you write your report | <p>(See Part 5 of this resource)</p> <ul style="list-style-type: none"> • Make sure you include some reference to your selected document throughout the report. • In the introduction, name the report you have used and indicate why you have selected this one. • In the detail of your report, ensure that it is clear to the marker HOW and WHY you have used your selected report as a 'platform' (a foundation, a basis) – and not as an afterthought. • Make sure there are clear connections between the knowledge, theories and concepts used in HPE and where/how you see similar ideas are featured in your selected document. • Remember the learning outcome is a critical EVALUATION – how and what are you evaluating throughout your report? |
| What new ideas, tools, or resources can you offer? | <p>With the wellbeing strategy all about action, does your topic lend itself to you designing something new that could be used by others? e.g.</p> <ul style="list-style-type: none"> • an overview of a new education programme for children or young people • an educational resource (print or digital) • a model to show how ideas connect or how an idea can be shown symbolically • a set of principles or protocols • a process for taking action on an issue • a survey or other data collection tool. <p>If you develop something like this, a model might be included in the body of your report but most of the other tools would be included using a small number of pages in the appendix (but don't use up 10-20 pages of your report all in appendices. If you develop a resource and it's quite long, just provide a summary of it, perhaps with an image or a link to an online source of this.</p> <p><i>Note that this approach is not essential for your report and if used should be clearly linked to your critical evaluation of the topic. For example if the resources you found were inadequate - based on what your critical evaluation revealed - you may look at designing something new (or an overview or framework of something new that could be developed further).</i></p> |

Topic ideas using the *New Zealand Child and Youth Wellbeing Strategy*

| Topic idea | How to use the document as a platform for this topic <ul style="list-style-type: none"> Please note that this is only a brainstorm of ideas. Use these ideas as prompt to develop your own topic ideas. Some ideas may not work as topics for Scholarship due to lack of other material to critically evaluate, or barriers to carrying out your own investigations and actions. All of the ideas in the left hand column have been taken from the 'Strategy on a page' document, before looking at the complete strategy document which provided ideas for some of the details below. |
|---|---|
| 1. Wellbeing of primary or intermediate school children | Outcome area: <i>Children and young people are happy and healthy</i> Engage in a health promotion process to help promote student wellbeing in a primary or intermediate school. What does the evidence suggest are the 'wellbeing' needs of children at this age that secondary schools students could provide some support for? E.g. transitions to intermediate and then secondary school. |
| 2. Improving the education system from a young person's perspective | Outcome area: <i>Children and young people are learning and developing</i> Find out about what is planned, and what the revised National Learning Priorities could look like from an adolescent perspective - with a view to supporting young people's wellbeing now and in the future. |
| 3. Health education | Outcome area: <i>Children and young people are learning and developing</i> What could learning in health education contribute to the <i>New Zealand Child and Youth Wellbeing Strategy</i> ? |
| 4. Youth Action | Outcome area: <i>Children and young people are involved and empowered</i> What is a school or local community context in which students can take well-being related action? Make a case for gaining approval and funding a local programme in response to an identified wellbeing need. |
| 5. Youth voice project | Outcome area: <i>Children and young people are involved and empowered</i> How is youth voice 'heard' and acted upon in your school or local community? What sort of protocols would you recommend for organisations seeking to 'do better' for young people? |
| 6. Bullying | Outcome area: <i>Children and young people are accepted, respected and connected</i> Why does NZ have a significant bullying problem? Why do we concerned about it? What is the impact of recent bullying initiatives – how effective are they? What are new ways for schools to respond to bullying? OR a critique of what is not working and why. |
| 7. Racism | Outcome area: <i>Children and young people are accepted, respected and connected</i> What does racism look like in NZ? What sustains racism in this country? How does it impact wellbeing? As a government led action, what could schools be invited to contribute to reduce racism in NZ? |
| 8. Discrimination | Outcome area: <i>Children and young people are accepted, respected and connected</i> What does discrimination look like in NZ? What sustains discrimination in this country? How does it impact wellbeing? As a government led action, what could schools be invited to contribute to reduce discrimination in NZ? |
| 9. Māori language revitalisation | Outcome area: <i>Children and young people are accepted, respected and connected</i> How is language revitalisation connected with wellbeing? What other impacts has colonisation had on Māori in NZ? What are the value added benefits for wellbeing that accompany language revitalisation? |

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| 10. Pacific identities in Aotearoa | <p>Outcome area: <i>Children and young people are accepted, respected and connected</i></p> <p>What does it mean to be a Pacific New Zealander when considering generational differences, and island nationalities and cultures? What needs to be retained to support wellbeing (e.g. Pacific languages)? What changes as Pacific-NZ identities have developed and do those changes support or hinder wellbeing?</p> <p>How could schools make better use of Tapasā (cultural competencies) and Pacific knowledge to promote connections and help develop Pacific identities at school?</p> |
| 11. Pacific education | <p>Outcome area: <i>Children and young people are accepted, respected and connected</i></p> <p>What happens to Pacific young people's wellbeing when home, church, school, and society don't agree and give young people different messages/have different expectations, not only but especially around troublesome and sensitive issues?</p> |
| 12. Using mātauranga Māori knowledge in health education | <p>Outcome area: <i>Children and young people are accepted, respected and connected</i></p> <p>How can aspects of mātauranga Māori (Māori knowledge) be used, or better used in health education?</p> |
| 13. Cyber safety | <p>Outcome area: <i>Children and young people are loved, safe and nurtured</i></p> <p>How unsafe is the internet for young people when it comes to all things sexual? What needs to change/improve for all young people to be safe online and what action is needed to achieve this?</p> |
| 14. Girls in sport and recreation | <p>Outcome area: <i>Children and young people are happy and healthy</i></p> <p>(This is not a new topic but a consider new spin on the issue) What's the concern about young women in sport and recreation – and with emphasis on physical activity and movement in many forms? Does social media support or discourage young women from engaging in physical activity? With all of the focus on acceptance of diversity – in every sense of 'diversity' – what does 'diversity' come to mean in context of sport and recreation? How good is your school as providing opportunities for a 'diversity' of girls to engage in sport and recreational activities that move the body? What could your school improve upon?</p> |
| 15. Culturally relevant services | <p>Outcome area: <i>Children and young people are happy and healthy</i></p> <p>A lot is made of the importance of having culturally relevant health and wellbeing services. How culturally relevant are the services available to students at your school? What recommendations for change could be made? Develop a set of protocols or principles for any health and wellbeing services being provided for students at your school.</p> |
| 16. Youth health and wellbeing survey | <p>Outcome area: <i>Children and young people are involved and empowered</i></p> <p>Researchers planning national and international wellbeing surveys will often seek youth voice to help them plan questions for surveys. Critique the questions young people are asked in surveys like the NZ Youth 2000 series, NZCER Me and My School, PISA wellbeing survey etc. Have the adults got it right?</p> |
| 17. Children and young people's rights | <p>Outcome area: <i>Children and young people are involved and empowered</i></p> <p>What are your rights as a young person and how well are these upheld at school, in your community, and in NZ? What do you think your teachers and parents need to know about your rights? And what do young people need to understand about adult responsibilities as they work to uphold young people's rights?</p> |
| 18. Family violence | <p>Outcome area: <i>Children and young people are loved, safe and nurtured</i></p> <p>There are a number of organisations and health promotion campaigns that seek to reduce family and partner violence and provide support for victims of such violence.</p> |

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| | What's the scope of family and partner violence in NZ? Why has the wellbeing strategy got a big focus on this? Carry out a critique of campaigns. How well are young people served by these? How could school students take action at a local level to help reduce this type of violence? |
| 19. Sexual violence – healthy relationships programme | Outcome area: <i>Children and young people are accepted, respected and connected</i> Have you had access to some form of healthy relationships education or HRE (in this case it means healthy romantic/sexual relationships) through health education? Have you attended sessions as part of a programme run by an external provider? How effective do you think these programmes are at meeting their aims? If you had the chance to design an HRE education programme for your school, what would it include and why? How would it be delivered and why? |
| 20. Involving parents | Outcome area: <i>Children and young people are accepted, respected and connected</i> Schools are regularly challenged to engage more and more meaningfully with your parents about many aspects of your education. Thinking specifically about health education, design a strategy to help keep parents informed about health and wellbeing issues to parallel what students are learning at school. What would you put in it? What do you think will work best for your parents? Why? |
| 21. Costs of schooling | Outcome area: <i>Children and young people have what they need</i> What does it cost your parents to send you to school each year? How easily do you think your parents afford that? What stresses does the cost of school place on some parents – and their children? What are the consequences for students when their parents can't afford some of the costs of schooling? Regardless of your family or household income, investigate and make recommendations for ways school could be cheaper and how this links to wellbeing of students and families. Develop a set of recommendations for your Board of Trustees. |
| 22. Adolescent poverty in NZ | Outcome area: <i>All (or selection of)</i> A lot of attention is given to child poverty in NZ but what about adolescents? When an adolescent lives in poverty, what are the implications for their health and wellbeing, now and in the future? Identify a range of social and economic inequities that relate to adolescent poverty and what needs to change to bring people out of poverty. What can schools contribute to this? |
| 23. Employment of young people | Outcome area: <i>Children and young people have what they need</i> Why do some young people at your school have paid jobs? What are the implications of having jobs for their health and wellbeing – and why (e.g. think of the tensions between having income for self and/or family vs commitment to learning and achievement)? What sorts of employment issues are experienced by young people with jobs – and again, how does this link to wellbeing? Do they know their rights as employees? And if not, what action could be taken here? Consider conducting a school wide survey to find out about rates of employment among students at your school, what students know about employment issues and what might be included in a toolkit to support students at your school manage their school and work life. |
| 24. Disabled students | Outcome area: <i>Children and young people have what they need</i> How well does your school support students with a range of 'disabilities' (physical, social, intellectual, learning, health related, etc)? What are the debates about 'naming' (and labelling) students with diverse learning needs as a result of 'disability'? How inclusive is your school culture for students with disabilities? What is the implication of all of this for their wellbeing? What recommendations could be made to your school |

| | |
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| | Board of trustees about ways to improve the practices and culture of your school in the way it supports students with disabilities. |
| 25. Teen parent units | Outcome area: <i>Children and young people are happy and healthy</i> (For schools with teen parent units) The wellbeing strategy notes a number of action areas related to maternity services, but what about support for students who are mums (and dads)? When schools have teen parent units, how do these support the wellbeing of parents and their children in the short term and therefore the longer term? How included are teen parents at school? What can students who are not parents learn from teen parents? |
| 26. Creatives in schools | Outcome area: <i>Children and young people are happy and healthy</i> How is engagement in creative activities (art, craft, drama, music etc) connected with wellbeing? What's the evidence? Consider planning and developing a health promotion process to engage students (secondary or primary) in a creative activity that aims to promote wellbeing. Make recommendations for inexpensive (or free) school-based creative activities that could be sustained over time (and not just one-off events). |
| 27. Nurses and other health and wellbeing support in school OR mental health services for young people | Outcome area: <i>Children and young people are happy and healthy</i> How do schools respond to students with particular health and wellbeing needs? What's the role of the school nurse, the counsellor and anyone else at your school who supports student health and wellbeing (and what they can and cannot do as part of their role)? How successful are school based health clinics? If you have one at your school consider evaluating what students think about the services offered (within what is ethical to ask and maintaining confidentiality). What other services and support (or knowledge of these) would students find useful at school or in their community? When accessing health services out of school, what issues are faced by students seeking this support and what could be done to help overcome these barriers? |
| 28. Models for wellbeing, health promotion and the wellbeing strategy | Outcome area: <i>All (or selection of)</i> P22 of the complete strategy document lists several wellbeing models and frameworks adopted for use with the strategy. Make connections between these and other models for health promotion and/or other indigenous and cultural models of health and wellbeing. Critique the suitability some of these for use with this strategy. |

Table 14. Some dos and don'ts about topic selection

| Don't | Do |
|--|---|
| <ul style="list-style-type: none"> Select a topic of interest for which you can only tell a descriptive account of the topic that is little more than a collection of 'information about....' Select a topic that is difficult to critically evaluate in relation to the HPE underlying concepts. Submit an NCEA assessment. A Scholarship response needs to show critical insights beyond the scope of a single Achievement Standard assessment task. That said, it is expected that the topic you choose has links with your learning – which is likely assessed with one or more Achievement Standards. Copy a topic idea very similar to an online exemplar of a successful report from a previous year. Choose a topic that is so complex or unfamiliar you don't understand it. | <ul style="list-style-type: none"> Check out your topic idea(s) with your teacher to check for suitability 'Test' the suitable topics with the critical thinking question (See part 3.) Frame your topic as an evaluative question (with sub-questions). This helps you think about your topic in ways that will enable you to write a critical evaluation report. You may not choose to include the actual question in your report but it helps you to maintain your focus while you are planning and writing your report. <i>Examples of evaluative questions are</i> |

| | |
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| <ul style="list-style-type: none"> • Select a topic that is deeply personal or personally distressing for you. Think about your ability to think critically and dispassionately about your topic when you are immersed in the issue yourself, and how you might feel if you disclose personal information and then not receive a Scholarship. Also, assessors are ethically bound to report any information that they find troubling or concerning and NZQA will follow this up. It is preferable that you discuss troubling thoughts with your school counsellor or another trusted adult. | <p><i>included in the previous list of topics ideas.</i></p> |
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TIP:

Evaluative questions need to consider your topic in a way that:

- Involves making a judgement about the quality of something related to the topic e.g. ‘how well ...’;
- Enables you to see implications and solutions, and to draw conclusions and make recommendations;
- Views a topic from many different angles; or
- Questions something related to the topic in order to attribute some value to it.

TIP:

If your topic is something you are personally passionate about, have personal experience of, or have personal involvement in, make sure you maintain a ‘critical’ focus throughout your report. A critical approach requires you to think seriously and deeply about something (which requires critical thinking) and the use of theories, concepts and/or big ideas to help make sense of your experiences. A critical evaluation is not a personal outpouring (or a rant and rave) about a topic you are passionate about. *See the section on critical reflection in part 2.*

Ensuring a unique perspective

Over several years, the Scholarship assessment report has repeatedly stated that *“candidates who were awarded Scholarship with Outstanding Performance commonly **selected a unique, out-of-the-box topic**, or if they chose a common topic **presented a unique take on the issue.**”*

Deciding what is ‘unique’ or ‘out of the box’ is difficult to know as candidates will not have access to many other examples of topics already covered in previous Scholarship reports.

The requirement in 2020 to use one of the stated documents as a platform for your report provides new opportunity for a level of uniqueness, as this has not been done before. That said, avoid simply forcing a recently popular or successful topic to ‘fit’ into the framework of ideas provided in your selected document. Convince the person marking your report that you have used the document as a platform and worked from the document, rather than making some incidental connections back to it after the fact.

It is not expected that your topic selection will be so unique that no one has ever heard of it before – after all you need to be able to find a range of information about your topic to critically evaluate it – it’s what you do with the information as you carry out the critical evaluation that makes it unique.

As a guide, avoid:

- Repeating or reusing topics that you have seen used successfully in previous year’s scholarship submissions (like the topics in the online exemplars, or reports gaining Scholarship or Outstanding Scholarship submitted by other students at your school that you are shown by your teacher).
- Using topics taken directly from your Achievement Standard assessments – these topics can certainly provide the basis for your report but you need to add something unique and different such as applying a different theory or concept, looking at the issue from different perspectives, adding your own data, etc.

Uniqueness can be enhanced by:

- Adding convincing examples or insights from your own experiences, or data collected from your school or local community (e.g. from your own investigations, surveys, interviews, health promotion actions, or performance).

- Selecting a topical or newly emerging topic featured in the media to which you can apply a unique perspective that others may not think of. You need to think beyond what has been reported and how you will apply the HPE underlying concepts and other relevant concepts or theories in ways you haven't seen before. *Newly emerging issues are likely to be popular choices for the current year's Scholarship submissions, so what are you going to do with it that will be different to the way the issue has already been reported, and different to what other candidates might do with it.*
- Selecting an established topic or issue and giving it some 'new' treatment by applying concepts that may have been used for a completely different topic, or joining aspects of issues across health education and physical education (or home economics).

PART FIVE

Writing a report

This section contains information about:

- Format of the assessment
- What is a report (and not an essay)?
- Critical writing
- Template
- Referencing styles

Format of the assessment

The NZQA website has a number of important things to say about the format of the report. It is essential that you take note of these requirements.

NZQA states that:

The report should be submitted digitally and must:

- *not exceed the equivalent of 30 double-spaced single-sided A4 pages*
- *have numbered pages*
- *use a font the approximate equivalent of Arial 12*
- *provide references in an appropriate format, preferably footnotes.*

The report may contain images, sketches, diagrams, illustrations, and other forms of graphic representation.

Material obviously in excess of the maximum limit will not be marked. Repeated or extraneous material may be seen as evidence of flawed communication.

Appendices to the report must contain only selected relevant information that is directly referred to in the report, e.g. a questionnaire or brief video. Appendices are included in the 30-page limit.

Source: <http://www.nzqa.govt.nz/qualifications-standards/awards/new-zealand-scholarship/scholarship-subjects/scholarship-health-and-physical-education/>

The assessment reports continue to comment on problems with the format and layout of reports. These matters are easily avoided with careful planning and checking. **You do not need to use up the 30 pages** and you will see from the Top Scholar and Outstanding Scholarship exemplars (online) that even the most high scoring reports do not use anywhere near 30 pages.

Regardless of whether you are submitting your report digitally, or typing it, printing and sending it as a hard copy, make sure you are confident using a word processing programme that allows you to meet the formatting requirements above. Use the features in Word (or other) application to check the accuracy of your spelling and grammar. If you are not used to writing long documents on the computer, or have difficulty accessing a suitable computer for this purpose, talk with your teacher to find a suitable solution.

TIP:

Remember that assessors mark hundreds of these reports each year. Make the best impression you can with a neatly laid out, coherently written, and well organised report.

What is a report (and not an essay)?

It is important that you understand what a report looks like and how it is put together. A report is not an essay, although the writing process for essays and reports share many features in common.

Report - *not* essay

There are many online sources of information about the differences between reports and essays.

Table 16. Report and essay comparisons

| | Essay | Report |
|-------------------|--|--|
| Purpose | To write a well-argued response to the question or proposition. An essay establishes a proposition (thesis). | To investigate, present and analyse information thoroughly and logically. Often to recommend action to solve a problem. A report usually makes proposals. |
| Topic | Usually a question or proposition. Based on reading, sometimes fieldwork. | Often a problem or case study which sets up a hypothetical situation. Based on reading, fieldwork or practical work. |
| Audience | Written for the lecturer. | Usually written for the audience established in the topic, but in reality the teacher (and examiner) is also the audience. |
| Format | Usually no headings or subheadings. | Always in sections and subsections with headings, with their order often shown by numbers or a combination of letters and numbers. It's important to know what sections are required and what information they should contain. <i>But having headings and subheadings alone does NOT make it a report! (See a suggested template later in this section of the resource.)</i> |
| Style | May be a little subjective. | Must be objective. |
| Assessment | Success depends on the argument, how one point is related to the next and how well it establishes the proposition. | Success depends on the demonstration of good research skills and the objective presentation and analysis of relevant information. |

Source: RMIT (Australia)

https://www.dlsweb.rmit.edu.au/lsu/content/2_assessmenttasks/assess_pdf/diffbet_reportsessays.pdf

Critical writing

Section 3 of this resource focused on critical thinking and critical evaluation. In this final section the focus shifts to **critical writing** and how to put all of your critical thinking into a report. There are many useful websites with information of how to write critically (e.g university library websites).

Based on feedback from the 2018 HPE Scholarship Assessment report, the following guidance is offered about the difference between descriptive and critical writing.

Table 17. The difference between descriptive writing and critical writing

| Descriptive writing | Critical writing |
|---|--|
| <p>With descriptive writing you are setting the scene and providing the background within which you develop your argument or state your case.</p> <p>Descriptive writing does not develop an argument.</p> <p>You are presenting the situation as it is without any analysis or discussion.</p> <p>Descriptive writing is relatively simple.</p> <p>The catch is that in the process of describing your situation you use many words that eat into word or page limit.</p> <p>When providing only a description, you are presenting and reproducing what is already known, but not ‘transforming’ information. That is, you are reporting ideas but not taking them forward in an innovative and new way.</p> <p>However, a certain amount of descriptive writing is needed in your report to establish for example (and as relevant to the topic):</p> <ul style="list-style-type: none"> • an overview of the wellbeing issue; • the setting or context for your particular focus of the topic (school, community, digital environment); • the people or population group that are the focus for your report; • some examples of health statistics; • a brief summary of the history leading up to an event, or an account of current concerns related to the issue. | <p>With critical writing you are participating in the ‘academic debate’ which is more challenging and risky because you have to make a case and defend what you say.</p> <p>You need to weigh up the evidence and arguments of others, and to contribute your own. You will need to:</p> <ul style="list-style-type: none"> • consider the quality and relevance of the information you have read; • identify key positive and negative aspects you can comment upon; • assess their relevance and usefulness to the case that you are making in your report; and • identify how best these ideas can be woven into the argument or the case that you are developing. <p>The characteristic features of critical writing are:</p> <ul style="list-style-type: none"> • a clear and confident refusal to accept the conclusions of other writers without evaluating the arguments and evidence that they provide (<i>that is, you don’t passively and uncritically accept what they say and agree with them – you have to analyse what they say and draw your own conclusions</i>); • a balanced presentation of reasons why the conclusions of other writers (of your various sources of information) may be accepted or may need to be treated with caution; • a clear presentation of your own evidence and argument, leading to your conclusion; and • a recognition of the limitations in your own evidence, argument, and conclusion. |

Source: Ideas for this table are adapted from <https://www2.le.ac.uk/offices/ld/resources/writing/writing-resources/critical-writing>

Use of paragraphs: *There are several ways in which you can use the paragraph to enhance your critical writing.*

You can use paragraphs to make a clear and visual separation between descriptive writing and critical analysis, by switching to a new paragraph when you move from description to critical writing, and vice versa. This can help in:

- *emphasising to the reader that you are including both description and critical analysis, by providing a visual representation of their separation; and*
- *pushing you to produce the necessary critical writing, especially if you find that your description paragraphs are always longer, or more frequent, than your critical analysis paragraphs.*

A paragraph break can provide a brief pause for your readers within a longer argument; giving them the opportunity to make sure they are keeping up with your reasoning. Paragraphs that are overly long can require readers to hold too much in their mind at once, resulting in their having to re-read the material until they can identify the point you are making.

You can also use paragraphs to push yourself to include critical writing alongside descriptive writing or referencing, by considering each paragraph almost as an essay in miniature. Within each paragraph you would:

- *introduce the point you want to make;*
- *make the point, with supporting evidence;*
- *reflect critically on the point.*

Source: Extract from <https://www2.le.ac.uk/offices/ld/resources/writing/writing-resources/critical-writing>

Using online exemplars of past Scholarship reports

Online (at the HPE Scholarship subject page) you will find exemplars of reports that gained Top Scholar, Outstanding Scholarship and Scholarship in the previous year (these are made available each year in April along with the assessment report).

Students may find these exemplars helpful for gaining ideas about the quality of writing expected for Scholarship. Try to avoid becoming distracted by the topic the person chose and be confident that you can do as good a job with your selected topic. Use the checklist following to look more at the features of their writing and the structure of their report.

Self, peer, teacher (or other adult) review

The following **checklist** provides a range of prompts that you can use as you self-review, and as a framework of ideas that a peer, or teacher/adult can use when reviewing and giving you feedback on the quality of your writing.

Report writing reviewer checklist

| ASPECTS OF WRITING TO CONSIDER ACROSS THE REPORT | Prompts for the reviewer |
|---|---|
| Sense of purpose | Is there a clear sense of why this is an important and relevant topic for HPE and is it clearly wellbeing related? |
| Line of argument | Is there coherence and a logical sequence and flow of ideas across the report? Does the focus remain on the wellbeing aspects of the topic? |
| Convincing the reader | Ask yourself 'why should I believe what I've just read?'. (<i>Recommend reworking sections that are unconvincing.</i>) |
| Unsubstantiated statements | Are there any generalised, sweeping statements that are not supported by evidence? (<i>Recommend re-phrasing or remove the statement.</i>) |
| Balance between descriptive and critical writing | Use two coloured pens (or the highlighter in a Word doc) to mark whether the lines of writing/sentences are descriptive or critical. The balance will change across the report, but make sure there is enough of the colour that represents critical writing. |
| A reason for everything | Is there a reason for everything that is included in the report – does anything seem pointless or superfluous, or not on topic? |
| Appropriate tone and voice | Is there any cynicism, arrogance, dismissiveness, unfounded opinionated comments, pot shots and throw-away comments, prejudice, or assertions made without reason? <i>Recommend removing or reworking these sentences.</i> Instead, is there a healthy scepticism, confidence, critical judgement, justified opinion, careful evaluation, and fair assessment? |
| Images, sketches, diagrams, illustrations, etc | If these are included, are they referred to in the report? <i>If not, recommend referring to them or removing them.</i> Do they add value to your argument, and is their purpose for inclusion clear? |
| Valid and substantiated conclusions | Is the conclusion well supported by the preceding analysis and argument? Do the conclusions make sense, rather than being a surprise, or an unconvincing leap of logic? |
| Paragraphs | Does the paragraph structure enhance the writing? (<i>See previous extract.</i>) Within each paragraph do you: <ul style="list-style-type: none"> • introduce the point you want to make; • make the point, with supporting evidence; • reflect critically on the point. |
| Quotes | Are quotes used effectively to support the argument and with a clear purpose? Are the quotes interpreted for the reader, to explain their relevance, discuss their validity, and show how they relate to other evidence? Is the number of quotes reasonable and restrained or is there an excess of quotes at the expense of original writing? |
| Grammatical accuracy of writing and spelling | Are there grammatical or spelling errors that need to be corrected? |

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| Structure of the report | Does the report conform to the expected structure for a 'report'? (<i>See report template.</i>) |
| TECHNICAL FEATURES | Does the report meet these technical requirements? |
| Font size | Must be the approximate equivalent of Arial 12. |
| Pages | <ul style="list-style-type: none"> • Up to 30 single-sided A4 pages • Double line spacing • Must be numbered. |
| References | Must be given in an appropriate format, preferably footnotes. |
| Appendices | If included, do these add any essential information to support the readers understanding of the report? E.g. add authenticity, provide a visual representation of a situation where this was hard to explain in words. |
| Finally | <p>Re-read the previous year's assessment report – especially the statement about students who gained Outstanding Scholarship and Scholarship – does this relate to your submission? Are there any areas you can strengthen?</p> <p>Read the statement about students who did not gain Scholarship - does this relate to your submission? If so, seek to improve these aspects of your report – with support from your teacher or other adult if required.</p> |

Templates/writing frames

Two similar but different templates are provided.

Template 1 is more suited to a report where you have gathered a range of **information from existing sources**, perhaps with the addition of some data you have collected yourself through a survey or similar (but this is not a major part or the main purpose of the report).

Template 2 is designed for reporting an **action research-type project** where you have designed, planned and carried out a health promotion event or other health and wellbeing related activity. Or if your report is based around an investigation where you have collected data through a survey or interview (or other form of data collection) and that process and data forms the main part of information you are critically analysing. This version of the template contains most of the same sections as the template 1, but with some additional and different considerations related to your reasons for how and why you designed and carried out the process that you followed, and then generated the information that you are critically analysing.

| TEMPLATE 1: Using (mostly) existing sources of data | |
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| Section | <i>This is a suggested approach to preparing and organising a report. You may find other models online that you prefer.</i> |
| Introduction | <p>Present your selected topic and write a paragraph or two to introduce the 'big-picture' aspects of your topic:</p> <ul style="list-style-type: none"> • What idea are you proposing? • What are the main facts, statistics, evidence or points that you are using to establish the relevance or importance of your topic? • How does it relate to your selected document? Make this clear, don't just imply it. <p>Briefly establish the conceptual or knowledge framework of ideas that you use to carry out your critical evaluation.</p> <p>Include your evaluative question and sub-questions in your introduction OR if you choose not to frame your report with an actual question, make sure you have clearly described to the reader the purpose of the report and what you will show, or make a case for.</p> <p><i>In a 30 page (maximum) report an introduction may take 1-2 pages.</i></p> |
| Background | <ul style="list-style-type: none"> • Why have you selected this topic? • Why is it important and how does it relate to HPE? • Keep some focus on the way your selected document is helping shape your report and how you are using it. This may happen in various ways across your report. <p><i>In a 30 page (maximum) report additional background information should be kept to a minimum – about a page.</i></p> |
| Methodology (optional) | <p><i>The report exemplars available online and markers reports to date <u>do not</u> stress the need for a methodology section with this approach to a report. This suggests that this section is not essential.</i></p> <p><i>However, if you think it is helpful for the reader to understand how and why you selected the information you are critically analysing, you could:</i></p> <ul style="list-style-type: none"> • <i>Explain HOW you went about your selection; and</i> • <i>WHY you did this – what were your criteria for deciding which information you would use and which information you wouldn't?</i> |

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| | <p><i>How and why you went about selecting certain information is an actual component of a critical analysis so it wouldn't hurt to explain your approach.</i></p> |
| Body of the report | <p>This is where all of your critical thinking about the information you have selected, related your topic, is reported in a logical and coherent sequence of main ideas.</p> <p>You will need to decide how many main ideas are apparent in your analysis of your information. There is no required number of main ideas. As a general rule, aim for fewer, well thought out and argued ideas, substantiated with high quality and convincing evidence, rather than lots of small ideas that are not well developed.</p> <p>This is also where your writing will make extensive use of the relevant HPE underlying concepts and any topic specific concepts that you have used to make sense of all of the information you are evaluating.</p> <p><i>In a 30 page (maximum) report the body will take up the biggest part – at least half of your report.</i></p> <p>Main idea One: State your first main idea and your judgement on this – that is, the point you want to make. There should be a clear logic to your selection of your first main idea. It needs to be something the reader needs to know about before anything else – without this main idea the rest of the points you make won't make the sense you want them to.</p> <p>Support point one with evidence from quotations, examples, expert authorities, cases, statistics, and comparisons to similar subjects, (etc) as relevant.</p> <p>Keep in mind 'if it's worth including, say why' – a certain amount of descriptive writing is essential, particularly in the earlier parts of your report so the reader knows what your topic is about, and the points you are making have 'context'.</p> <p>When you describe evidence relevant to your case you need then to why it is relevant. The logic of your explanation contributes to the critical component of your writing. The next few sentences need to explain what this evidence contributes to the argument you are making.</p> <p>Address any inconsistent, opposing, alternative or different reasons or viewpoints related to this main idea (if and where these are apparent in your information). Challenge or question these, refute them as applicable – and with justification.</p> <p>Main idea Two: Repeat the process with the next main idea that follows logically from your first point. Make connections back to your first point to explain the development of your ideas (how or why you are moving from the previous point to this point). The amount of descriptive writing should become less as most of your situational information (what, who, where, and when) should have been covered previously.</p> <p>Main idea Three (and more): Repeat above.</p> <p>Using headings and subheadings: Help the reader follow your thinking and development of ideas by giving each of these main ideas a suitable heading. Consider using subheadings to draw attention to distinct parts of your argument, or if there are several sub-points that relate to the overall point being made.</p> |
| Discussion | <p>Overall, what was found out and what does it all mean? Keep in mind your evaluative questions.</p> |

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| | <p>This section draws together some big ideas from across your main points, in consideration of your evaluative question(s), and in preparation for you making some final concluding statements in the conclusion section.</p> <p>What recommendations do you have based on your analysis and evaluation of your information? Explore the possibilities. Think about the ‘so what?’ and ‘what next?’ type questions. Do you have any suggestions for further investigation into this topic or issue? What needs to happen to ensure equitable health outcomes in the future?</p> <p><i>In a 30 page (maximum) report the discussion may take 3-5 pages. More than the conclusion and a similar / slightly larger amount than your initial introduction and background.</i></p> |
| Conclusion | <p>Restate the most important comments from the introduction. Sum up the main points from your critique in a way that responds to your evaluative question(s).</p> <p>You may find you don’t provide a single neat ‘answer’ to your question(s) in your conclusion but more of a possible response to the questions and perhaps what remains unanswered or unclear. This will tend to depend on the nature of your topic.</p> <p>Make recommendations for a way forward, what still needs to happen as you see it (as a consequence of your critical evaluation of your selected information).</p> <p><i>In a 30 page (maximum) report the conclusion may take a page. Conclusions are usually quite short in relation to the whole report.</i></p> |
| References | Use consistently, an approved referencing style (see following). |
| Appendix | <p>(Only if relevant)</p> <p>Evidence of own data or record of physical activity or performance needed to help explain an aspect of your report.</p> |

| TEMPLATE 2: Action research-type projects | |
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| Section | <i>This is a suggested approach to preparing and organising a report based on an action research or investigation project. You may find other models online that you prefer.</i> |
| Introduction | <p>Present your selected topic and write a paragraph or two to introduce the ‘big-picture’ aspects of your topic:</p> <ul style="list-style-type: none"> • What’s the situation around which you planning a health promoting action or that you are investigating? • What are the main facts, statistics, evidence or points that you are using to establish the relevance or importance of your actions or investigation? • What will your health promoting action aim to improve, or what do you intend to find out? • How does it relate to your selected document? Make this clear, don’t just imply it. <p>Briefly establish any big ideas or the conceptual/ knowledge framework that you use to carry out your critical evaluation aspects of your action research project.</p> <p><i>Be careful when reporting action research type projects that you are not simply reporting what you planned and did, as by itself this is not a critical evaluation. Your critical evaluation in an action research-type project will tend to come in:</i></p> <ul style="list-style-type: none"> • <i>the literature review section that frames up your and other people’s understanding of the issue, and why you came to carry out this action or investigation;</i> |

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| | <ul style="list-style-type: none"> • to some degree the methodology explaining how and why you collected your data the way you did contributes to the overall critical evaluation requirement of the report, although by itself the methodology is only part of that critical evaluation; and • the critical evaluation of information is essential in the discussion of your results and your conclusion. <p><i>In a 30 page (maximum) report an introduction may take 1-2 pages.</i></p> |
| Background & 'literature review' | <p><u>This where all of your critical thinking about the information you have selected to help decide and plan your action or investigation is reported in a logical and coherent sequence of main ideas.</u></p> <p>You will need to decide how many main ideas are apparent in the analysis of your information that you used to decide, plan and carry out your action or investigation. There is no required number of main ideas. As a general rule, aim for fewer, well thought out and argued ideas, substantiated with high quality and convincing evidence, rather than lots of small ideas that are not well developed.</p> <p>This is also where your writing will need to start making use of the relevant HPE underlying concepts and any topic specific concepts that you have used to make sense of all of the information you are evaluating.</p> <p><i>In a 30 page (maximum) report this section may take about a quarter of your report.</i></p> <p><u>Background (briefly)</u></p> <ul style="list-style-type: none"> • Why have you selected this topic? • Why is it important and how does it relate to HPE? • What do you aim to find out, or what do you aim to show has improved through your actions? • Keep some focus on the way your selected document is helping shape your report and how you are using it. This may happen in various ways across your report. <p><u>Main idea One: State your first main idea</u> and your judgement on this – that is, the point you want to make. There should be a clear logic to your selection of your first main idea. It needs to be something the reader needs to know about before anything else – without this main idea the rest of the points you make won't make the sense you want them to.</p> <p>Support point one with evidence from quotations, examples, expert authorities, cases, statistics, and comparisons to similar subjects, (etc) as relevant.</p> <p>Keep in mind 'if it's worth including, say why' – a certain amount of descriptive writing is essential, particularly in the earlier parts of your report so the reader knows what your topic (your action or investigation) is about, and the points you are making have 'context'. When you describe evidence relevant to your case you need then to why it is relevant. The logic of your explanation contributes to the critical component of your writing. The next few sentences need to explain what this evidence contributes to the argument you are making.</p> <p>Address any inconsistent, opposing, alternative or different reasons or viewpoints related to this main idea (if and where these are apparent in your information). Challenge or question these, refute them as applicable – and with justification.</p> |

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| | <p>Main idea Two: Repeat the process with the next main idea that follows logically from your first point. Make connections back to your first point to explain the development of your ideas (how or why you are moving from the previous point to this point). The amount of descriptive writing should become less as most of your situational information (what, who, where, and when) should have been covered previously.</p> <p>Main idea Three (and more): Repeat above.</p> <p>Using headings and subheadings: Help the reader follow your thinking and development of ideas by giving each of these main ideas a suitable heading. Consider using subheadings to draw attention to distinct parts of your argument, or if there are several sub-points that relate to the overall point being made.</p> <p>Draw this section to a close by (re)stating your evaluative question and sub-questions in your introduction, that is, what you aim to show improvement of, or find to out though your investigation.</p> |
| Methodology | <p>In an action research-type report or an investigation you will need to include a methodology section which includes what you did to collect the data (information) you are critically evaluating (your <i>methods</i> of data collection) and reasons why you used this approach to collecting your data:</p> <ul style="list-style-type: none"> • Explain HOW you went about your data collection method e.g. as you implemented your health promotion action plan what data you collected to show how well the process of implementation was done, and IMPORTANTLY, what the impact of your action was on people's wellbeing; and • WHY you did you collect your data this way? <p>If you needed to get permission to carry out this action or investigation, you also need to explain how you went about the ethical aspects of the data collection in this section.</p> <p><i>Note that in a health promoting action process, the action plan is not the methodology as such, it is the data collected as the plan is implemented that shows that:</i></p> <ul style="list-style-type: none"> • <i>the process of implementing the plan was done effectively (process evaluation); and</i> • <i>IMPORTANTLY, the data that shows whether or not, or to what extent the actions had a positive impact on people's wellbeing (impact evaluation).</i> <p><i>This can get complex – ask for support from an adult or critical friend to work through this.</i></p> <p><i>Being able to explain HOW and WHY contributes to a critical evaluation of what you did. However by itself the methodology is not a critical evaluation as such but the reasons behind the decisions of why you did what you did will include some critical considerations.</i></p> |
| Results | <p>Provide a summary of the data collected from the various aspects of the action or investigation.</p> <p>Choose an appropriate format for tables and/or graphs for quantitative data, and tables for summaries of qualitative data if applicable. Alternatively summaries of qualitative data can be set out in lists or paragraphs with some commentary to explain the main idea or 'theme' being reported. Remember to refer to these in the text you write. <i>Refer to the data and evidence section on pages 41-43 of this resource.</i></p> <p>Avoid discussing or commenting on the results in this in this section.</p> |

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| Discussion | <p>Overall, what was found out and what does it all mean? This is where the ‘critical evaluation’ aspects of the report become all-important.</p> <p>Keep in mind your evaluative questions – what did your investigation aim to find out or what did your action aim to improve. What does your data (your information) have to say about this?</p> <p>This is where you discuss what your data is showing and the implications of this in relation to your aims or issue.</p> <p>As part of this discussion about your data you also need to draw on some big ideas from your literature review in order to explain your results. This is where your writing will need to make extensive use of the relevant HPE underlying concepts and any topic specific concepts that you have used to make sense of all of the information you are evaluating.</p> <p>What recommendations do you have based on your analysis and evaluation of your information? Explore the possibilities. Think about the ‘so what?’ and ‘what next?’ type questions. Do you have any suggestions for further investigation into this topic or issue? What needs to happen to ensure equitable health outcomes in the future?</p> <p>The discussion also prepares you for making some final concluding statements in the conclusion section.</p> <p><i>In a 30 page (maximum) report the discussion may take 3-5 pages. More than the conclusion and perhaps a similar amount to your literature review.</i></p> |
| Conclusion | <p>Restate the most important comments from the introduction. Sum up the main points from your critique in a way that responds to your aims and evaluative question(s).</p> <p>You may find you don’t provide a single neat ‘answer’ to your question(s) in your conclusion but more of a possible response to the questions and perhaps what remains unanswered or unclear. This will tend to depend on the nature of your topic.</p> <p>Make recommendations for a way forward, what still needs to happen as you see it (as a consequence of your critical evaluation of your selected information).</p> <p><i>In a 30 page (maximum) report the conclusion may take a page. Conclusions are usually quite short in relation to the whole report.</i></p> |
| References | <p>Use consistently, an approved referencing style (see following).</p> |
| Appendix | <p>(Only if relevant) e.g. a copy of the action plan, the survey form or interview schedule, any artefacts like photos that provide evidence of the action, summaries of data (where only a few details or examples are included in the results and discussion), etc.</p> |

Referencing styles

There are many ways to cite all of the information you use for your report. This link to Massey University provides a useful summary of these with further links to the basic 'rules' for the most popular referencing styles used in New Zealand.

- The education sector in New Zealand typically uses APA referencing.
- Scholarship requirements do not stipulate which style you should use. **Choose one style and use it consistently.**

Each style has its own rules for properly citing sources.

- Author-date styles (e.g. APA, MLA, and Harvard) put the author's name inside the text of the assignment
- Documentary-note styles (e.g. Chicago and Oxford) put the author's name in a footnote at the bottom of each page, or in an endnote at the end of the assignment

Source: <http://owl.massey.ac.nz/referencing/referencing-styles.php>

To 'cite' means to refer a source that you are using as evidence to support back up the points you are making.

References and acknowledgements

Part One

Page 6, 7.

All HPE Scholarship information is accessed from <http://www.nzqa.govt.nz/qualifications-standards/awards/new-zealand-scholarship/scholarship-subjects/scholarship-health-and-physical-education/>

Page 8.

The Scholarship marking information is from <http://www.nzqa.govt.nz/qualifications-standards/awards/new-zealand-scholarship/> and overall information about Scholarship

Page 10.

Scholarship results are at <http://www.nzqa.govt.nz/qualifications-standards/awards/new-zealand-scholarship/scholarship-results/>

Part Two

Page 17-19.

All HPE Scholarship information is accessed from <http://www.nzqa.govt.nz/qualifications-standards/awards/new-zealand-scholarship/scholarship-subjects/scholarship-health-and-physical-education/>

Page 18.

The critical evaluation overview was developed using ideas sourced from http://www2.eit.ac.nz/library/ls_guides_descriptivewriting.html

Page 20.

Critical thinking in HPE is from *The Curriculum in Action: Making Meaning Making a Difference Years 11-13* (Ministry of Education, 2004, p.27) <http://health.tki.org.nz/Key-collections/Curriculum-in-action/Making-Meaning/Teaching-and-learning-approaches/Importance-of-critical-thinking>

Page 21-24.

The Foundation for Critical Thinking model and intellectual standards are from <http://www.criticalthinking.org/ctmodel/logic-model1.htm#>

Page 25.

The Ministry of Education digital fluency information is from <http://elearning.tki.org.nz/Teaching/Digital-fluency>

Page 27-28.

The steps to reflection are based on ideas sourced from <https://www.usask.ca/education/documents/fieldexperiences/tools-resources/focus/four-steps-reflection.pdf>

Part Three

Page 30.

All HPE Scholarship information is accessed from <http://www.nzqa.govt.nz/qualifications-standards/awards/new-zealand-scholarship/scholarship-subjects/scholarship-health-and-physical-education/>

Page 33-36.

All diagrams are from *Health and Physical Education in the New Zealand Curriculum* (1999), Ministry of Education <http://health.tki.org.nz/Teaching-in-HPE/Health-and-PE-in-the-NZC/Health-and-PE-in-the-NZC-1999>

The text describing the underlying concepts is from *The New Zealand Curriculum* (2007), Ministry of Education <http://nzcurriculum.tki.org.nz/The-New-Zealand-Curriculum/Health-and-physical-education>

Page 37, 39.

The Health Education, Physical Education and Home Economics statements are from *The New Zealand Curriculum* HPE statement, p23 <http://nzcurriculum.tki.org.nz/The-New-Zealand-Curriculum>

Additional resources:

- Education Review Office (2016). *Wellbeing for success: a resource for schools*. Wellington: ERO. Available at <http://www.ero.govt.nz/publications/wellbeing-for-success-a-resource-for-schools/>
- Ministry of Education (2004). *The Curriculum in Action, Making Meaning Making a Difference*. Wellington: Learning Media. Available at <http://health.tki.org.nz/Key-collections/Curriculum-in-action/Making-Meaning/>
- Ministry of Education (2014). *Alcohol and other drug education programmes - guide for schools*. Available at <http://health.tki.org.nz/Teaching-in-HPE/Policy-guidelines/Alcohol-and-other-drug-education-programmes>
- Ministry of Education (2015). *Relationship Education Programmes: Guide for Schools*. Available at <http://health.tki.org.nz/Teaching-in-HPE/Policy-guidelines/Relationship-Education-Programmes-Guide-for-Schools>
- Ministry of Education (2015). *Sexuality education: a guide for principals, boards of trustees, and teachers*. Available at <http://health.tki.org.nz/Teaching-in-HPE/Policy-guidelines/Sexuality-education-a-guide-for-principals-boards-of-trustees-and-teachers>
- Robertson, J. (2017). *Health promotion as an underlying concept in health education: Position statement and professional learning and development resource*. NZ: New Zealand Health Education Association (NZHEA). <https://healtheducation.org.nz/resources/>

Part Four**Page 43.**

All HPE Scholarship information is accessed from <http://www.nzqa.govt.nz/qualifications-standards/awards/new-zealand-scholarship/scholarship-subjects/scholarship-health-and-physical-education/>

Part Five**Page 56.**

All HPE Scholarship information is accessed from <http://www.nzqa.govt.nz/qualifications-standards/awards/new-zealand-scholarship/scholarship-subjects/scholarship-health-and-physical-education/>

Page 58.

Ideas for the report and essay differences are from RMIT (Australia)
https://www.dlsweb.rmit.edu.au/lisu/content/2_assessmenttasks/assess_pdf/diffbet_reportsessays.pdf

Page 59-60.

Ideas for critical writing were adapted from <https://www2.le.ac.uk/offices/ld/resources/writing/writing-resources/critical-writing>

Page 69.

Guidance on referencing styles is from <http://owll.massey.ac.nz/referencing/referencing-styles.php>