

**Pilot Assessment Schedule 2023****Physical Education: Demonstrate understanding of influences on movement in Aotearoa New Zealand or the Pacific (92019)****Assessment Criteria**

| <b>Achievement</b>   | <b>Achievement with Merit</b>   | <b>Achievement with Excellence</b>  |
|--|---|---|
| Demonstrate understanding of influences on movement in Aotearoa New Zealand or the Pacific means: <ul style="list-style-type: none"> <li>describing how influences affect a movement context.</li> </ul> | Explain influences on movement in Aotearoa New Zealand or the Pacific means: <ul style="list-style-type: none"> <li>discussing how and why influences affect a movement context.</li> </ul> | Evaluate influences on movement in Aotearoa New Zealand or the Pacific means: <ul style="list-style-type: none"> <li>drawing conclusions about how and why influences affect a movement context.</li> </ul> |

**Evidence**

| <b>N1</b>  | <b>N2</b>   | <b>A3</b>   | <b>A4</b>   | <b>M5</b>   | <b>M6</b>   | <b>E7</b>   | <b>E8</b>  |
|--|---|---|---|---|---|---|--|
| Identifies a movement context.<br><br>Partially describes how one influence may affect a movement context. | Partially describes how a te ao Māori influence AND a biophysical or sociocultural influence may affect a movement context. | Describes how a te ao Māori influence AND a biophysical or sociocultural influence may affect a movement context.<br><br>Supports the description with examples from the candidate's chosen movement context, although some of these examples may be partial or weak. | Describes in detail how a te ao Māori influence AND a biophysical or sociocultural influence may affect a movement context.<br><br>Supports the description with examples from the candidate's chosen movement context. | Discusses how and why a te ao Māori influence AND a biophysical or sociocultural influence may affect a movement context.<br><br>Supports discussion with relevant examples from the candidate's chosen movement context. | Discusses in detail how and why a te ao Māori influence AND a biophysical or sociocultural influence may affect a movement context.<br><br>Supports discussion with relevant examples from the candidate's chosen movement context. | Draws conclusions that reflect how and why a te ao Māori influence AND a biophysical or sociocultural influence affected the movement context.<br><br>Supports the conclusions with relevant examples from the candidate's chosen movement context. | Draws conclusions that reflect a comprehensive and / or insightful understanding of how and why a te ao Māori influence AND a biophysical or sociocultural affected the movement context.<br><br>Supports the conclusions with relevant and well-selected examples from the candidate's chosen movement context. |

**N0** = No response; no relevant evidence.

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

**Cut Scores**

| <b>Not Achieved</b> | <b>Achievement</b> | <b>Achievement with Merit</b> | <b>Achievement with Excellence</b> |
|---------------------|--------------------|-------------------------------|------------------------------------|
| 0 – 2               | 3 – 4              | 5 – 6                         | 7 – 8                              |

## Appendix: Marker determination of validity of evidence

### Professional judgement

The marker will determine a grade using their professional judgement based on a holistic examination of the evidence provided.

### Demonstration of understanding

A response must use information to **demonstrate understanding**. The marker must exercise professional judgement to decide if it does so. The following guidance is provided to assist in making this professional judgement.

- A response **demonstrates understanding** if it can be described wholly or substantially by one or more of the statements in the **left-hand column**.
- A response **does not demonstrate understanding** if it can be described wholly or substantially by one or more of the statements in the **right-hand column**.
- If a response is comprised of both used and reproduced information, the marker must decide if it meets the standard **when the reproduced information is ignored**.

| Evidence of <u>use</u> of information   | Evidence of <u>reproduction</u> of information  |
|---|---|
| <p>Prompts and / or questions have been provided and the candidate has responded to these.</p> <p>The response uses information relating to the standard, the prompts, or questions.</p> <p>Information from the candidate's practice, performance, research, the practice of others, and or teaching, is related to the candidate's experiences.</p> <p>The response shows understanding that could be expected to come from a course of instruction derived from Level 6 of <i>The New Zealand Curriculum</i>.</p> <p>Information is presented in the candidate's own voice.</p> <p><b>Referenced</b> complex research information unchanged by paraphrase is related to other information in a manner that constructs meaning.</p> | <p>Information is presented that does not relate to the prompts.</p> <p>Information is presented in isolation from the candidate's experiences.</p> <p>Little or nothing is offered to suggest the information is related to a course of instruction at Level 6 of <i>The New Zealand Curriculum</i>.</p> <p>Information is not in the candidate's voice. The word choice, sentence structure, sentence length, punctuation etc. are not what a candidate could be expected to produce.</p> <p><b>Unreferenced</b> complex information is presented as though it is the candidate's own work.</p> |

In general, the marker will exercise the following judgement:

| N1  | N2   |
|---|--|
| The response does not include enough evidence to show understanding, and / or is substantially reproduced with little mediation by candidate. | <p>The response is substantially produced by the candidate, but demonstrates little understanding.</p> <p>One part of the required response may be completely missing, or several parts may be weak.</p> |

Where doubt exists as to whether evidence has been produced, mediated, or used by the candidate, the doubt must be exercised to the benefit of the candidate.