Level 1 Physical Education RAS 2023

92019 Demonstrate understanding of influences on movement in Aotearoa New Zealand or the Pacific

EXEMPLAR

Merit   TOTAL **05**

Task A- The movement context I chose is Netball

Task B-

For the Māori concept I chose Tuakana Teina. This is a traditional Māori practice referring to the relationship between an older (Tuakana) and a younger (Teina) person and is specific to teaching and learning in the Māori context. An example of me demonstrating Tuakana Teina was when I taught Heidi the correct positions in netball. To explain, Heidi was in the goal defense position and was unsure of the role she had to play, I explained to her that the goal defense positions role is to defend the opposing team and stop them from shooting. I said to Heidi "you have to stop the other team from shooting!". In this situation I am the Tuakana(teacher), and Heidi is the Teina(student). This helped me and Heidi build a stronger connection. This also helped Heidis' self-confidence increase as she was able to effectively contribute to the team and increased her participation. It also increased my self-confidence because I was able to help Heidi and give her a sense of belonging to the team. By helping Heidi, I was able to also learn. This is also a Māori concept called "Ako", this generally means by teaching we are also learning. An example of this was when teaching Heidi, I learnt that when playing goal defense, I also had to support her by finding space and getting the ball back to the other side of the court so that our team could score. Both Ako and tuakana Teina combined taught me how when we are teaching someone, we can also learn ourselves.

Task C-

The chosen influence identified during netball game was force summation. Force summation is the combination of forces produced by different parts of the human body. The best ways force is generated is by using as many muscles as possible, using the right sequence of muscle, using the correct timing and the greatest range of motion. An example of me demonstrating force summation was when I was passing the ball to Kya. To explain, I was in the goal defense position and Kya as in the wing defense position. I received the ball after the opposing team missed the hoop. I decided to pass the ball to Kya as she was open. The muscles I used in my legs to pass the ball were hamstrings and quadriceps. This helped me generate more force and power. The muscles I used in my arms were triceps, deltoids and biceps. These muscles helped me generate more force. By using these muscles in the correct sequence, the correct timing and the right amount of force, helped me get the ball to Kya. I also had to think about the correct angle and the correct height of release as I was blocked by the opposing team. I decided that the best way to get the ball to Kya would be to use a 45-degree angle this is the best angle because it reduces the effect of drag because of the horizontal velocity component. Which helped my pass become more accurate and get the right amount of power. By using all these skills put together I was able to successfully pass the ball to Kya using force summation.

Merit

Subject: Physical Education

Standard: 92019

Total score: 05

Q	Grade score	Marker commentary
One	M5	The candidate discussed in detail how and why a te ao Māori influence (tuakana teina) and a biophysical influence (force summation) had affected their chosen movement context of netball.
		The candidate supported their discussion of both influences with relevant examples from their participation in netball. For example, they clearly explained how the te ao Māori influence of tuakana teina was used when they explained the role of goal defence to Heidi. They discussed in detail how and why this impacted both their and Heidi's self-confidence and connection within the context of the game.