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Mana Tohu Mātauranga o Aotearoa
New Zealand Qualifications Authority

Level 1 Physical Education 2024

**92018 Demonstrate understanding of the influence
of personal movement experiences on hauora**

EXEMPLAR

Merit

TOTAL 06

Movement context: Netball

Reflection for each of the THREE personal movement experiences:

The chosen movement context of netball along with the movement experience of the game based session of netball affected my taha hinengaro positively. We played one long game based session of netball with us starting at the beginning of the lesson through to the end. The impact on my taha hinengaro was positive because I had been waiting to play a proper game of netball by this point as the past lessons had involved drill-based lessons which had been fun to a point, however I had become bored of these and had wanted a chance to be able to play netball properly. Additionally, my taha hinengaro had been positively impacted because I was given the chance to play defensive positions that I had been waiting to play such as gk, gd and wd. I felt fulfilled with this game based session and a specific example was when in the game based session with subs being replaced every few minutes giving plenty of playtime for everyone, I managed to play gk which made me feel happy, and I had a few moments such as when the opposing gs took a shot and missed, and I had been able to receive the rebound, then passing to the wd on my team and this experience had left a very positive impact on my taha hinengaro as I had felt fulfilled playing positions I wanted to play, and had felt satisfied that we had the opportunity to play netball without any drawbacks. Through the movement experience of a game based session of the movement context of netball, there were many positive aspects which impacted my taha hinengaro and therefore my overall hauora very positively.

My second chosen movement experience of the movement context of netball is the student-led session which affected my taha whanau positively. We had usually been used to playing teacher-led along with game based and various other experiences, the inclusion of a student-led lesson granted many opportunities and a different movement experience overall. Our teacher/coach had always been taking charge of previous lessons and with a student-led session, we had to improvise and work together to play a fair game of netball. A specific example was how our coach didn't speak a single word other than blowing the whistle for things like offsides, obstructions, etc. An example that shows a positive impact on my taha whanau to the fullest extent was when the opposing team had let the ball go out after taking a shot, and as a gk I had to pass the ball to my teammates. The part of this that demonstrated taha whanau the most was how I had not passed in properly, as my foot had been slightly on the line which is a breaking of the rule in netball. The coach blew the whistle but didn't say anything to help me out. I repeated this mistake a couple more times without him saying anything, then my own teammates realised I needed help, warning me not to step on the line. This demonstrates taha whanau very effectively and how it impacted me positively because of how my fellow teammates had helped me. The social action had led to a better experience for myself, it created a communal environment with inclusivity, leading to many positive impacts on my taha whanau. The student-led session of the movement context of netball demonstrated taha whanau very effectively through inclusivity and had led to my taha whanau being impacted very positively.

The final movement experience was the drill-based session of netball which had demonstrated a profoundly positive impact on my taha tinana through various aspects of it. I never played netball before and had not been used to basic things like bounce passes, lobbed passes, shooting technique, etc. The inclusion of drills which were based on these led to a positive impact on my taha tinana, as I had the opportunity to practise these aspects effectively, therefore positively impacting my taha tinana. A specific example of this was when we started our lesson off with various passing drills. I had been given the opportunity to practise my passing and catching skills, with an example where another student from my class had been tasked with passing the ball to me in various ways such as lobbing, chest pass and bounce passes. I then received the ball

and then passed back in the same manner he passed to me earlier, training my hand-eye coordination effectively and also giving me the chance to practise the motion of receiving the ball and quickly stopping. With the opportunity to improve myself at the game of netball and improve my hand-eye coordination, it impacted my taha tinana in a positive way and improved my overall hauora.

Final reflection:

Overall, all four dimensions of te whare tapa wha can positively influence my hauora through different movement experiences. Through the game-based session of netball which gave me the opportunity to play various defensive positions I had been waiting a long time to play, I had found this to positively impact my taha hinengaro as I had felt fulfilled and satisfied that I had the chance to not only include myself properly and play a full game of netball, but to experience the challenges of different positions and lead me to understand the game of netball to a fuller extent. This had positively impacted my taha hinengaro and affected my overall hauora in a positive manner. The student-led session of netball which had introduced many benefits of social interactions had impacted my taha whanau positively. Through the specific example where my teammates helped me overcome the challenges of the rules, I had been exposed to many social interactions and had led to a very positive impact on my taha whanau. The drill-based session of netball where I was granted the chance to improve my strategies and physical aspects such as passing and shooting had impacted my taha tinana positively. Through the specific example of the passing drills I included myself in, I had been able to improve hand-eye coordination and the relative understanding of the game of netball. This had meant a positive impact on my taha tinana, leading to improved gameplay and an improved overall hauora. Spiritually, I could find my values and beliefs being impacted positively as I was given the chance to apply myself in a game-based session of netball, and since my belief is that there is no better way to get better at something than to play it plain and simple, I could find my taha wairua being affected positively. Overall, all four dimensions of te whare tapa wha can be positively influenced and improve overall hauora through movement, through the specific examples and various factors that clearly demonstrate this impact positively.

Merit

Subject: Physical Education

Standard: 92018

Total score: 06

Grade score	Marker commentary
M6	<p>The candidate has identified the movement context as netball and explained three different movement experiences with specific and detailed personal examples. For example, they have described how in a game-based session of netball, they were given the chance to play defensive positions and explained why this movement experience left a very positive impact on their Taha Hinengaro, influencing their hauora in a positive way.</p> <p>In the conclusion, the candidate has summarised the learnings from the movement context of netball, and reflected on what they have learnt from the experiences rather than the movement context.</p> <p>To move to a higher grade, the candidate needed to draw conclusions about what they have learnt from participating in netball, rather than summarising the movement experiences.</p>