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1

92018



Mana Tohu Mātauranga o Aotearoa
New Zealand Qualifications Authority

Level 1 Physical Education 2025

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

Credits: Five

ASSESSMENT TASK

| Achievement | Achievement with Merit | Achievement with Excellence |
|--|---|--|
| Demonstrate understanding of the influence of personal movement experiences on hauora. | Explain the influence of personal movement experiences on hauora. | Evaluate the influence of personal movement experiences on hauora. |

Refer to this booklet to respond to the assessment task for Physical Education 92018.

Check that this document includes pages 2 and 3, and that neither of these pages is blank.

Do not use chatbots, generative AI, or other tools that can automatically generate content.

DO NOT TAKE THESE ASSESSMENT MATERIALS OUT OF THE ASSESSMENT ROOM.

Achievement

TOTAL 04

Exam: 92018 Demonstrate understanding of the influence of personal movement experiences on hauora
Number of words: 1174

Te Whare Tapa Whā

Volleyball

On the 22nd of May my class played volleyball king of the court in teams of three, switching teams each round to play with different people. If you won the game you would stay on court in the "king spot" where you would then play against another team, but if you lost you would rejoin the line to try again in a different team. This activity made me adapt quickly to new teammates and their playing styles. This positively impacted my Taha Whānau as I was able to work well with my new teammates through good communication. In this exercise we quickly discovered that we needed a plan before going on court, however we didn't have much time. This meant that we had less than a minute to quickly discuss and decide who would cover each area of the court based on their specific skill set. The limited time meant that we could not argue over who covered each area of the court as we needed to quickly get ready. This resulted in the team having to trust and support each other throughout the game as if one person was struggling, a large section of the court would be left uncovered. To help the confidence of our teammates we would make little comments after each play such as: "good shot" "you'll get it next time" and "try moving back further when you are receiving" these little pointers greatly helped me and my team as I felt as though my team had my back in both my good moments and in my mistakes. Overall, this activity greatly benefited my Taha Whānau as it improved my trust in my teammates and built a mutual respect in each others skills and abilities.

During my P.E lesson on the 10th of June we played volleyball with two full teams of six students on the full sized court. This benefited my Taha Hinengaro as I was able to integrate my values into the game while playing new people and adapting to play with them. An example of this is when I decided to leave a shot, believing that it was going to go out, but it landed on the line. I was the only person that saw this but decided that it would be better for myself and my overall Hauora to state that the ball was in fact in. Some members of my team were not happy that I had said that, as they had just wanted the point. But I had stayed true to myself and my values, positively impacting my Taha Hinengaro. This activity also negatively impacted my Taha Hinengaro as throughout the game there were moments where my teammates and I were becoming frustrated with the opposition as we felt they were not playing honestly. This resulted in some of my

teammates doing the same as they felt that the only way the game would be fair was if they also lied about mistakes they had made. This caused both teams to become agitated and angry which made me anxious about every call and mistake that came afterwards as it would often result in yelling. Overall, this activity was beneficial to my Taha Hinengaro in the beginning but quickly turned bad, negatively impacting my Taha Hinengaro.

On the 13th of June my P.E class joined a class of year eight students to teach them to play volleyball. To do this we had set up the small badminton nets, as the year eight students were not yet skilled enough to play on the large net. There were also a large number of students, so using the small nets meant that we could have multiple games going at once. We were divided up so that there were two year eight students to each year eleven student. We then played games in these groups and did our best to help the year eight students to understand and enjoy the game. This benefitted my Taha Wairua as seeing the younger students learn from me and improve in such a short time improved my confidence in myself and my abilities as I could see that I had personally helped the year eights on their volleyball journey. A specific example of this is when we had just lost multiples games in a row and my team were feeling a bit lost and disappointed. To improve the game I worked with them on the side to improve their setting and digging technique so that they could pass to each other well. Once we returned to the court we won a few games as their passing had greatly improved, allowing us to control the movement of the ball and play offence instead of defence. This made me feel very happy and overall I would say this was my favourite lesson as I felt responsible for the year eight students progress. My Taha Wairua was positively affected as seeing them improve boosted my confidence in my abilities.

Final reflection:

Through these volleyball movement experiences I have learnt that the four walls of Te Whare Tapa Whā are all connected and affect each other. When your Taha Whānau is strong you feel supported and confident in yourself, this then allows you to express yourself fully which will benefit your Taha Hinengaro. When you are in a good place mentally your Taha Wairua benefits and when all three of these areas are strong, you may feel more motivated to take care of your Taha Tinana. Balancing out your Whare Tapa Whā. In volleyball, all areas of your Whare Tapa Whā can benefit, you are being active which improves your Taha Tinana, you are working together with others which can benefit your Taha Whānau. In volleyball when working together you have a platform to express your self and your values which improves your Taha Hinengaro. Being active in volleyball, communicating with others, and expressing yourself then all lead onto benefit

your Taha Wairua, showing that all of the walls of Whare Tapa Whā are interconnected and need each other to improve. In the past my movement experiences have been solely focused on physical performance and improvement, which has often resulted in disappointment and feeling burnt out as I have pushed myself too far. This has caused injuries that have stopped my training and left me feeling useless. In my future movement experiences I will do my best to evenly spread my effort not only into the physical side of movement, but into sides such as Taha Whānau and Taha Hinengaro, to then help balance my Whare Tapa Whā. Eventually this will then flow on to improve my overall Hauora. The next step I will take to begin this change in my movement is playing social volleyball rather than competitive. By doing this, I will be able to focus on my overall Hauora without feeling pressured to physically improve constantly. This way I can learn to better balance my efforts in movement, before returning to competitive sport when I have improved.

Achievement

Subject: Physical Education

Standard: 92018

Total score: 04

| Grade score | Marker commentary |
|-------------|--|
| A4 | <p>The candidate successfully provided the required model and context at the beginning of the report. Three reflections have been provided; however, because they are predominantly descriptive rather than explanatory, they cannot be awarded above the Achieved level.</p> <p>Reflection 1: The response includes some relevant evidence; however, at times the focus shifts between 'we' and 'I'. This can make it difficult to clearly identify the candidate's individual contribution, which is an important requirement for assessment task (d)(iii). Strengthening the emphasis on personal actions and decisions would help make the candidate's role more explicit.</p> <p>In addition, while the narrative describes <i>how</i> the movement experience influenced the candidate's hauora, providing more explanation about <i>why</i> these impacts occurred would demonstrate deeper understanding and support higher-level reasoning</p> <p>Reflection 2: This clearly explains <i>how</i> the movement experience links to the relevant hauora dimension; however, it does not provide the underlying <i>why</i> or reasoning required to demonstrate deeper understanding and achieve a higher grade.</p> <p>Reflection 3: The candidate demonstrated an unclear understanding of the specific Te Whare Tapa Whā dimension, resulting in a reflection that does not accurately connect the movement experience to the required evidence for that dimension.</p> <p>To achieve at Merit level, the candidate needed to provide evidence and an explanation of <i>why</i> the movement experience specifically impacted their own hauora.</p> |