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92019



Mana Tohu Mātauranga o Aotearoa
New Zealand Qualifications Authority

Level 1 Physical Education 2025

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

Credits: Five

ASSESSMENT TASK

Achievement	Achievement with Merit	Achievement with Excellence
Demonstrate understanding of influences on movement in Aotearoa New Zealand or the Pacific.	Explain influences on movement in Aotearoa New Zealand or the Pacific.	Evaluate influences on movement in Aotearoa New Zealand or the Pacific.

Refer to this booklet to respond to the assessment task for Physical Education 92019.

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.

High Achievement

TOTAL 04

The chosen movement context I participated in was the game Kī-o-Rahi. The te ao Māori concept that influenced my movement was purakau, and the biophysical concept I decided that influenced my movement was force summation.

Purakau is the origin story of Kī-o-Rahi. It helps me understand the purpose of the game, the rules and the identity surrounding why I play it today. I used purakau while playing Kī-o-Rahi to help me understand the field layout of the game. Looking back at the purakau helped me remember where I could or could not go throughout the field. For example, this affected me when I was in the taniwha team, and I ran across Te Ara. I then realised that as a Taniwha, I'm not allowed to cross Te Ara, and the only person who is allowed to cross or enter Te Ara is the kaitiaki (the guardian). In the story, Rahi, alongside his kaitiaki, Namu, was trapped on an island surrounded by water. His whanau came to save him from the Taniwha by chanting a spell which froze a part of the water, creating an ice bridge that connected to the island so he could escape without the Taniwha being able to hurt him. When Kī-o-Rahi is played now, Te Ara is used for the kaitiaki to enter and exit pāwero (the island). So crossing Te Ara with the Ki (the ball) as a Taniwha would break the rules and lead to a turnover to the other team, Kioma. Taniwha can jump over Te Ara if possible, as it means they aren't touching it, but they can't cross or run through it.

Another example of when I used Purakau in Kī-o-Rahi was when I was the kaitiaki trying to protect the tupu. While playing the role of the kaitiaki at first, I struggled to understand the role and how to play it. I then looked back at the purakau and remembered that in the story, the kaitiaki was a bird named Namu. Namu protected Rahi from the taniwha that was throwing boulders at him. So in Kī-o-Rahi, the tupu represents Rahi, and the Kaitiaki represent Namu. The kaitiaki is trying to stop the taniwha team from hitting the tupu and gaining points. This helped me understand my role as a kaitiaki and helped me improve. It also prevented lots of balls from hitting the tupu as I was using my whole body to block the ball.

Force summation refers to the process of combining forces created by many different muscle groups in an ordered cycle to give a bigger overall force output. It uses an order of muscles, starting from the largest and strongest muscles, moving up towards your core, all the way up to your smaller muscle groups. The more you use this technique, the more powerful your movements will be.

An example of when I used force summation while playing Kī-o-Rahi was when I threw the Kī (the ball) across the field to one of my teammates. This affected me when I was trying to throw the Kī, but it needed to be a strong pass for it to be able to go as far as I wanted it to. I looked back at the SNORT (stable base, number of body parts, order of body parts, range of motion and timing) acronym to help me figure out what I could do to accomplish a strong and far pass. I kept a stable base by widening my base of support and lowering my centre of gravity. I used the correct number of body parts by using all of my muscles, starting with my larger muscle groups like my quads, hamstrings and glutes, through to my core, to then be able to produce a large amount of force through my arms. I then checked that I was using the correct order of body parts, starting from my larger muscles to my smaller ones, and remembered to use my range of motion by making sure I was extending the right joints and most importantly, I focused on my timing. If my timing were to be off and I threw the ball too early or too late, I wouldn't be able to execute my pass as good as I would have wanted to, and that would lead to an unsuccessful throw. By being able to remember these things, I was able to get the ball across the field with strength and speed. This resulted in my team scoring points. It also helped me so that next time I play, I know that I can look back at SNORT to remember what I can do to accomplish a successful pass.

One more example of when I used Force Summation while playing Kī-o-Rahi was when I was trying to throw the Kī at the tupu to score points. This impacted me when I couldn't successfully hit the tupu. I realised I wasn't using my full amount of strength as I didn't have a wide enough base of support or the correct order of body parts. I then widened my base of support by widening my stance and bending my legs to bring my centre of gravity closer to the ground, then using force from my larger muscle groups in my legs, like my glutes and quads through my body up to my arms and hands i would have a better chance of hitting the tupu. By doing this, it resulted in me being able to successfully hit the tupu with as much strength as possible just because I was able to look back at what I've learnt about Force Summation to help me remember to use the correct order of my body parts and to widen my base of support.

Achievement

Subject: Physical Education

Standard: 92019

Total score: 04

Grade score	Marker commentary
A4	<p>The candidate has described in detail how the Te Ao Māori influence of the pūrākau and the biophysical influence of force summation have positively affected their chosen movement context of Kī-o-Rahi.</p> <p>Descriptions of the pūrākau are supported with relevant and specific examples. This includes understanding the field layout, rules, and identity of their role (e.g. as a Taniwha, not being allowed to cross Te Ara) by relating them back to the game's origin story. For instance, looking back at the the pūrākau the candidate, as the Kaitiaki (guardian), understood their role was to protect the tupu (Rahi), using their whole body to block the <i>Ki</i> (ball), just as the bird Namu protected Rahi from the Taniwha. Explaining why, as well as describing how the pūrākau influenced the movement context of Kī-o-Rahi, would have helped move the submission to the next level.</p> <p>Key components of force summation are accurately described as combining forces from many muscle groups in an ordered cycle, starting from the largest and strongest muscles and moving up to the smaller ones. Relevant personal examples of timing and sequencing are provided when throwing the <i>Ki</i>. Using the SNORT (stable base, number of body parts, order of body parts, range of motion, and timing) the candidate explained why they consciously widened their base of support and used the correct order of muscles (quads, hamstrings, glutes, core, arms) to produce a strong, successful pass across the field and a powerful hit on the tupu. This strengthened the response, placing it at the upper level of Achieved.</p>