

This assessment report is based on assessments for 2023. It may not reflect achievement standards that have been updated.

## 2023 NCEA Assessment Report

<b>Subject:</b>	Physical Education (RAS)
<b>Level:</b>	Level 1
<b>Achievement standard(s):</b>	92018, 92019

### General commentary

Overall, candidates demonstrated a sound understanding of the significant learning of Level 1 Physical Education. Across both standards, it was clear that enhanced understanding of the concept of movement context would be of benefit.

#### **Achievement standard 92018: Demonstrate understanding of the influence of personal movement experiences on hauora**

##### Assessment

This assessment task involved candidates demonstrating their understanding of how movement influenced hauora using the model of Te Whare Tapa Whā. Candidates needed to use three different personal movement experiences from one movement context to support their answers.

##### Commentary

Overall, candidates performed strongly in this standard when adhering to the task. Successful candidates gave specific examples, illustrating how their participation in movement experiences influenced dimensions of the Te Whare Tapa Whā model. Areas of weakness were identified in candidates who struggled to grasp the concepts of movement experiences and movement context. Some responses focused on the influence on the group's hauora rather than the candidate's personal hauora. Furthermore, some candidates showed limited proficiency in evaluating the holistic impact of the movement context on hauora.

##### Grade awarding

Candidates who were awarded **Achievement** commonly:

- described how their personal movement experiences influenced dimensions of the Te Whare Tapa Whā model without addressing the why
- provided examples from different personal movement experiences to support their description.

Candidates who were awarded **Achievement with Merit** commonly:

- explained how and why their personal movement experiences influenced dimensions of the Te Whare Tapa Whā model
- provided relevant examples from their own personal movement experiences to support their explanation.

Candidates who were awarded **Achievement with Excellence** commonly:

- made judgments on how and why their involvement in the movement context influenced their hauora
- recognised the holistic nature of hauora in their response
- provided relevant examples across all of their movement experiences to justify their judgments
- demonstrated insight within their conclusion by considering how different dimensions may interrelate within the movement context, or discussed what they had learnt over time through their participation within the movement context and the consequential impact that this could have on hauora now and in the future.

Candidates who were awarded **Not Achieved** commonly:

- completed one or two separate movement experience reflections from the one movement context, rather than the three required
- described the movement experience without connecting it to a dimension of the Te Whare Tapa Whā model
- discussed the impact on the dimension of the Te Whare Tapa Whā model using generic, group examples rather than personal movement experiences
- provided a summary of what they did in a Physical Education class without answering the questions in the task.

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## **Achievement standard 92019: Demonstrate understanding of influences on movement in Aotearoa New Zealand or the Pacific**

### Assessment

The assessment task required candidates to produce a report that demonstrated their understanding of two influences on movement within the one movement context. One influence needed to be selected from te ao Māori and one influence needed to be selected from either biophysical OR sociocultural aspects.

### Commentary

Overall, most submissions were in written report format. Some candidates were able to effectively explain one influence; however, the second influence was not explained to the same calibre. Areas of weakness were identified in candidates who did not answer the task or selected two influences that bore similarities, resulting in repetition. Additionally, inaccuracies were evident in responses where candidates lacked a clear understanding of tikanga. A significant concern highlighted by assessors relates to the authenticity of candidates' responses, bringing attention to the need to ensure that candidates are not provided with templates that may inadvertently influence the structure of their answers.

### Grade awarding

Candidates who were awarded **Achievement** commonly:

- described how both chosen influences affected a movement context without addressing the why
- were accurate in their explanation of influences

- supported their description with examples from their own participation in the movement context, although examples could be weak.

Candidates who were awarded **Achievement with Merit** commonly:

- discussed how and why two influences affected a movement context
- explained the the impact of the influences on their movement context though one may have been with less emphasis.

Candidates who were awarded **Achievement with Excellence** commonly:

- provided depth when discussing how and why two influences affected a movement context
- gave relevant and specific examples for each of the influences
- drew conclusions reflecting on what this meant for them in the future.

Candidates who were awarded **Not Achieved** commonly:

- addressed only one influence OR
- addressed two influences but one was inaccurate or weak
- described how influences affected a movement context without specific examples from their own participation.