

2024 NCEA Assessment Report

Subject:	Physical Education
Level:	1
Achievement standard(s):	92018, 92019

General commentary

Candidates who consistently maintained a record of their own participation in movement over time often provided higher-quality explanations. Assessing the authenticity of responses was sometimes challenging, particularly when candidates had access to templates that might have influenced the structure of their answers.

Report on individual achievement standard(s)

Achievement standard 92018: Demonstrate understanding of personal movement experiences on hauora

Assessment

The assessment task required candidates to compile a portfolio that demonstrated their understanding of how personal movement experiences influence hauora, referencing the health model te whare tapa whā. Candidates needed to reflect on three distinct experiences within one movement context. To achieve with Excellence, they were expected to provide a final reflection, which evaluated their learning and addressed all four dimensions of te whare tapa whā, as well as proposing recommendations for how to positively impact their own hauora through movement.

Commentary

Overall, candidates who followed the assessment prompts closely in the 2024 task performed well. Successful candidates chose a movement context that allowed breadth and depth in their discussion. Candidates who reflected on movement experiences over time were able to add greater diversity to their discussion. Moreover, those who engaged in their chosen context both inside and outside of school provided richer responses, showing the benefits of learning beyond the classroom.

Some candidates who were less successful misunderstood the task, for example, describing how the dimension of the health model influenced movement, rather than focusing on how the movement identified the dimension of the health model. Candidates who were unable to demonstrate understanding of how and why different movement experiences influenced the health model, te whare tapa whā (particularly the taha wairua dimension), were also less successful. Some candidates referred to how the movement experience influenced a group members' dimension instead of their own, or did not refer to a movement experience, but rather discrete skills, which meant that they did not answer the set task.

Grade awarding

Candidates who were awarded **Achievement** commonly:

- identified or implied a movement context within the response
- described how at least two of their personal movement experiences influenced their dimension(s) of te whare tapa whā model without addressing the 'why'
- provided examples from their own participation in the movement experiences to support their description.

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

- identified a movement context within the response
- explained how and why at least two of their personal movement experiences influenced their dimension(s) of te whare tapa whā model
- provided specific examples from their own participation in the movement experiences to support their explanation.

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

- identified a movement context within the response
- explained how and why at least two of their personal movement experiences influenced their dimension(s) of te whare tapa whā model
- provided specific examples from their own participation in the movement experiences to support their explanation
- drew genuine conclusions about what they had learnt from participating in the movement context, discussing all four dimensions of te whare tapa whā model
- made recommendation(s) of what they could do to positively influence their own hauora through movement.

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

- referred to multiple movement contexts within the response OR
 - described only one movement experience
 - referred to discrete skills instead of movement experiences
 - included insufficient description of the movement experience(s)
 - discussed how the dimension influenced the movement experience rather than how the movement experience influenced the dimension
 - discussed non-movement related activities such as the preparation for a movement experience
 - used group examples rather than examples from their own participation in the movement experiences to support their description.
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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 demonstrating their understanding of two influences on movement within a single movement context. One influence had to be from te ao Māori, while the other had to be either biophysical or sociocultural. To achieve Excellence, candidates needed to draw conclusions about their learning from each influence's impact and articulate how they could apply this knowledge in the future.

Commentary

Overall, candidates demonstrated understanding of key influences and movement contexts. Candidates typically focused on te ao Māori influences such as kotahitanga, manaakitanga, whanaungatanga, tuakana teina, tikanga, and kaitiakitanga, alongside biophysical influences like force summation, balance, projectile motion and energy systems. Sociocultural influences were less common. Movement contexts ranged from team sports to traditional Māori games and individual activities. Difficulty in authentically linking te ao Māori influences to chosen contexts or focusing on their impact on others, rather than personal participation, led to less successful reports. Authenticity of candidates' responses was difficult to establish for reports where candidates had been provided with teacher feedback.

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

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

- discussed how and why two influences affected a movement context
- explained the impact of the influences on their context, though one explanation may have lacked detail
- supported their explanation with specific and detailed examples from their own participation in the movement context.

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

- discussed comprehensively how and why two influences affected a movement context
- gave specific and detailed examples for each of the influences that were effectively integrated into the explanation
- drew insightful conclusions, reflecting on actionable suggestions for improvement or future use.

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

- addressed only one influence OR addressed two influences but one was inaccurate or weak
- generalised how influences affected a movement context without specific examples from their participation
- provided superficial descriptions, without linking the influences to the movement context
- misunderstood the influence.