

## Pilot Assessment Schedule 2023

### Physical Education: Demonstrate understanding of the influence of a personal movement experience on hauora (92018)

#### Assessment Criteria

Achievement	Achievement with Merit	Achievement with Excellence
<p>Demonstrate understanding of the influence of a personal movement experience on hauora means:</p> <ul style="list-style-type: none"> <li>describing how a personal movement experience influences hauora.</li> </ul>	<p>Explain the influence of a personal movement experience on hauora means:</p> <ul style="list-style-type: none"> <li>discussing how and why a personal movement experience influences hauora.</li> </ul>	<p>Evaluate the influence of a personal movement experience on hauora means:</p> <ul style="list-style-type: none"> <li>drawing conclusions about how and why a personal movement experience influences hauora.</li> </ul>

#### Evidence

N1	N2	A3	A4	M5	M6	E7	E8
<p>Identifies a movement experience.</p> <p>Partially describes a movement context.</p>	<p>Identifies at least one dimension of the Te Whare Tapa Whā model influenced by a movement experience.</p> <p>Supports the identification with an example from their personal movement experiences, although this example may be partial or weak.</p>	<p>Describes how movement experiences from one movement context influenced at least one dimension of the Te Whare Tapa Whā model.</p> <p>Supports the description with some examples from their personal movement experiences, although some of these examples may be partial or weak.</p>	<p>Describes in detail how the movement experiences from one movement context influenced at least one dimension of the Te Whare Tapa Whā model.</p> <p>Supports the description with relevant examples from their personal movement experiences.</p>	<p>Discusses how and why movement experiences from one movement context influenced dimension/s of the Te Whare Tapa Whā model.</p> <p>Supports the discussion with relevant examples from their personal movement experiences.</p>	<p>Discusses in detail how and why movement experiences from one movement context influenced dimensions of the Te Whare Tapa Whā model.</p> <p>Supports the discussion with relevant examples from their personal movement experiences.</p>	<p>Draws conclusions that reflect an understanding of how the movement context influenced their overall hauora, referring to multiple dimensions of the Te Whare Tapa Whā model.</p> <p>Supports the conclusions with relevant examples from across their personal movement experiences.</p>	<p>Draws conclusions that reflect a comprehensive and insightful understanding of how the movement context influenced their overall hauora, referring to multiple dimensions of the Te Whare Tapa Whā model.</p> <p>Supports the conclusions with relevant and well-selected examples from across their personal movement experiences.</p>

N= No response; no relevant evidence.

Final grades will be decided using professional judgement based on a holistic examination of the evidence provided against the criteria in the Achievement Standard.

#### Cut Scores

Not Achieved	Achievement	Achievement with Merit	Achievement with Excellence
0 – 2	3 – 4	5 – 6	7 – 8

## Appendix: Marker determination of validity of evidence

### Professional judgement

The marker will determine a grade using their professional judgement based on a holistic examination of the evidence provided.

### Demonstration of understanding

A response must use information to **demonstrate understanding**. The marker must exercise professional judgement to decide if it does so. The following guidance is provided to assist in making this professional judgement.

- A response **demonstrates understanding** if it can be described wholly or substantially by one or more of the statements in the **left-hand column**.
- A response **does not demonstrate understanding** if it can be described wholly or substantially by one or more of the statements in the **right-hand column**.
- If a response is comprised of both used and reproduced information, the marker must decide if it meets the standard **when the reproduced information is ignored**.

Evidence of <u>use</u> of information	Evidence of <u>reproduction</u> of information
<p>Prompts and / or questions have been provided and the candidate has responded to these.</p> <p>The response uses information relating to the standard, the prompts, or questions.</p> <p>Information from the candidate's practice, performance, research, the practice of others, and or teaching, is related to the candidate's experiences.</p> <p>The response shows understanding that could be expected to come from a course of instruction derived from Level 6 of <i>The New Zealand Curriculum</i>.</p> <p>Information is presented in the candidate's own voice.</p> <p><b>Referenced</b> complex research information unchanged by paraphrase is related to other information in a manner that constructs meaning.</p>	<p>Information is presented that does not relate to the prompts.</p> <p>Information is presented in isolation from the candidate's experiences.</p> <p>Little or nothing is offered to suggest the information is related to a course of instruction at Level 6 of <i>The New Zealand Curriculum</i>.</p> <p>Information is not in the candidate's voice. The word choice, sentence structure, sentence length, punctuation etc. are not what a candidate could be expected to produce.</p> <p><b>Unreferenced</b> complex information is presented as though it is the candidate's own work.</p>

In general, the marker will exercise the following judgement:

N1	N2
<p>The response does not include enough evidence to show understanding, and / or is substantially reproduced with little mediation by candidate.</p>	<p>The response is substantially produced by the candidate, but demonstrates little understanding.</p> <p>One part of the required response may be completely missing, or several parts may be weak.</p>

Where doubt exists as to whether evidence has been produced, mediated, or used by the candidate, the doubt must be exercised to the benefit of the candidate.