

Assessment Schedule – 2024

Physical Education: Demonstrate understanding of the influence of personal movement experiences on hauora (92018)

Assessment Criteria

Achievement	Achievement with Merit	Achievement with Excellence
<p><i>Demonstrate understanding of the influence of personal movement experiences on hauora</i> involves:</p> <ul style="list-style-type: none"> describing how personal movement experiences influence hauora describing how hauora is influenced, using the Te Whare Tapa Whā model using examples from personal movement experiences. 	<p><i>Explain the influence of personal movement experiences on hauora</i> involves:</p> <ul style="list-style-type: none"> discussing how and why personal movement experiences influence hauora, using the Te Whare Tapa Whā model. 	<p><i>Evaluate the influence of personal movement experiences on hauora</i> involves:</p> <ul style="list-style-type: none"> drawing conclusions about how and why personal movement experiences influence hauora, using the Te Whare Tapa Whā model.

Cut Scores

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

N1	N2	A3	A4	M5	M6	E7	E8
<p>Implies/ identifies a movement context.</p> <p>Implies/identifies a movement experience.</p>	<p>Implies/ identifies a movement context.</p> <p>Identifies a movement experience.</p> <p>Identifies at least one dimension of the Te Whare Tapa Whā model that was influenced by the candidate's own movement experience.</p>	<p>Implies/ identifies a movement context.</p> <p>Describes HOW at least two implied movement experiences have influenced the candidate's dimension/s of the Te Whare Tapa Whā model.</p>	<p>Identifies a movement context.</p> <p>Describes HOW at least two movement experiences have influenced the candidate's dimension/s of the Te Whare Tapa Whā model.</p>	<p>Identifies a movement context.</p> <p>Explains HOW and WHY at least two movement experiences have influenced the candidate's dimension/s of the Te Whare Tapa Whā model.</p>	<p>Identifies a movement context.</p> <p>Explains HOW and WHY at least two movement experiences have influenced the candidate's dimension/s of the Te Whare Tapa Whā model.</p>	<p>Evaluates the extent to which at least two movement experiences have influenced the candidate's dimension/s of the Te Whare Tapa Whā model.</p> <p>Draws conclusions about what they have learnt from their <i>personal</i> participation in the identified movement context (not the experiences) discussing all four dimensions.</p>	<p>Evaluates the extent to which at least two movement experiences have influenced the candidate's dimension/s of the Te Whare Tapa Whā model.</p> <p>Draws conclusions about what they have learnt from their <i>personal</i> participation in the identified movement context (not the experiences) to make recommendation(s) of what they could do to positively influence their own Hauora through movement</p>

								(discussing all four dimensions).
	Supports the response with an example from their identified personal movement experience , although this example may be partial or weak .	Supports the response with example(s) from their identified personal movement experiences , although this example may be partial or weak .	Supports the response with specific examples from their identified personal movement experiences .	Supports the response with specific examples from their identified personal movement experiences .	Supports the response with specific and detailed examples from their identified personal movement experiences .	Supports the response with specific and detailed examples from their identified personal movement experiences .	Supports the response with specific and detailed examples from their identified personal movement experiences .	Supports the response with specific and detailed examples from their identified personal movement experiences .

N0 = No response; no relevant evidence.

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

Note 1: A movement context refers to the specific environment or situation in which physical movements occur, particularly within the categories of Māori, Pacific, or other cultural activities; team or individual activities; outdoor education activities.

Note 2: A movement experience, within the broader context of movement, is defined as an individual's engagement in a specific instance of physical activity, whether during a session, related activity, or day. To be distinct, these experiences should be spaced out over time, allowing each to stand alone while contributing to the individual's overall movement journey.

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 comprises 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, 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 The New Zealand Curriculum.</p> <p>Information is presented in the candidate’s own voice.</p> <p>Referenced 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 The New Zealand Curriculum.</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>Unreferenced 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 the 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.