

Assessment Schedule – 2024

Physical Education: Demonstrate understanding of influences on movement in Aotearoa New Zealand or the Pacific (92019)

Assessment Criteria

Achievement	Achievement with Merit	Achievement with Excellence
<p><i>Demonstrate understanding of influences on movement in Aotearoa New Zealand or the Pacific</i> involves:</p> <ul style="list-style-type: none"> describing how influences affect a movement context. 	<p><i>Explain influences on movement in Aotearoa New Zealand or the Pacific</i> involves:</p> <ul style="list-style-type: none"> discussing how and why influences affect a movement context. 	<p><i>Evaluate influences on movement in Aotearoa New Zealand or the Pacific</i> involves:</p> <ul style="list-style-type: none"> drawing conclusions about how and why influences affect a movement context.

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>Identifies a movement context.</p> <p>Partially describes how one influence may affect the movement context.</p>	<p>Identifies a movement context.</p> <p>Partially describes how a te ao Māori influence AND a biophysical or sociocultural influence may affect the movement context.</p>	<p>Describes how a te ao Māori influence AND a biophysical or sociocultural influence may affect the identified movement context.</p> <p>Supports the response with at least one personal and relevant example per influence from the candidate's chosen movement context, although some of these examples may be partial or weak.</p>	<p>Describes in detail how a te ao Māori influence AND a biophysical or sociocultural influence may affect the identified movement context.</p> <p>Supports the response with at least one personal and relevant example per influence from the candidate's chosen movement context.</p>	<p>Explains HOW and WHY a te ao Māori influence AND a biophysical or sociocultural influence may affect the identified movement context. There may be some unevenness in the response.</p> <p>Supports the response with at least one personal and relevant example per influence from the candidate's chosen movement context.</p>	<p>Explains HOW and WHY how and why a te ao Māori influence AND a biophysical or sociocultural influence may affect the identified movement context.</p> <p>Supports the response with at least one personal and relevant example per influence from the candidate's chosen movement context.</p>	<p>Draws conclusions that reflect HOW and WHY a te ao Māori influence AND a biophysical or sociocultural influence affected the identified movement context.</p> <p>Uses conclusions to inform suggestions that could be used to improve future outcomes.</p> <p>Supports the response with at least one personal and relevant example per influence from the candidate's chosen movement context.</p>	<p>Draws conclusions that reflect a comprehensive and / or insightful understanding of HOW and WHY a te ao Māori influence AND a biophysical or sociocultural influence affected the identified movement context.</p> <p>Uses conclusions to inform suggestions that could be used to improve future outcomes.</p> <p>Supports the response with at least one personal and relevant example per influence from the candidate's chosen movement context.</p>

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.

Appendix: Marker determination of validity of evidence

Professional judgment

The marker will determine a grade using their professional judgment 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 judgment to decide if it does so. The following guidance is provided to assist in making this professional judgment.

- 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 <i>The New Zealand Curriculum</i>.</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 <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>Unreferenced complex information is presented as though it is the candidate's own work.</p>

In general, the marker will exercise the following judgment:

N1	N2
The response does not include enough evidence to show understanding, and / or is substantially reproduced with little mediation by candidate.	<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 candidates.