

Assessment Schedule – 2025

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

Evidence

N1	N2	A3	A4	M5	M6	E7	E8
<p>Identifies ONE movement context. Describes partially how ONE influence may affect a movement context.</p> <p>The response does not include enough evidence to show understanding, and / or is substantially reproduced from other sources with little mediation by candidate.</p>	<p>Identifies ONE movement context. Describes partially how a biophysical influence AND a te ao Māori or sociocultural influence may affect a movement context.</p> <p>The response has largely been completed but demonstrates little understanding. One part of the required response may be partial or weak.</p>	<p>Describes how a biophysical influence AND a te ao Māori or sociocultural influence affected the identified movement context.</p> <p>Provides examples from the candidate's participation, although some of these examples may be partial or weak at illustrating the impact of each influence.</p>	<p>Describes in detail how a biophysical influence AND a te ao Māori or sociocultural influence affected the identified movement context.</p> <p>Provides examples from the candidate's participation that illustrate the impact of each influence.</p>	<p>Explains how and why a biophysical influence AND a te ao Māori or sociocultural influence affected the identified movement context. There may be some unevenness in the response.</p> <p>Supports the response with examples from the candidate's participation that illustrate the impact of each influence.</p>	<p>Explains in detail how and why a biophysical influence AND a te ao Māori or sociocultural influence affected the identified movement context.</p> <p>Supports the response with detailed examples from the candidate's participation that illustrate the impact of each influence.</p>	<p>Evaluates how and why a biophysical influence AND a te ao Māori or sociocultural influence affected the identified movement context.</p> <p>Draws conclusions to inform judgments about what they have learnt from the impact of each influence.</p> <p>Supports the response with detailed examples from the candidate's participation that illustrate the impact of each influence.</p>	<p>Evaluates how and why a biophysical influence AND a te ao Māori or sociocultural influence affected the identified movement context.</p> <p>Draws conclusions about what they have learnt from the impact of each influence to inform suggestions that could be applied to improve outcomes in future movement. <i>(Note: This can be the same movement context or a different movement context.)</i></p> <p>Supports the response with detailed examples from the candidate's participation that illustrate the impact of each influence.</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: Authenticity of candidate work.

To assess whether a candidate's evidence is genuine, the marker uses their professional judgement, considering all the evidence provided. Where the marker believes there is a possibility the work is inauthentic, they must raise a 'malpractice exception', flagging the issue for further review.

Evidence might be considered inauthentic if:

- large portions of the text are identical to other candidates' work
- the evidence does not match the assessment prompt or task
- the response shows evidence of someone else's input other than the candidate's (e.g., teacher feedback)
- the style or voice of the writing is inconsistent with the rest of the candidate's work
- complex pieces of evidence are copied from other sources but are presented as the candidate's own work, or the evidence is deemed significantly unnatural.

Properly referenced, relevant, and integrated information is acceptable. Uncertainty about the authenticity of evidence should be resolved in favour of the candidate.