

Achievement Standard: 92017, Version 3

Subject Reference: Physical Education 1.2

Demonstrate understanding of the application of strategies in movement. - 5 Credits

Assessment Title: Mā pango, mā whero, ka oti te mahi

Student Instruction Sheet

Working Towards	Working At	Working Above	Working Beyond
<i>Attempted to demonstrate a basic understanding of the application of strategies in movement</i>	<i>Demonstrated a basic understanding of the application of strategies in movement</i>	<i>Demonstrate understanding of the application of strategies in movement</i>	<i>Explain the application of strategies in movement</i>

NCEA Achieved	NCEA Achievement with Merit	NCEA Achievement with Excellence
<i>Demonstrate understanding of the application of strategies in movement</i>	<i>Explain the application of strategies in movement</i>	<i>Evaluate the application of strategies in movement.</i>

This term in Wai Whānau our context is the Olympics - Let The Games Begin. Within this learning, we will be completing a Sports Education Module to help understand the working of the Olympic games. You will be in three teams and selecting specific teams roles within these teams to make the functioning of our tournament successful. We will be competing in the sport of Handball. Within your teams, you will then be selecting two strategies of movement to demonstrate throughout the tournament. While participating in this tournament, you are working to grow Kotahitanga.

You will then reflect on how kotahitanga was promoted by the application of your strategies and present this in a report.

DO.

1. Select at least TWO strategies that could help you to promote kotahitanga of your group. These strategies may need to be specific to your role in the group so that you can demonstrate your own understanding of the purpose to your kaiako.
2. Participate in movement activities with a focus on teamwork in a sport education module
3. Apply the strategies with the goal of promoting kotahitanga.
4. Reflect on the ways kotahitanga within your group was promoted through the application of your strategies. This could be done during the lesson or at the end of each activity, by recording a short clip.

REFLECT.

In your report:

1. Discuss how kotahitanga has been considered in promoting movement through the application of strategies.
2. Describe how kotahitanga was promoted in movement by your own application of at least TWO strategies.
3. Discuss how and why kotahitanga was promoted by your own application of each strategy.
4. Draw conclusions about the effectiveness of how kotahitanga was promoted through your application of strategies.

Remember to include specific examples from your own application of each strategy in your reflections.

For the purposes of this standard, strategies are plans of action. Strategies may be characterised by aspects of:

- **Tuākana-Tēina** - A reciprocal learning relationship between an expert and a beginner.
- **Cooperation** - Working together to reach a common goal.
- **Manaakitanga** - The process of showing respect and care, extending aroha to others
- **Rangatiratanga** - Accountability and ownership of actions and decisions
- **Problem Solving** - Finding solutions to a common issue.
- **Ako** - Teaching and learning

- **Effective Communication** - The process of exchanging ideas and information.
- **Whanaungatanga** - A sense of relationship, connection, belonging, and kinship.

PRESENTING YOUR LEARNING.

Your presentation could be presented in a variety of different ways, including but not limited to:

- Video presentation of 3-4 minutes
- Screencast of 3-4 minutes
- Narrated digital slideshow of 3-4 minutes
- Written report of 750-800 words

Check with your kaiako/teacher to ensure the mode of presentation allows you to meet the criteria at all levels of achievement before you proceed.

TIMEFRAME.

You will have up to **6-7 weeks** to complete this Assessment Activity.

Collating your final evidence of reflection should take around 4-6 hours, which can include time spent in and out of class. Your kaiako will confirm this.

Your kaiako will provide you with the details of submission deadlines, and may also provide you with checkpoints to help you stay on track.

STUDENT RESOURCES.

- [Student Learning Presentation](#)

KEY ASSESSMENT PROCEDURES

AUTHENTICITY

- All students will sign an authenticity declaration

LATENESS

- Work is to be handed in on the due date, in the timetabled period for that class, the time stipulated in the upload assignment on MHOL or prior to that date.
- If a student is absent on the due date, work can be delivered to reception.
- Late work may not be assessed.

MISSED ASSESSMENTS

- Where possible students need to complete a Missed Assessment form prior to the day of absence. Students who are absent from an in class assessment must have completed the Missed Assessment form and provided supporting documentation or have provided a signed absence note, giving a reason for their absence and a supporting medical certificate where appropriate, on their return to school. After form is completed it needs to be taken to reception to be scanned along with supporting documentation and the copy forwarded to the NZQA Principal's Nominee by reception (Ms Lambert). The original should be submitted with your assessment evidence to your classroom teacher.
- Approval will be given for sickness, bereavement, serious family reason or on other compassionate grounds. Prior approval should be sought for sporting and cultural representation using the Missed Assessment Opportunity form on MHO. Students should not be penalised when they are representing the school in a school sanctioned event. Family holidays are not normally considered a reason for missing an assessment or assignment deadline.
- An opportunity for rescheduling the missed assessments may be available during the assessment period.
- In exceptional circumstances assessments may be scheduled at alternative times. These circumstances will be considered by the assessment committee. The assessment committee will consist of the Principal, the Deputy Principal and the NZQA Principal's Nominee.

EXTENSIONS

- Extensions of time may be granted on compassionate grounds or for illness as in above. All extensions should be made on the approved form available in the Appendix of this document and also available on MHO.
- Where possible, application should be made in writing as soon as possible in advance of the hand in date.
- Staff should carefully consider major school events interruptions such as examinations and camps and not schedule internal assessments near to that time.
- Where a class has been given written notification of an assessment date extensions to this on a whole class basis are to be approved by the NZQA Principal's Nominee

Assessment Schedule – MHJC Assessment Title: Mā pango, mā whero, ka oti te mahi

Task	Working Towards	AT	ABOVE	BEYOND
Strategy in Movement Understanding	You have defined two strategies in a movement context.	You have identified two strategies in a movement context.	You have described two strategies in a movement context.	You have discussed two strategies in a movement context.
Kotahitanga	You have defined how your strategies in movement promoted kotahitanga.	You have identified how your strategies in movement promoted kotahitanga.	You have described how your strategies in movement promoted kotahitanga.	You have discussed how your strategies in movement promoted kotahitanga.
Strategies in Movement Examples	You have yet to provide specific examples of how you demonstrated your movement strategies.	You have identified two examples of how you demonstrated your movement strategies.	You have described two examples of how you demonstrated your movement strategies.	You have discussed two examples of how you demonstrated your movement strategies.
Accuracy in Writing	You have made errors in grammar, spelling and/or punctuation and these are intrusive at times, consequently the reader has to infer meaning.	You have made some errors, but minimal reader inference is needed as meaning is mostly clear.	You have carefully edited your writing to ensure you have few intrusive errors and meaning is consistently clear.	You have carefully edited your writing to ensure you have no intrusive errors and meaning is consistently clear.
Time Management	You have yet to complete and submit your assessment.	You have submitted your assessment late.	You have submitted your assessment by the due date.	You have submitted your assessment by the due date.
Overall Grade	Working Towards	AT	ABOVE	BEYOND

Task	Evidence towards Achieved	Evidence towards Merit	Evidence towards Excellence
Achievement Criteria	Demonstrate understanding of the application of strategies in movement	Explain the application of strategies in movement	Evaluate the application of strategies in movement
Teacher Judgements	The student is able to: <ul style="list-style-type: none"> ● describe the reason for applying strategies in movement ● describe at least TWO applied strategies, using examples. 	The student is able to: <ul style="list-style-type: none"> ● discuss how and why at least TWO strategies are applied, using examples. 	The student is able to: <ul style="list-style-type: none"> ● draw conclusions about the effectiveness of how at least TWO strategies are applied, using examples.
Student evidence includes discussion of kotahitanga in the context of the application of strategies.			
For example (description of student response to this activity)	The student has: <ul style="list-style-type: none"> ● <i>described the reason for applying strategies in movement. For example:</i> ● <i>described how whanaungatanga and effective communication influenced the way the group worked together, the connections within the group, or the sense of shared responsibility for the outcome of the group activities.</i> ● <i>described at least TWO applied strategies in movement, supported with specific examples from their own application. For example:</i> ● <i>described whanaungatanga and effective communication as their applied strategies.</i> 	The student has: <ul style="list-style-type: none"> ● <i>discussed how each strategy was applied during the group activities, supported with specific examples from their own application. For example:</i> ● <i>discussed how whanaungatanga and effective communication were applied and how this impacted on the functioning of the group, the relationships within the group, or the outcome of the group activities.</i> ● <i>discussed why each strategy was applied during the group activities, supported with specific examples from their own application. For example:</i> <ul style="list-style-type: none"> ○ <i>discussed why whanaungatanga and effective communication were applied and the impact on the functioning of the group, the relationships within the group, or</i> 	The student has: <ul style="list-style-type: none"> ● <i>drawn conclusions about the effectiveness of how the strategies were applied during the group activities, supported with specific examples from their own application. For example:</i> ● <i>drawn conclusions about the positive and/or negative effect of applying the strategies of whanaungatanga and effective communication during the group activities</i> ● <i>drawn conclusions about the extent to which the strategies of whanaungatanga and effective communication were effectively applied to impact on the functioning of the group, the relationships within the group, or the outcome of the group activities.</i>

		<i>the outcome of the group activities.</i>	
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The student has discussed kotahitanga in the context of the application of strategies. For example:

- **discussed how whanaungatanga and effective communication promoted kotahitanga through the way the group worked together, the connections within the group, or the sense of shared responsibility for the outcome of the group activities.**

Overall level of achievement will be based on a holistic examination of the evidence provided against the criteria in the Achievement Standard.