



National Certificate of Educational Achievement
TAUMATA MĀTAURANGA Ā-MOTU KUA TAEA

Exemplar for Internal Achievement Standard Physical Education Level 1

This exemplar supports assessment against:

Achievement Standard 92016

Apply movement strategies in an applied setting

An annotated exemplar is a sample of student evidence, with a commentary, to explain key aspects of the standard. It assists teachers to make assessment judgements at the grade.

New Zealand Qualifications Authority

To support internal assessment

Grade: Achieved

For Achieved, the student needs to apply movement strategies in an applied setting.

This involves identifying and demonstrating a range of movement strategies in an applied setting.

This student has identified and demonstrated a range of movement strategies in a Kī o Rahi applied setting.

The evidence includes a live teacher observation sheet with commentary, and student videos that demonstrate a range of identified Kī o Rahi movement strategies.

The student videos and descriptors for each movement strategy in the applied setting (class tournament) include more details of the characteristics indicating the quality of the movement. For example, running strategic angles to create space by attacking the defenders outside shoulder to turn them away from the pou, zone defence by tracking opponents to stop them from scoring and staying back once they had left the half, and running into space and successfully catching the kī after identifying a teammate being pressured.

The teacher live observation sheet shows evidence of demonstration within each game over a series of observations.

For Merit, the student could consistently demonstrate a range of movement strategies in the applied setting. For example, providing further evidence of consistent demonstration of each movement strategy within each game over a series of observations.

Achieved
NZQA Intended for teacher use only

Achieved					
Achievement criteria	Apply movement strategies in an applied setting				
Teacher Judgement	The student is able to: Demonstrate a range of movement strategies in an applied setting.				
The Student has:		15/9	22/9	24/9	29/9
	Selected and applied at least THREE movement strategies for kī-o-rahi in the applied setting	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	Demonstrated running strategic angles to create space for teammates to score	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	Demonstrated using zone defence to defend the pou	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	Demonstrated moving into space to receive the kī	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Achieved with Merit					Achieved with Excellence				
Sustain movement strategies in an applied setting					Execute movement strategies in an applied setting				
The student is able to: Consistently demonstrate a range of movement strategies in an applied setting.					The student is able to: Effectively demonstrate with intent and accuracy a range of movement strategies in an applied setting.				
The Student has:	DATE	DATE	DATE	DATE	The Student has:	DATE	DATE	DATE	DATE
Sustain movement strategies in an applied setting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Executed at least THREE movement strategies for kī-o-rahi in the applied setting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Consistently demonstrated running strategic angles to create space for teammates to score	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Demonstrated with accuracy and intent running strategic angles to create space for teammates to score	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Consistently demonstrated using zone defence to defend the pou	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Demonstrated with accuracy and intent using zone defence to defend the pou	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Consistently demonstrated moving into space to receive the kī	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Demonstrated with accuracy and intent moving into space to receive the kī	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Teacher Commentary

■ has demonstrated a range of movement strategies in an applied setting. For Merit, he would need to apply these more consistently across the various observations.

**RUNNING STRATEGIC ANGLES TO
CREATE SPACE FOR TEAMMATES TO
SCORE.**

Describe in one sentence what movement strategy you used in your game of Ki O Rahi.

In the second half of Ki O Rahi I demonstrated running strategic angles to create space for teammates to score, you can see me in a hoodie running an outline to attack the defenders outside shoulder to turn him away from the pou then passing to my teammate to score.

The clip starts at 6:20 and ends at 6:25



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**USING ZONE DEFENCE TO
DEFEND THE POU**

Describe in one sentence what movement strategy you used in your game of Ki O Rahi.

In the second half of Ki O Rahi, I demonstrated zone defense around the pou. You can identify me as the kid wearing a hoodie with yellow tags on my shorts defending in front of the pou. I demonstrate zone defense by tracking my opponents across three pou in my half and stopping them from scoring and then staying back once they had left my half.

Clip starts at 3:05 and ends at 3:25



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**MOVING INTO SPACE TO
RECEIVE THE KĪ**

Describe in one sentence what movement strategy you used in your game of Ki O Rahi.

An example of me running into space to receive the ki is in the first half of our ki o rahi game. You can identify me as the kid in the hoodie with yellow tags on my shorts running into frame at the start of the clip. I ran into space successfully and caught the ki after identifying my teammate was getting pressured, this then created an opportunity to score two points.

Clip starts at 6:17 and ends at 6:25



Grade: Merit

For Merit, the student needs to sustain movement strategies in an applied setting.

This involves consistently demonstrating a range of movement strategies in an applied setting.

This student has consistently demonstrated a range of movement strategies (serving the volleyball to land in the opposition court, passing the ball to a player in the front court, and moving to a position to defend opposition's spike/hit) in a volleyball applied setting.

The evidence includes a live teacher observation sheet with commentary, an assessment schedule providing detailed descriptions of each movement strategy, and an annotated student video that shows consistently demonstrating a range of identified volleyball movement strategies in an applied setting (class tournament). These include appropriate characteristics for each movement strategy that indicate the quality of the movement. For example, consistently demonstrating coordination when serving the ball and making defensive contact with a spike/hit, and coordination and control of movement when digging/setting the ball to the front of the court.

The teacher live observation sheet and the annotated student video show the evidence of consistent demonstration within each game, and across the series of games in the volleyball class tournament.

For Excellence the student could effectively demonstrate, with intent and proficiency, a range of movement strategies in the volleyball applied setting. For example, varying speed and placement of the serve to put pressure on receivers, accurate coordination and fluidity of movement when serving or getting into an effective blocking position, and set placement allowing for hitters to attack effectively.

Merit
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Teacher Live Observation Sheet

NAME	STRATEGIES	25/8	30/8	6/9	7/9	8/9	11/9
	1 Serve the Volleyball to land in the opposition court	M	M	E	E	E	M
	2 Passing the ball to a player in the front court position	M	M	E	M	E	E
	3 Moves to a position to defend oppositions spike/hit	A	M	M	M	M	M

Teacher Commentary

Consistency demonstrated in application of 3 strategies during assessment games observed by the assessor. The student has collated clear evidence of their own performance of strategy 1 and 2. The student provided some evidence of the 3rd strategy but not consistently. Marking template collated by the teacher judgements during assessment game sessions provides extra evidence of strategy 3 for consistency required for Merit.

Assessment schedule

(The highlighted movement strategies are the student selected strategies they applied.)

Strategy	Achieved	Merit	Excellence
Serve the volleyball to land in the opposition court	<ul style="list-style-type: none"> - Demonstrates coordination when serving the ball - Demonstrates placement of the serve to put pressure on the receivers - Demonstrates fluidity of movement when serving the ball 	<ul style="list-style-type: none"> - Consistently demonstrates coordination when serving the ball - Consistently demonstrates placement of the serve to put pressure on the receivers - Consistently demonstrates fluidity of movement evident in their use of the serve 	<ul style="list-style-type: none"> - Demonstrates accurate coordination and placement when serving the ball - Demonstrates accurate and intentional fluidity of movement when serving the ball ie. they vary their speed and placement of the serve to put pressure on receivers
Passing the ball to a player in the front court position	<ul style="list-style-type: none"> - Demonstrates digs/sets the ball to front court position - Demonstrates coordination and control of movement when dig/setting the ball to the front of the court 	<ul style="list-style-type: none"> -Consistently digs/sets the ball to front court position - Consistently demonstrates coordination and control of movement when dig/setting the ball to the front of the court 	<ul style="list-style-type: none"> - Demonstrates accurate coordination and placement of the dig/set to a front court position - Demonstrates accurate and intentional fluidity of movement ie. their placement of the set allows the hitter to attack effectively
Moves to a position to defend the opposition's spike/ hit ball	<ul style="list-style-type: none"> -Demonstrates coordination when making defensive contact with spike/hit - Demonstrates moving to a position to effectively defend a spike/hit 	<ul style="list-style-type: none"> -Consistently demonstrates coordination when making defensive contact with spike/hit -Consistently demonstrates moving to a position to effectively defend a spike/hit 	<ul style="list-style-type: none"> -Demonstrates accurate coordination and fluidity of movement by getting into an effective blocking position (space and body) -Demonstrates accurately and intentionally defends spike/ hit by redirecting ball to opposition's court
Uses 2-3-man reception	<ul style="list-style-type: none"> -Demonstrates receiving and passing at least the first pass to another team member with coordination -Demonstrates fluidity of movement when passing the ball. 	<ul style="list-style-type: none"> -Consistently demonstrates receiving and passing at least the first pass to another team member with coordination -Consistently demonstrates fluidity of movement when passing the ball. 	<ul style="list-style-type: none"> -Demonstrates accurate coordination and placement of the first and or second pass to with intention of setting up the spiker/hitter for a successful attack

			-Demonstrates accurate and intentional fluidity of movement
Perform an attacking spike to land in the opposition court	Demonstrates coordination when spiking the ball to land in the opposition court Demonstrates placement of the spike to land in the court	-Consistently demonstrates coordination when spiking the ball to land in the opposition court Consistently demonstrates placement of the spike to land in the court	-Demonstrates accurate coordination when spiking the ball to land in the opposition court Demonstrates accurate and intentional fluidity of movement i.e. they vary their speed and angle and placement of spike

Student Evidence

Strategy 1: Serve the volleyball to land in the opposition court

(In every video I'm always the one serving the volleyball)

My aim was to try serve over the net and towards the back.

In the video, there is evidence of the student consistently demonstrating the underarm serve with power and coordination to back area of the court within 2 different games The clips were edited into a video of 1min 05 sec in length.

Strategy 2: Passing the ball to the player in the front court position

To find me, the first and third clip I'm wearing a teal shirt and jumping towards the net. The second clip I'm on the right side jumping towards the net to block as well as the last clip.

My aim was to try give a good pass to my teammate in the front court or beside me near the net so they can have a go at spiking.

The video for strategy 2 provided evidence for strategy 3.

There is evidence of the student consistently demonstrating passing the ball (setting or digging) with coordination and control to a player at the front of the court to spike accurately most of the time in 2 different games. The clips were edited into a video of 1min 29 sec in length.

Strategy 3: Moves to a position to defend opposition/hit ball

To find me, most of the clips I'm in a teal shirt with the number 0 on it. The first clip I'm on the far left on the other side of the net.

My aim was to defend by anticipating where the opposition were going to hit the ball across the net and move quickly into position to pass the ball.

In this video, there is evidence of the student consistently demonstrating moving to a position to defend opposition's spike/ hit with co-ordination when making the defensive contact with the ball all of the time in 2 different games. The clips were edited into a video of 1 min 29 sec in length.

Grade: Excellence

For Excellence, the student needs to execute movement strategies in an applied setting.

This involves effectively demonstrating, with intent and proficiency, a range of movement strategies in an applied setting.

This student has executed a range of movement strategies (throwing into space, man-to-man defence, and V cuts) in an Ultimate Frisbee applied setting.

The evidence includes a live teacher observation sheet with commentary, and a student video that shows effectively demonstrating a range of identified Ultimate Frisbee movement strategies with intent and proficiency in an applied setting (class tournament).

The evidence includes appropriate characteristics for each movement strategy to indicate the quality of the movement. For example, accuracy and coordination when throwing the disk, anticipating and responding to external cues by intentionally selecting and purposely tracking an opponent to stop them receiving the disk, and anticipating and responding to external cues with sharp, fluid, and purposeful changes of direction to create space to receive the disk.

The teacher live observation sheet shows evidence of effective demonstration with intent and proficiency within each game over the duration of the class tournament.

Teacher Live observation sheet- Ultimate Frisbee Tournament

The student has identified and applied at least 3 movement strategies in an Ultimate Frisbee applied setting:	Game 1	Game 2	Game 3	The student has sustained at least 3 movement strategies in an Ultimate Frisbee applied setting:	Game 1	Game 2	Game 3	The student has executed at least 3 movement strategies in an Ultimate Frisbee applied setting:	Game 1	Game 2	Game 3
Throwing into space – demonstrated coordination when throwing the disk into space for a team mate to catch	✓	✓	✓	Throwing into space –consistently demonstrated coordination when throwing the disk into space for a team mate to catch	✓✓	✓✓	✓✓	Throwing into space – demonstrated accuracy and coordination when throwing the disk into space for a team mate to catch	✓✓	✓✓	✓✓
Man to Man defense – selected and marked an opponent to minimise them receiving the disk	✓	✓	✓	Man to Man defense – selected and consistently marked/ tracked an opponent to minimise them receiving the disk	✓✓	✓✓	✓✓	Man to Man defense – intentionally selected and purposely marked/ tracked an opponent to stop them receiving the disk	✓✓	✓✓	✓✓
V cuts- demonstrated some quick and purposeful change of direction when leading to create space for themselves to receive the disk	✓	✓	✓	V cuts- consistently demonstrated sharpness, fluidity and purposeful change of direction when leading to create space for themselves to receive the disk	✓✓	✓✓	✓✓	V cuts- effectively demonstrated sharp, fluid and purposeful changes of direction to create space for themselves to receive the disk	✓✓	✓✓	✓✓
Demonstrated an inconsistent sense oof <u>ihi</u> , <u>wehi</u> and <u>wana</u> about their application	✓	✓	✓	There was a consistent sense oof <u>ihi</u> , <u>wehi</u> and <u>wana</u> about their application	✓✓	✓✓	✓✓	There was an evident and consistent sense oof <u>ihi</u> , <u>wehi</u> and <u>wana</u> about their application	✓✓	✓✓	✓✓
Applied strategies in response to external cues from <u>team mates</u> or opposition	✓	✓	✓	Consistently applied strategies in response to external cues from <u>team mates</u> or opposition	✓✓	✓✓	✓✓	Applied strategies with clear intention and accuracy in response to external cues from <u>team mates</u> and opposition	✓✓	✓✓	✓✓

Teacher Commentary:

Consistently executed a range of movement strategies.

Video shows clearly the quality of the demonstration; accurate, purposeful and responsive to the environment around him.