



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

Exemplar for Internal Achievement Standard Physical Education Level 1

This exemplar supports assessment against:

Achievement Standard 92017

**Demonstrate understanding of the application of strategies in
movement**

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 demonstrate understanding of the application of strategies in movement.

This involves:

- describing the reason for applying strategies in movement
- describing the applied strategies, using examples
- discussing kotahitanga in the context of the application of strategies.

The student has described reasons for how they applied effective communication and discussed how this application promoted kotahitanga in football. For example, *“I demonstrated the strategy to promote kotahitanga by communicating effectively between my teammates to try and achieve the goal of scoring a goal”*.

The evidence describes and gives examples of how the student applied effective communication in football. For example, *“... told him ‘IC run up the field’...so I played a long pass to him which he then received the ball then controlled it then took a shot at goal and it went in”*. The description discusses how they applied the strategy from their own experience in football to promote kotahitanga.

The student has described reasons for how they applied co-operation and discussed how this application promoted kotahitanga in football. For example, *“I promoted kotahitanga in the game...so that someone could receive the ball in front of goal and take a shot and score”*.

The evidence describes and gives examples of how the student applied co-operation in football. For example, *“I began the drill by...This then helped to promote kotahitanga because after passing the ball around and cooperating it built togetherness and unity”*. The description discusses how they applied the strategy from their own experience in football to promote kotahitanga.

For Merit, the student could discuss how and why cooperation and communication are applied in the context of kotahitanga in football, using examples. For example, the evidence could have explained why effective communication and cooperation were applied as strategies in football to promote kotahitanga in football, supported by examples (including using examples from their own experience).



Kotahitanga is when you and your group work in unity, and togetherness to achieve different goals. The feeling of working together towards a goal gives me that sense of unity and togetherness. Using things like effective communication and cooperation can help a lot when promoting kotahitanga when working towards a goal. When a group isn't working well together you don't get that sense of unity and togetherness, therefore you do not promote kotahitanga. You probably aren't using any effective communication between your peers, or you aren't cooperating and aren't doing any work within your group.

During our football assessment I demonstrated the two strategies of effective communication and cooperation to promote kotahitanga during our football assessment to help achieve our goals. Using these two strategies I was then able to work together as a team to promote kotahitanga and gain a sense of unity and togetherness between my team. I demonstrated the strategy of effective communication during our football assessment to promote kotahitanga by communicating effectively between my teammates to try and achieve the goal of scoring a goal. A specific example of this was when I went over to my teammate IC and told him "IC run up the field and when I get the ball, I will pass it to you then you can try and score". After I told IC this, he then did what I told him, he ran up the field and got close to the goal. As soon I received the ball I looked up and glanced to see where IC was. I saw him waiting near the goal, so I played a long pass to him which he then received the ball then controlled it then took a shot at goal and it went in. Me and the rest of my teammates then went over to IC to celebrate with him after he had then scored the goal. After applying the strategy of effective communication in the game of Football it then helped me to promote kotahitanga as we built up a sense of unity and togetherness in between our team.

Another way I promoted kotahitanga in the game of football during our football assessment was that I used the strategy of cooperation to help achieve the goal of scoring and to help promote kotahitanga. The definition of cooperation is the action or process of working together to the same end. To clarify it further during a football game cooperation could be used when the entire team is passing the ball around between each other to get the ball up the field and get it towards the goal so that someone could receive the ball in front of goal and take a shot and score. A specific example of when I used cooperation during the game of football in our football assessment was when I demonstrated the strategy in our drills before playing the official game. In the drill we had 4 people on the outside which formed a square and then two people on the inside trying to intercept the ball. The goal of this game was for the people on the outside to pass the ball around and make it difficult for the people on the inside to intercept the ball, if the person on the inside intercepted the ball, then they would swap out with the person who last passed the

ball and then they would continue passing the ball around. I began the drill by passing the ball to IC who then passed the ball to CB. I cooperated well with my teammates and passed the ball around making it very difficult for the people on the inside to intercept the ball. This then helped to promote kotahitanga because after passing the ball around and cooperating it built togetherness and unity.

Using these two strategies to promote kotahitanga when trying to achieve a goal during our football assessment was very effective in promoting kotahitanga because it gave all of us that sense of unity and togetherness in between our group and it helped us to achieve our goals and helped me to effectively communicate more and cooperate a lot more with my teammates. These two strategies were effective during our football assessment because using the strategy of cooperation helped to promote togetherness which then is a factor of kotahitanga because passing the ball around my teammates and getting everyone involved made the game much more enjoyable. The strategy of effective communication was effective in our game of football because it helped us to communicate a lot more between our group and helped promote kotahitanga because there was a sense of unity between our group, and we achieved our goals during the games of football and kotahitanga was promoted.

Grade: Merit

For Merit, the student needs to explain the application of strategies in movement.

This involves:

- discussing how and why the strategies are applied, using examples
- discussing kotahitanga in the context of the application of strategies.

The student has explained how and why they applied effective communication and discussed how this application promoted kotahitanga in football. For example, in the passing drill it built important relationships within the team, increasing participation and engagement.

This is supported by the student providing examples of how and why effective communication was applied. For example, *“A specific example of when I used effective communication was when we were doing a passing drill... By using this strategy and saying something to LA to get his attention, the drill was more fast paced. Kotahitanga was promoted because by doing the drill faster, there was better teamwork”*. The explanation of co-operation discusses how they applied the strategy from their own experience in football to promote kotahitanga.

The student has explained how and manaakitanga were applied in the context of kotahitanga in football. For example, encouraging teammates impacts how the groups work together, creating a positive environment for the team.

Examples are provided of how and why manaakitanga were applied. For example, *“A specific example of when I used manaakitanga was when we were doing a shooting drill...Kotahitanga was promoted because SN may have felt excluded so by passing the ball to him, I tried to encourage him to participate”*. The explanation of manaakitanga discusses how they applied the strategy from their own experience in football to promote kotahitanga.

For Excellence, the student could draw conclusions about the benefits of applying effective communication and manaakitanga in the context of kotahitanga in football, using examples (including from their own experience). For example, the evidence could have evaluated the strengths and limitations of effective communication and manaakitanga in enhancing kotahitanga in football.

The two strategies I have chosen that show how kotahitanga was promoted is effective communication and manaakitanga. Effective communication is being able to communicate ideas, so others understand them, as well as actively listening. In our soccer unit, this meant that I was able to talk to others about different strategies we could use in the game, as well as talking about what to improve on. This is important so that everyone knows what their role in the team is and so there is no miscommunications. Manaakitanga is showing respect, generosity, and care. In our soccer unit, this meant that I was able encourage my teammates and make sure everyone felt included. This is important so that people on my team feel motivated and involved.

A specific example of when I used effective communication was when we were doing a passing drill. I was about to pass to LA but he wasn't looking so I said, "Here". After I saw he had heard me, I passed the ball to him. By using this strategy and saying something to LA to get his attention, the drill was more fast paced. Kotahitanga was promoted because by doing the drill faster, there was better teamwork. Everyone worked together to build important relationships with the team. This meant that everyone was more focused, which helped everyone improve and learn better. This is significant because it meant that overall participation and engagement was higher.

Another specific example of when I used effective communication was when we were playing a game. SN and I were defenders, and we were both standing on the left side. I told him, "Stand on the other side so that we're more spread out." After I said that, he nodded and moved to the other side. If someone was dribbling down the right side of the field, we wouldn't have been able to defend them, since we were both on the other side. By using this strategy, it was less likely that the other team would score. Kotahitanga was promoted because it showed my teammates that I cared about the game and wanted to help come up with different strategies, which strengthened my relationship with them. Talking about different strategies influences how the group works together because everyone cooperates better with each other, which improves how we play in the game.

A specific example of when I used manaakitanga was when we were doing a shooting drill. I saw that SN didn't have a ball so I passed a ball to him and said, "You can go now". After that, he waited in the line so he could have a turn at shooting. SN wasn't really participating in the drill, so I wanted to include him. Kotahitanga was promoted because SN may have felt excluded so by passing the ball to him, I tried to encourage him to participate. As a team, it is important to lift each other up. Everyone on the team should feel comfortable with each other, which improves teamwork and cooperation.

Another specific example of when I used manaakitanga was when we were playing a game. KN was the goalkeeper for our team, and he made a good save. The ball was on the other side of the field, and I was close to the goal so I told him, "Nice save" and he said "Thanks". I was a defender so after that, I jogged forward a bit to help guard. Kotahitanga was promoted because this could have made KN feel he was doing a good job as goalkeeper and may have motivated him. Encouraging teammates influences how the group works

together because it creates a positive environment for the team.

Effective communication was very effective because in order for someone to understand what you are trying to say, you need to explain it properly. If you don't, the other person won't get what you're trying to say. Manaakitanga was also very effective as being respectful, generous, and caring helps build respect with others.

Effective communication and manaakitanga could be used together because by being respectful and generous, your team will be more likely to listen to you. For example, you may be trying to give your teammates advice on what to do in the game. You might be trying to help them but if your tone is rude and disrespectful, they are less likely to listen to you because they may feel upset or annoyed. However, if you give advice in a positive and respectful way, your teammates are more likely to feel grateful that you gave them advice and try to use that advice. This promotes Kotahitanga because it helps you build respectful relationships with your peers.

Grade: Excellence

For Excellence, the student needs to evaluate the application of strategies in movement.

This involves:

- drawing conclusions about the effectiveness of how the strategies are applied, using examples
- discussing kotahitanga in the context of the application of strategies.

The student has drawn conclusions about the effectiveness of how problem solving and leadership were applied in the context of kotahitanga in football, using examples.

They have evaluated how problem solving promoted kotahitanga in football, and drawn conclusions about how effective problem solving was. For example, by involving everyone in the group in the common goal of developing as a football team.

The student has supported their conclusions with examples from their own experience of the problem-solving strategy being applied in football, and their evaluation discusses how they applied the strategy from their own experience to promote kotahitanga.

Similarly, the student has evaluated how leadership promotes kotahitanga in football. They have drawn conclusions about the application of their leadership strategy and what changes they could make next time when participating in the kotahitanga unit. This is supported by examples from their own experience of the leadership strategy being applied in football. The evaluation discusses how they applied the strategy to promote kotahitanga.

Kotahitanga is a Māori concept that refers to unity, togetherness and solidarity. Kotahitanga helps in Physical Education, kotahitanga which working together to build towards a common goal with peers. Many strategies can be applied to develop kotahitanga, which enhances relationships, respect, and unity in group settings.

During this unit we had to select two strategies and work on them during practical lesson where we played football. We had to use these strategies to promote within or teams and class. We first got randomly sorted into teams of six. Each person in the teams took on a role whether it was coaching, Referring, warm up coach or equipment manager. I took on the role of coach.

In my group, I took on the role of coaching. During this lesson, I started off with a simple drill which is a passing drill that works to keep your head up. I demonstrated problem-solving during the lesson, I saw that my team clearly understood the drill, and they were starting to lose interest because the intensity was dropping. Some of the boys like LA and JS even started walking. I decide to add an extra ball to increase the challenge. Making sure the drill had enough challenge to it helped promote kotahitanga making sure I had everyone knowing the basics before we advanced. This meant we could move forward together as a team. This makes sure were all on the same page and helps us work together during the lesson. During the game of eight-a-side football, I saw JS was struggling to get into a space to receive a ball I worked with my teammates to ensure he got the ball which helped promote kotahitanga by passing the ball to James and including him, helped him feel as part of team. Making sure we help each other by passing to everyone helps with inclusiveness and builds our team for togetherness. Making sure everyone has an equal chance to practice their skills. This is one example of how I used problem solving to promote kotahitanga which helps us build towards the common goal of developing our football skills and a basic understanding of the game football. My problem-solving was highly effective as everyone was involved and included within our small team. This helped with group functioning, which helps us build towards the common goal of developing as a team. One example of how I used problem solving to promote kotahitanga which helps us build towards the common goal of developing this then had a positive effect on our team. As we work together to build our skills, we build close relationships within our team.

Another strategy I demonstrated during the football unit was leadership. During one lesson I created shooting drills, working on controlling and shooting the ball towards a target. In this practical lesson, I showed leadership by instructing my peer through the drill. In one example KN was struggling with building power so the ball will reach the goal I helped guide him saying "try increasing your run up and maybe try a faster swing." KN ended up scoring a goal and I congratulated him. KN scoring and learning this new skill helped our group come together and promoted kotahitanga. This promoted Kotahitanga because this helped KN's confidence which resulted in better group functioning as we all came together to support him. This helped impact his confidence which meant he could improve and build better connections within the group, and I had a better connection with him the coach. This had a positive effect as it built better relationships within the group which meant that there were better connections within the teams. We started out with laying off the ball and then shooting and after I changed the drill to keep everyone engaged. Aiden helped me by encouraging me to take lead and work within the group he helped me display and make me promote kotahitanga. At the end of that lesson, we all became closer as not only peers but also as a team. This helped promote positive relationships within our class.

Reflecting on my strategies I used to promote kotahitanga using both leadership and problem solving. What I learnt about leadership in this unit is that people's perception on leadership can vary. *Normally people think of leadership as someone being higher up and more knowledgeable. In my opinion, a good leader is someone who is more open to listening and helps build people up rather than just thinking they're better than everyone. In this unit, I used Problem-solving as a way of coming up with solutions to better my team's performance. Being able to identify people's individual needs and skill levels helps me to demonstrate leadership by changing the drills to create solutions where everyone can learn in and build as a team these strategies together in a group environment means that my team could promote kotahitanga and work together to develop as a team.* If I were to complete this unit again, I would like to apply my kotahitanga strategies more often during our lessons to try maximise positive relationships within my group. Hopefully meaning my peers and I will have a strong enough relationship to continue to build closer connection throughout the rest of the year.