

Standard Information

AS92019	v.4	Demonstrate understanding of influences on movement in Aotearoa New Zealand or the Pacific.	Ext.	L. 1	5 c
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Achievement Criteria

What are the achievement requirements for this standard? (See Explanatory Notes for more info.)

Achievement	Merit	Excellence
Demonstrate understanding of influences on movement in Aotearoa New Zealand or the Pacific	Explain influences on movement in Aotearoa New Zealand or the Pacific	Evaluate influences on movement in Aotearoa New Zealand or the Pacific
This involves:	This involves:	This involves:
DEMONSTRATE UNDERSTANDING means...	EXPLAIN means...	EVALUATE means...
INFLUENCES ON MOVEMENT will come from...		

Key Considerations

Are there any other aspects to consider prior to delivering this standard?

Essential Info	Notes
 <p>Assessment Specifications</p>	
 <p>Unpacking the Standard @ncea.education.govt.nz</p>	
 <p>Assessment Report & Schedule</p>	
 <p>Standard Exemplars</p>	
 <p>Other Information</p>	

Achievement Criteria

What are the achievement requirements for this standard? (See Explanatory Notes for more info.)

KU Knowledge / Understanding	E Experiences	S Skills
<p>What do students need to know or understand? e.g. te ao Māori, biophysical or sociocultural aspects...</p> <p>For example, student need to know about:</p> <p>Te ao Māori Aspects</p> <ul style="list-style-type: none"> How traditional narratives and values shape tikanga and influence participation in movement. Understanding the sacredness of the body and its implications for movement practices. How the environment and natural world influence and interact with movement practices. <p>Biophysical Aspects</p> <ul style="list-style-type: none"> Knowledge of how muscles, bones, and joints contribute to movement. Principles such as force summation, balance, and stability. Understanding how the body responds to physical activity. Mental aspects that influence performance, including motivation and concentration. How skills are learned and refined. <p>Sociocultural Aspects</p> <ul style="list-style-type: none"> The role of whānau, hapū, iwi, and Pacific knowledges and values in shaping movement. How societal structures affect participation. Understanding how these factors influence movement experiences. The impact of media on perceptions and practices of movement. <p>For example, student may need to understand:</p> <ul style="list-style-type: none"> How intrinsic (internal motivation, beliefs) and extrinsic (cultural, environmental) influences impact movement practices. The ability to reflect on and analyse how each of the chosen aspects independently influences movement within a specific context. Recognising that movement is influenced by a combination of cultural, biophysical, and sociocultural factors, even when these aspects are considered separately. 	<p>What learning experiences can help students understand what they need to know and do?</p> <p>For example:</p> <ul style="list-style-type: none"> Engaging in practical movement contexts where these aspects can be observed and applied (e.g., traditional Māori games, sports activities, contemporary physical pursuits). Teacher-directed experiences that enable ākonga to explore and identify the influences of different aspects in real-life settings before formal assessment. Regular reflection on personal experiences in movement contexts to draw connections with the different influences studied. 	<p>What do students need to be able to do? e.g. apply, demonstrate, explain, etc...</p> <p>For example, student may need to develop skills:</p> <ul style="list-style-type: none"> to analyse movement and identify how biophysical, te ao Māori, and sociocultural influences are present and impactful. to articulate in-depth reflections that demonstrate understanding, using personal movement examples as evidence. in evaluating and making reliable judgements about the influence of chosen aspects on their movement practice. in effectively explaining and supporting their understanding in written or portfolio format.
<p>IN MOVEMENT</p> <p>This could look like:</p> <ul style="list-style-type: none"> Students actively participate in a chosen movement context, such as a traditional game or sport, to develop physical skills and competencies. The emphasis is on the direct physical experience of movement where students build skills like coordination, agility, or strength. For example, practising specific movements or techniques that highlight principles of biomechanics or functional anatomy. Students gain practical, hands-on knowledge of how their body moves and functions, which serves as the basis for exploring biophysical influences like muscle and joint mechanics or skill acquisition processes. 		
<p>THROUGH MOVEMENT</p> <p>This could look like:</p> <ul style="list-style-type: none"> Movement experiences are used as a means to develop broader skills and understanding, such as social, emotional, or cultural learnings. Students use movement as a way to explore the sociocultural aspects and te ao Māori influences. For instance, participating in a group activity that embodies tikanga Māori, where students learn values such as cooperation, respect for the body (tapu), and connection with the environment (te taiao). Students reflect on how participating in these activities enhances their appreciation of cultural values, social responsibilities, and personal development. 		
<p>ABOUT MOVEMENT</p> <p>This could look like:</p> <ul style="list-style-type: none"> Students engage in an inquiry-based approach to learn about the movement context and the various influences on it. This could involve studying the significance of creation narratives, pūrākau, and the biophysical aspects related to their movement. The learning extends to a deeper analysis of the movement context, including understanding the scientific principles behind movement (e.g., balance and stability), the sociocultural factors impacting participation (e.g., gender norms, accessibility), and te ao Māori concepts. 		

Managing Portfolio Assessments

What is your plan for managing assessment opportunities?

Criteria: Check the Assessment Specifications What do ākonga need to do to complete the portfolio? Outline key tasks/activities.	Plan: How is it Going to Happen? What's the timeline or due dates? How will they submit? Set clear goals.	Expectations: Clarity is Key Setting expectations ahead of time, means students are more likely to take the assessment seriously and put their best effort into creating a successful portfolio.
<p>For example:</p> <ul style="list-style-type: none"> Ākonga understanding of the influences on a movement context must be supported by examples of participation. Which TWO aspects will be considered? 	<p>For example:</p> <ul style="list-style-type: none"> Students will submit evidence of their understanding of influences on movement. After each submission, feedback will be provided. The final submission will be used for external assessment submission. 	<p>Consider:</p> <ul style="list-style-type: none"> What happens if they don't submit? How will feedback be received and implemented? What is the role of self and peer assessment?