



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 a range of movement strategies in an applied setting
- demonstrating a range of movement strategies in an applied setting.

The student has identified and demonstrated a range of badminton movement strategies in the applied setting:

- placing the shuttle away from opposition play and placing the shuttle accurately to create attacking opportunities
- anticipating and responding to an opponent's shot by playing a clear shot to the back of the court, providing time to position for the next shot
- controlling the court by quickly returning to the T after each shot.

The teacher live observation sheet evidence includes:

- the student's identified badminton movement strategies that are planned for specific situations, e.g. anticipating and responding to the opposition to create attacking opportunities
- the way in which each strategy is applied and the quality of its execution, e.g. anticipating and responding, placement of shuttle, quickly returning.
- the demonstration is observed across games in the class badminton tournament.

For Merit, the student could consistently demonstrate a range of movement strategies in the badminton applied setting. For example, further evidence of a consistent demonstration of each movement strategy observed over multiple occasions within each game, or across a series of games.

Live teacher observation Sheet

PE 1.1 Apply movement strategies in an applied setting - Teacher Observation Sheet - Badminton Student: _____

	Achieved					Merit					Excellence				
Achievement Criteria	Apply movement strategies in an applied setting					Sustain movement strategies in an applied setting					Execute 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 is able to: Consistently demonstrate a range of movement strategies in an applied setting					The student is able to: Effectively demonstrate with intent and proficiency a range of movement strategies in an applied setting				
Date:		24/3	25/3	28/3	3/3		24/3								
Offensive Strategies	Demonstrate ability to place shuttle away from oppositions play and can place the shuttle accurately to create an attacking opportunity	✓	✓	✓	✓	Consistently demonstrate ability to place shuttle away from oppositions play and can place the shuttle accurately to create an attacking opportunity	✓				Demonstrate with proficiency and intent the ability to place shuttle away from oppositions play and can place the shuttle accurately to create an attacking opportunity				
	Demonstrate the ability to vary the speed and power of the serve to move the opposing player to create an attacking opportunity					Consistently demonstrate the ability to vary the speed and power of the serve to move the opposing player to create an attacking opportunity					Demonstrate with proficiency and intent the ability to vary the speed and power of the serve to move the opposing player to create an attacking opportunity				
Defensive Strategies	Demonstrate the ability to anticipate and respond to	✓	✓	✓	✓	Consistently demonstrate the ability to anticipate and	✓				Demonstrate with proficiency and intent the				

	opponents shot by playing a clear shot to the back of the court to provide time to position yourself for the next shot					respond to opponents shot by playing a clear shot to the back of the court to provide time to position yourself for the next shot					ability to anticipate and respond to opponents shot by playing a clear shot to the back of the court to provide time to position yourself for the next shot				
	Demonstrate the ability to anticipate and respond to the opponent's shot by blocking with coordination, fluidity and timing to return the shuttle to allow time to prepare for the next shot					Consistently demonstrate the ability to anticipate and respond to the opponent's shot by blocking with coordination, fluidity and timing to return the shuttle to allow time to prepare for the next shot					Demonstrate with proficiency and intent the ability to anticipate and respond to the opponent's shot by blocking with coordination, fluidity and timing to return the shuttle to allow time to prepare for the next shot				
Tactical Strategies	Demonstrate the ability to control the court by quickly returning to the T with coordination and fluidity after each shot	✓	✓	✓	✓	Consistently demonstrate the ability to control the court by quickly returning to the T with coordination and fluidity after each shot					Demonstrate with proficiency and intent the ability to control the court by quickly returning to the T with coordination and fluidity after each shot				

Students must show at 3 movement strategies in the applied setting, not all movement strategies are required.

Teacher comment:	At times the student consistently demonstrated the movement strategies, but this was only within one game. She needed to be consistent across all the badminton games in the class tournament.
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Student: (sign)	Teacher: (sign)	Overall Judgement:
Date:	Date:	Not Achieved / Achieved / Merit / Excellence

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.

The student has consistently demonstrated a range of basketball movement strategies in the applied setting:

- anticipating and responding to the opposition by quickly moving into space consistently to receive the ball and create attacking opportunities
- anticipating and responding to an opposition player by applying man-man defence consistently to intercept the ball, create a turnover, or shut down scoring opportunities
- anticipating and responding to the opposition by passing quickly and accurately to a teammate in space consistently to create attacking opportunities.

The teacher live observation sheet evidence includes:

- the student's identified basketball movement strategies that are planned for specific situations, e.g. anticipating and responding to the opposition to create attacking opportunities
- the way in which each strategy is applied and the quality of its execution, e.g. anticipating and responding, quick moving into space, passing quickly and accurately
- the consistent demonstration observed over multiple occasions across games.

For Excellence, the student would effectively demonstrate, with intent and proficiency, a range of movement strategies in the basketball applied setting. For example, anticipating and responding to the opposition by quickly moving into space with intent and proficiency to receive the ball and create attacking opportunities.

Teacher Live Observation Sheet

1.1 Apply movement strategies in an applied setting - Teacher Live Observation rubric - *Basketball* Student name: _____

	Achieved					Merit					Excellence				
Achievement criteria	Apply movement strategies in an applied setting					Sustain movement strategies in an applied setting					Execute 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 is able to: Consistently demonstrate a range of movement strategies in an applied setting.					The student is able to: Effectively demonstrate with intent and proficiency a range of movement strategies in an applied setting.				
Movement strategy	The student has:	Date	Date	Date	Date	The student has:	Date	Date	Date	Date	The student has:	Date	Date	Date	Date
	<i>Selected and applied at least THREE movement strategies in the applied setting.</i>	29/7	30/7	6/8	7/8	<i>Sustained at least THREE movement strategies in an applied setting</i>	29/7	30/7	6/8	7/8	<i>Executed at least THREE movement strategies in the applied setting</i>	29/7	30/7	6/8	7/8
Movement off the ball	Anticipates and responds to the opposition by quickly moving into space, to receive the ball, to create an attacking opportunity	☒	☒	☒	☒	Anticipates and responds to the opposition by quickly moving into space consistently, to receive the ball, to create an attacking opportunity.	☒	☒	☒	☒	Anticipates and responds to the opposition by quickly moving into space with intent and proficiency, to receive the ball, to create an attacking opportunity.	☐	☐	☐	☐
	Anticipates and responds to the opposition to set up a legal (stationary) on-ball screen to free up a teammate and create a scoring opportunity	☐	☐	☐	☐	Anticipates and responds to the opposition to consistently set up a legal (stationary) on-ball screen to free up a teammate and create a scoring opportunity	☐	☐	☐	☐	Anticipates and responds to the opposition to set up a legal (stationary) on-ball screen with proficiency and intent to free up a teammate and create a scoring opportunity.	☐	☐	☐	☐
	Anticipates and responds to the opposition by gaining inside positioning/boxing out the opposition and then jumping quickly and strongly to secure the offensive or defensive rebound	☐	☐	☐	☐	Anticipates and responds to the opposition by gaining inside positioning/boxing out the opposition and then jumping quickly and strongly to secure the offensive or defensive rebound	☐	☐	☐	☐	Anticipates and responds to the opposition by gaining inside positioning/boxing out the opposition and then jumping quickly and strongly with proficiency and intent to secure the offensive or defensive rebound	☐	☐	☐	☐

Defensive strategy	Anticipates and responds to the opposition by effectively moving on court to apply zone defence to intercept the ball/create a turnover.	☐	☐	☐	☐	Anticipates and responds to the opposition by effectively moving on court consistently to apply zone defence to intercept the ball/create a turnover.	☐	☐	☐	☐	Anticipates and responds to the opposition by effectively moving on court with intent and proficiency to apply zone defence to intercept the ball/create a turnover.	☐	☐	☐	☐
	Anticipates and responds to an opposition player by applying man-man defence to gain an intercept, create a turnover or shut down the scoring opportunity.	☒	☒	☒	☒	Anticipates and responds to an opposition player by applying man-man defence consistently to gain an intercept, create a turnover or shut down the scoring opportunity.	☒	☒	☐	☒	Anticipates and responds to an opposition player by applying man-man defence with intent and proficiency to gain an intercept, create a turnover or shut down the scoring opportunity.	☐	☐	☐	☐
	Anticipates and responds to the opposition by using a 'defensive slide' to force the attacker to the sideline or weak hand, to create pressure on the attacking player and reduce their scoring options	☐	☐	☐	☐	Anticipates and responds to the opposition by using a 'defensive slide' consistently to force the attacker to the sideline or weak hand, to create pressure on the attacking player and reduce their scoring options	☐	☐	☐	☐	Anticipates and responds to the opposition by using a 'defensive slide' with proficiency and intent to force the attacker to the sideline or weak hand, to create pressure on the attacking player and reduce their scoring options	☐	☐	☐	☐
	Anticipates and responds to the opposition to position yourself defensively to intercept the ball creating a turnover and possible fast break.	☐	☐	☐	☐	Anticipates and responds to the opposition to position yourself defensively to intercept the ball consistently creating a turnover and possible fast break.	☐	☐	☐	☐	Anticipates and responds to the opposition to position yourself defensively to intercept the ball with proficiency and intent, creating a turnover and possible fast break.	☐	☐	☐	☐
	Anticipates and responds to the opposition by blocking their shot from the side or behind to prevent the attacking team from scoring and giving the defending team a chance to secure possession	☐	☐	☐	☐	Anticipates and responds to the opposition by blocking their shot consistently from the side or behind to prevent the attacking team from scoring and giving the defending team a chance to secure possession	☐	☐	☐	☐	Anticipates and responds to the opposition by blocking their shot from the side or behind with proficiency and intent to prevent the attacking team from scoring and giving the defending team a chance to secure possession	☐	☐	☐	☐
Offensive strategy	Anticipates and responds to the opposition to move into space, to receive the ball, to create an attacking opportunity.	☐	☐	☐	☐	Anticipates and responds to the opposition to move into space, to receive the ball consistently, to create an attacking opportunity	☐	☐	☐	☐	Anticipates and responds to the opposition to move into space, to receive the ball with proficiency and intent, to create an attacking opportunity	☐	☐	☐	☐

	Anticipates and responds to the opposition by passing quickly and accurately to a teammate in space to create an attacking opportunity.	☒	☒	☒	☒	Anticipates and responds to the opposition by passing quickly and accurately to a teammate in space consistently to create an attacking opportunity.	☒	☒	☒	☒	Anticipates and responds to the opposition by passing quickly and accurately to a teammate in space with proficiency and intent to create an attacking opportunity.	☐	☐	☐	☐
	Demonstrates coordination, fluidity, and accuracy to shoot the ball, creating separation from the defender, to score points and apply pressure to the opposition	☐	☐	☐	☐	Demonstrates coordination, fluidity, and accuracy to shoot the ball, creating separation from the defender, to score points and apply pressure to the opposition consistently	☐	☐	☐	☐	Demonstrates coordination, fluidity, and accuracy to shoot the ball with proficiency and intent, creating separation from the defender, to score points and apply pressure to the opposition.	☐	☐	☐	☐
	Demonstrates co-ordination and spatial awareness to dribble the ball, using changes of pace and direction, to retain possession of the ball, advance the ball and create an attacking opportunity.	☐	☐	☐	☐	Demonstrates co-ordination and spatial awareness to dribble the ball, using changes of pace and direction consistently, to retain possession of the ball, advance the ball and create an attacking opportunity.	☐	☐	☐	☐	Demonstrates co-ordination and spatial awareness to dribble the ball with proficiency and intent, using changes of pace and direction, to retain possession of the ball, advance the ball and create an attacking opportunity.	☐	☐	☐	☐
	Demonstrates power and agility to drive to the hoop, exploiting gaps in the defence, to penetrate the defence and create a high-percentage scoring opportunity.	☐	☐	☐	☐	Demonstrates power and agility to drive to the hoop, exploiting gaps in the defence, to penetrate the defence and create a high-percentage scoring opportunity	☐	☐	☐	☐	Demonstrates power and agility to drive to the hoop with proficiency and intent, exploiting gaps in the defence, to penetrate the defence and create a high-percentage scoring opportunity	☐	☐	☐	☐

Students must show at least 3 movement strategies in the applied setting, not all movement strategies are required.

Note: Alternative movement strategies may be demonstrated

Teacher comment:	Merit – Great work You were able to consistently demonstrate man on man defence, passing quickly and accurately into space and you were able to move into space to receive the ball in the class basketball tournament.		
Student: (sign) Date: 22/8	Teacher: (sign	Overall Judgement: Not achieved / Achieved / Merit / Excellence	

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.

The student has effectively demonstrated a range of movement strategies (gear selection, attack position, speed control, raising the inside pedal) in multiple mountain biking sessions in an applied setting with intent and proficiency.

The evidence includes an assessment schedule documenting the live demonstration of each movement strategy, a live observation sheet to indicate the overall grade for each session, and teacher commentary.

The assessment schedule and teacher live observation sheet evidence includes:

- the student's identified mountain biking strategies that are planned for specific situations, e.g. anticipating and responding to the terrain to navigate successful riding
- the way in which each strategy is applied and the quality of its execution. For example, anticipating and responding to terrain, coordination, and fluidity.
- The effective demonstration with intent and proficiency is observed over multiple occasions across three mountain biking sessions.

PE1.1 Teacher Recording Sheet – Mountain Biking 2025

**Please highlight the three (or more) strategies this student is focussing on for this assessment.*

Strategy	Achieved (Apply)	Merit (Sustain)	Excellence (Execute)
Gear Selection	The student can change gears to: - Anticipating and responding to terrain and changing gears early to navigate terrain successfully - Makes change to multiple gears at once to respond to terrain to ride through section of track - Maintains a steady and controlled cadence to navigate terrain	The student can consistently change gears to: - Anticipating and responding to terrain, and changing gears early to navigate terrain successfully ✓ - Makes change to multiple gears at once to respond to terrain to ride through section of track ✓✓ - Maintains a steady and controlled cadence to navigate terrain	The student changes gears effectively by: - Anticipating and responding to terrain ahead of reaching it, and changing gears early to navigate terrain successfully with intent and proficiency. ✓✓✓ - Effectively manages change to multiple gears at once with intent and proficiency to respond to terrain to ride through section of track ✓✓ - Effectively maintains a steady and controlled cadence to navigate terrain with intent and proficiency ✓✓✓
Attack position	The student can move into a basic attack position to attack terrain changes: Anticipate and respond to the terrain by using tactical body positioning on the bike (adjusting centre of gravity) to complete sections of the track.	The student can consistently move into a basic attack position to attack terrain changes: Anticipate and respond to the terrain by using tactical body positioning on the bike (adjusting centre of gravity) to complete sections of the track.	The student can effectively move into a basic attack position to attack terrain changes: Anticipate and respond to the terrain by using tactical body positioning on the bike (adjusting centre of gravity) to complete sections of the track with intent and proficiency. ✓✓✓

Speed control	The student can demonstrate using brakes to anticipate and respond to the terrain when cornering and on tricky terrain to avoid crashing and/or leaving the track	The student can consistently demonstrate using brakes to anticipate and respond to the terrain when cornering and on tricky terrain to avoid crashing and/or leaving the track ✓	The student can effectively demonstrate using brakes to anticipate and respond to the terrain with intent and proficiency when cornering and on tricky terrain to avoid crashing and/or leaving the track ✓✓✓✓
Raising the inside pedal	The student can demonstrate lifting the inside pedal with coordination and fluidity as they turn on flat/lightly bermed corner to maintain speed and control	The student can demonstrate consistently lifting the inside pedal with coordination and fluidity as they turn on flat/lightly bermed corner to maintain speed and control	The student can effectively demonstrate lifting the inside pedal with coordination and fluidity as they turn on flat/lightly bermed corner to maintain speed and control with intent and proficiency ✓✓✓
Track selection	The student can anticipate and respond to the terrain conditions by selecting the appropriate line to take to successfully navigate the section of the course.	The student can consistently anticipate and respond to the terrain conditions by selecting the appropriate line to take to successfully navigate the section of the course.	The student can effectively anticipate and respond to the terrain conditions by selecting the appropriate line to take to successfully navigate the section of the course with intent and proficiency.

Final Grade: Excellence

Marking notes: Effective use of the strategies on Grade three trails. Prior riding experience

Helping throughout the week away riding.

Ride 1 E	Ride 2 E	Ride 3 E
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Teacher signature: