



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 92017

Demonstrate understanding of the application of strategies in group 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 group 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 Tuākana-Tēina in Kī o Rahi. For example, *"I effectively used tuakana-teina to promote kotahitanga...I noticed that we were frequently missing the tupu, and the ball would fly out of our allowed zone"*.

The evidence describes and gives examples of how the student applied Tuākana-Tēina. For example, *"I told CC and LL that if we applied this tactic to our game, we would always have a person to recover the ball in case we missed. For example, I said to CC, 'hey CC quick cover the shot in case it misses' By me sharing my knowledge and previous experience is an exact demonstration of Tuakana-Teina. This helped promote kotahitanga in the team because I shared my expertise for our group to achieve a common goal of keeping the ball in play. Likewise, trust is also built amongst a group when people share and are open to learning. It creates a healthier learning environment and promotes kotahitanga when there is unity in the team."* This description discusses how they applied the strategy from their own experience in Kī o Rahi to promote kotahitanga.

The student has described reasons for how they applied effective communication, and discussed how this application promoted kotahitanga in Kī o Rahi. For example, *"To promote kotahitanga, I need to make sure everyone understands and is included...I observed that they were still struggling with understanding the zone defence so I took them aside and slowly explained it with simple wording"*.

The evidence describes and gives examples of how the student applied effective communication in Kī o Rahi. For example, *"I said to DD 'this is the area you will defend' I then ran around the set area for DD to see. Then I said 'you mark anyone that comes into this area from getting the ball'...This led to promoting kotahitanga as now DD understood what he had to do and knew his role in the team, he felt more connected with the team. For example, DD was able to mark players in the set zone not letting them get the ball helping. He felt he was contributing to the team. This helped promote kotahitanga by everybody being on the same page and everyone knowing their role for us to succeed"*. The description discusses how they applied the strategy from their own experience in Kī o Rahi to promote kotahitanga.

For Merit, the evidence could have explained how and why Tuākana Tēina and effective communication were applied as strategies in Kī o rahi to promote kotahitanga. This includes using examples from the student's own experience.

Kotahitanga is a Maori concept that we can use in PE. It refers to working in unity and solidarity to achieve a common goal with your peers. It makes connections within a team and helps people bond with each other. In the recent Ki o Rahi unit, I primarily used 2 strategies to promote kotahitanga. These were Tuākana-tēina and effective communication. Tuākana-tēina is the relationship between a person more experienced sharing their knowledge to someone who knows less about a topic. Effective communication is when people exchange ideas while ensuring everyone is on the same page and understands the topic.

I effectively used tuakana-teina to promote kotahitanga. An example of this was when me, LL and CC were playing as the Taniwha. I noticed that we were frequently missing the tupu, and the ball would fly out of our allowed zone. Then I remembered that when I played Ki O Rahi at intermediate, I used a strategy where a person would be directly opposite the Taniwha with the ball. I told CC and LL that if we applied this tactic to our game, we would always have a person to recover the ball in case we missed. For example, I said to CC, “hey CC quick cover the shot in case it misses” By me sharing my knowledge and previous experience is an exact demonstration of Tuakana-Teina. This helped promote kotahitanga in the team because I shared my expertise for our group to achieve a common goal of keeping the ball in play. Likewise, trust is also built amongst a group when people share and are open to learning. It creates a healthier learning environment and promotes kotahitanga when there is unity in the team.

The other strategy I used to encourage kotahitanga was effective communication. Our team had two international students, DD and LL. At the start of the Ki O Rahi unit, both struggled with understanding the different plays or strategies we used in the game, such as zone defense. They did not understand the way that it was introduced to them. This meant I needed to communicate it to them in a way that they could easily understand. To promote kotahitanga, I need to make sure everyone understands and is included. After a few games, I observed that they were still struggling with understanding the zone defence, so I took them aside and slowly explained it with simple wording. For example, I said to DD “this is the area you will defend” I then ran around the set area for DD to see. Then I said “you mark anyone that comes into this area from getting the ball.” He slowly understood that he had a specific area to look after while protecting the cones and while throwing as a taniwha. Although he sometimes slipped up, DD fully understood the importance of zone defence at the end of the unit. Simply breaking down a complicated strategy and carefully explaining it to DD is a representation of my effective communication and this led to promoting kotahitanga as now DD understood what he had to do and knew his role in the team, he felt more connected with the team. For example, DD was able to mark players in the set zone not letting them get the ball helping. He felt he was contributing to the team. This helped promote kotahitanga by everybody being on the same page and everyone knowing their role for us to succeed.

Grade: Merit

For Merit, the student needs to explain the application of strategies in group 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 manaakitanga and discussed how this application promoted kotahitanga in the outdoor education expedition. For example, *"it is important to use this strategy because when people feel supported and valued, they are more likely to contribute to the team"*.

This is supported by the student providing examples of how and why manaakitanga was applied. For example, *"I saw she was struggling because when we paddle she kept on stopping...So, I reassured her and said 'It's okay V, keep on going!' and when she started paddling again...As a result of me saying these words to her, we grew closer together and caught up to the group, which showed how manaakitanga helped promote kotahitanga during the expedition"*. The explanation of manaakitanga discusses how they applied the strategy from their own experience in the outdoor education expedition to promote kotahitanga.

The student has explained how and why effective communication was applied in the context of kotahitanga in Rippa Rugby. For example, *"In our first game I saw that one of the girls E.E kept making mistakes, like passing in front...she said that she didn't know all of the rules of the game...The rules I explained to her were, 'You can't pass the ball forward, if you drop the ball it's a turnover, and you basically just focus on ripping the tags off them.' After I told her the rules, I could see that this led to EE trying to involve herself in the game more confidently thanks to my explanation. This showed how my communication helped the team act together towards a shared goal promoting kotahitanga."*

Examples are provided of how and why effective communication was applied in Rippa Rugby. For example, *"I noticed when we bunched too close together...I said 'guys move down and fill the gaps' result of me applying this strategy. I could see that my team stayed connected on defence and avoided making the same mistake which showed how my communication helped promote kotahitanga during the game as we worked together has one on defence"*. The explanation of effective communication discusses how they applied the strategy from their own experience to promote kotahitanga.

For Excellence, the student could draw conclusions about the effectiveness of how manaakitanga and effective communication strategies in the context of kotahitanga, using examples from their own experiences. For example, the evidence could have related back to the application of both their strategies in the outdoor expedition and rippa rugby.

Merit

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On the 17th to the 18th of March our Year 11 class went on an expedition. We drove all the way to the surf club, ran to the mount and set up camp. In the morning, we kayaked from city bay to the park before running back to school. The focus of this expedition was to enhance kotahitanga. Kotahitanga is working as a team and being united as one to achieve a common goal, which at the time was to make it back to school together! Enhancing kotahitanga is important because it helps us build relationships with our peers and learn to trust each other, as well as knowing how to work with others and not just as an individual. In order to promote kotahitanga, I chose to apply two strategies, Manaakitanga and effective communication.

The first strategy I chose to apply to enhance kotahitanga was manaakitanga. This strategy is when you use uplifting and supportive words and phrases to keep your team persevering. It is important to use this strategy within your team because when people feel supported and valued, they are more likely to contribute to the team. I applied this strategy during our kayaking journey to the park, me and my buddy were quite a distance away from the rest of the group and V.P and I were determined to catch up. I saw that she was struggling, because when we were paddling she kept on stopping and putting her head down. She was also saying things like “My arms are sore” and “I’m so done”. So, I reassured her and said “It’s okay V, keep on going!” and when she started paddling again we picked up some speed and began to chase down everyone else. I said to her, “Good job, you’re doing good” and she replied and said “Thanks” putting one of her thumbs up to show she was very grateful for my words of affirmation. As a result of me saying these words to her, we grew closer together and caught up to the group, which showed how manaakitanga helped promote kotahitanga during the expedition.

Another example of how I showed manaakitanga was during our run on the beach from the surf club to the maunga. Before we started our run E.E was saying how she was very sick and how she couldn’t breathe properly which caused her to be a defect in our team. As we were running, I noticed that E.E was struggling to keep up with us. So instead of continuing my pace I said “Guys stop!” Everyone stopped and I went to E and said to her “Are you okay?” She looked at me and said “Yeah, but I can’t really run because my throat is really sore, and it hurts to breathe.” I patted her on the back and told her “You are doing really well considering that you are sick. Just keep on going!” She smiled and gave me a hug saying thank you. By offering this support to her I made her feel like she can rely on me and it made her feel included. I knew this because when we started running she could trust us to stop if she asked. So by doing this I not only helped E.E, but I made our team be united to get to the maunga as one promoting kotahitanga.

By using the strategy of manaakitanga, I know I promoted kotahitanga because I could see the team being more united and working together. For example, when me and V.P caught up to the group, it showed that my support helped us stay connected. I also saw our team relationship grow stronger when I stopped to check on E.E. on our run. Because I uplifted her, she felt included in the team and we got to the maunga together.

The second strategy I chose to apply was effective communication. This is typically used to converse with your teammates in a way they can easily understand and actively contribute to what you are trying to explain. I chose to use this strategy because strong communication helps a team to work efficiently and avoid confusion during tasks. An example of when I used this was also during kayaking. As well as our kayaking buddies, we had to pair up with another group to stick together with on our trip. V.P and I went with E.E and E.P. Everyone had just passed all the boats and this was when me and my buddy were still behind the group, but E.E and E.P were even further away than we were so I said to V.P “Stop, wait for them” so we could stay as one unit. This use of me applying communication supported kotahitanga by helping us function as one unit rather than separate groups. I saw that they were not paddling in sync, so I took the initiative to yell to them “Say right, left, right, left! It will keep you synced, and you will go faster!” This made a big change in their rhythm and made them stay a bit closer to us. Again, my communication helped promoted kotahitanga by keeping the paddling I sync which helped the group stay together.

Another specific example of when I used communication effectively was not at the expedition but in one of our movement activities at school. This was during a game of rippa rugby. We got put into even teams of 4 and started playing games and rotating to play each team. In our first game I saw that one of the girls E.E kept making mistakes, like passing in front and was just walking around cluelessly. I walked up to her after the game and she said that she didn’t know all of the rules of the game, so before we started playing again, I explained a couple of the important ones to her. The rules I explained to her were, “You can’t pass the ball forward, if you drop the ball, it’s a turnover, and you basically just focus on ripping the tags off them.” After I told her the rules, I could see that this led to EE trying to involve herself in the game more confidently thanks to my explanation. This showed how my communication helped the team act together towards a shared goal promoting kotahitanga.

In a later game I used communication to keep our team organised. At one point, I noticed that we were bunched too close together and there was a time that a player from the opposing team saw that gap and took the opportunity to score, and so he did. I told my teammate next to me, who was on the wing to spread out to fill the gap and then to everyone else, I said “Guys move down and fill the gaps”. As a result of me applying this strategy, I could see that my team stayed connected on defence and avoided making the same mistake which showed how my communication helped promote kotahitanga during the game as we were worked together has one on defence.

Because I used effective communication, I know it promoted Kotahitanga because my clear instructions helped our team work together towards our goal. For example, when I helped E.E our teams overall performance improved because everyone, including E.E was confident in playing rippa rugby. I also saw that helping E.P and E.E with their paddling kept us together and achieved our group goal of completing the task. Kotahitanga was promoted because our team was united.

In this unit, I found that manaakitanga and effective communication were perfect strategies for me to use to promote and enhance kotahitanga. This is because they helped motivate and build positive relationships with my peers and my team. A negative of using these strategies is that

sometimes I was too focused on helping better my team that I forgot to focus on my own performance. This can be helped if everyone in the team also applied these strategies to even further promote kotahitanga.

The best strategy I felt that promoted kotahitanga was manaakitanga because when I uplifted my struggling team mates, it boosted their confidence and it had a big impact on the unity of our team. If I were to use these strategies again, I would make sure to use them more consistently. I could use both of these strategies in the future when I am playing a sports game or even at school during a practical sports lesson.

Grade: Excellence

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

This student has drawn conclusions about the effectiveness of how cooperation and effective communication were applied in the context of kotahitanga in the outdoor education experiences, using specific examples from their own experiences.

They have evaluated how cooperation promoted kotahitanga in the outdoor education activities and drawn conclusions about how effective the strategy was when applied in the Bubble and Squeak and Search and Rescue activities. For example, *"It was effective because...This promoted kotahitanga as it created a sense of trust and stability in the person who was already out of their comfort zone so they could feel a bit less stressed. For example, I persevered through the freezing cold water to hold the raft steady to make my teammate more comfortable on top of the wobbly rafts"*.

The student has supported their conclusions with examples from their own experience of the cooperation strategy being applied in the activities and their evaluation discussed how they applied the strategy from their own experience to promote kotahitanga.

Similarly, the student has evaluated how effective communication promotes kotahitanga in the Dangling Trio and blindfolded climb. They have drawn conclusions about the application of the strategy when participating in the kotahitanga unit. This is supported by examples from their own experience of the cooperation strategy being applied in the climbing activities. The evaluation discussed how they applied the strategy to promote kotahitanga.

Excellence

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Kotahitanga



Introduction

Kotahitanga means unity togetherness and solidarity. It acknowledges peoples differences and encourages working together to build team unity. To me kotahitanga means working together as one. I think it is about coming together, helping each other and being united no matter our differences. Its about unity and supporting one another to achieve something that we couldn't have done alone. It reminds me that strength comes from working together and including everyone. The 2 strategies that I have demonstrated at camp and will be discussing are co-operation and communication.

What co-operation means to me is working well together to achieve the challenge provided. Its about listening, sharing ideas and helping out in the team. When we co-operate things get done faster, easier, and more efficient. I think communication means sharing my thoughts, giving instructions and listening to others. It is important to give clear instructions so your teammates know what to do. Good communication help us understand things and work better as a team.



Strategy 1 – Co-Operation

One example of using co-operation was in the activity bubble and squeak, I showed this by pushing the boat from one side of the river to the other side which had an eddy. Me and a few of my other teammates then swam after the rafts in the freezing cold water. When I got to the rafts, I had to keep them steady and stop it from flowing down the current, so then my teammate who was on top of the rafts didn't have to worry about the rafts moving so she could fully concentrate on squeezing the toy.

Another example of using the strategy co-operation was in the activity Search and Rescue. One of the instructors went to go hide in the bush for us to find her, so me and 2 of my other teammates stayed back to see if we needed to bring the stretcher. They had called us on the walkie talkie and told us they needed the stretcher. Me and my buddies then ran with the stretcher listening for the calls of the rest of the team. When she was on the stretcher we had to carry her out of the middle of the bushes. I went Infront of the people carrying the stretcher and moved all the plants and bushes out of the way until we got to the path. Once people got tired carrying her then I switched out with someone and used my strength to carry her out of the bush.



How my Co-Operation Promotes kotahitanga

By co-operating in bubble and squeak it promoted kotahitanga within my team because it helped my team complete the challenge faster and safer. I knew it would be very scary being on top of the rafts as it was quite high and a bit wobbly reaching the toy, so I knew I had to do my part in helping the team, so I persevered through the freezing cold water and held the raft steady to make my teammate more comfortable on top of the wobbly rafts.

By co-operating in Search and Rescue it promoted kotahitanga within my team because it helped my team work together by carrying the person out on the stretcher fast and safe. I helped carry her out because it would've been scary putting all your trust into people that you wouldn't usually trust carrying you a meter of the ground. I wanted the person being carried to know that she could trust me and the team. I did my part ensuring that the plants were out of the way so that the people carrying the person won't fall or trip on any branches or plants that were in the way. They already had to use their strength and focus on the person they were carrying. So I did my part in ensuring they could focus fully on carrying the person and not worry about tripping up or dropping her.



Was my Co-operation Effective

My co-operation in Bubble and Squeak was effective because it helped my teammate feel a bit more comfortable and safe on the top of the rafts. This promoted kotahitanga as it created a sense of trust and stability in the person who was already out of their comfort zone so they could feel a bit less stressed. For example, I persevered through the freezing cold water to hold the raft steady to make my teammate more comfortable on top of the wobbly rafts. It would've been more effective if we were switching out the people who were swimming after the boats and keeping them steady in the water so we could get warm and have a break. But we didn't switch because some of my people in my group didn't want to get in the cold water so me and some other of my teammates had to always be the same people doing it. It made us feel more tired and cold faster. At one point I could barely feel my hands so I couldn't hold onto the rafts without it hurting my hands.

My co-operation in Search and Rescue was effective because it allowed my team to get our 'injured' person out of the bush safely. This promoted kotahitanga as it helped the passenger feel more secure and at ease. For example, when helping others carry the stretcher, I kept reassuring my friend on the stretcher by saying "you are doing fine" we are nearly there" to build trust and also checking for plants in the way to make the route safe. It could've been more effective if we kept switching out regularly because my arms got tired really fast. It was very effective moving the bushes and plants out of the way for the people carrying the person so they could fully concentrate on not dropping the stretcher and not tripping up on the rough terrain.



Strategy 2 – Communication

One example of using the strategy communication was in the activity Dangling Trio. I used communication to talk to GG and AA who were scared of heights and not as confident as I was. I told them where to put their hands like on the wire or wood, and where to put their feet like on the rope. I also used my body to support them like letting them stand on my thigh so they could reach the next log. I also used encouraging words to help them keep going when they felt they couldn't do it anymore like "Yes you're doing amazing!" "You got this!" "We are so close!".

Another example of using communication is when RR and TT went up on the climbing wall blindfolded. They were blindfolded so couldn't see anything at all so I knew I would need to help them by using my voice and telling them what to do. I used a loud voice so they could hear me clearly and told them where to put their hands and feet. "Put your right hand about a foot diagonally right." "TT move your left foot straight above you about half a meter." I knew it would be very tense and stressful up that high blindfolded, so I encouraged them with words to motivate them to keep going such as "TT you are doing amazing" "RR you are so close to the top!".

How my Communication Promoted kotahitanga

By communicating in the activity Dangling Trio, it promoted kotahitanga within our group because it allowed us to complete the challenge provided and helped everyone feel more comfortable and safe with me at that height. GG and TT already had to focus on concentrating a lot on how high we were so I tried to make it easier for them by telling them where to put their hands and feet. I felt comfortable up that high and I trusted the people who were belaying me so I did my best to ensure that they could get up the planks comfortable as well.

By communicating to RR and TT when they were going up the climbing wall blindfolded, it promoted kotahitanga because it helped RR and TT get as high up as they could before coming down safely. RR and TT had no vision so I used my voice to be their eyes, they had to focus on holding on, which took some strength and also focusing on that they were very high above the ground. I knew that I would be terrified up that high blindfolded (I was). All they could do was put their trust in me so I did my best to tell them where to put their hands and feet.



Was my Communication Effective

My communication in the activity Dangling Trio was very effective because it gave useful instructions to GG and AA who were thinking mainly about how high we were off the ground and how unstable the planks were. This promoted kotahitanga as my communication helped them so they didn't have to think of how to do it on their own, and to let them know that I was there to support them in anyway I can by telling them how to get up on the plank. I used my voice to override any negative thoughts on how high we were and to try their best to get to the top. For example, I said, "You are doing amazing "and "You have got this". This also promoted kotahitanga as made them have more trust in me as I was giving instructions and made them more comfortable about how high we were

My communication in guiding RR and TT on where to put their body parts was effective at some points like when I could see the climbing wall holds. Kotahitanga was promoted as my communication made them feel more confident about where they were putting their hands and it made them be able to go very high as they had confident in my instructions that I was giving. For example, I said, TT can you slide your hand along the plank towards me ". The more instructions I would give the more they would trust in me and my words. At some points it wasn't effective because they started getting really high and I couldn't see the holds that were above them that well.