

# NCEA Physical Education Remote Learning and Assessment

NZQA has considered the impacts of the Covid-19 virus on teaching, learning and assessment programmes for NCEA Physical Education. This document includes guidance for both internal and external Physical Education Achievement Standards.



## General Guidance

Some physical activity contexts may not be suitable to be completed in the home or a local situation. For example, with the performance standards, alternative appropriate physical activity contexts could be considered, or the unit of work revisited when it is safe for students to participate in the physical activity context in a school situation.

Due to the safety aspects surrounding the outdoor education standards, the assessment of these standards should only take place when it is safe for students to resume outdoor education contexts. However, the theoretical teaching and learning aspects of these standards could be carried out on a digital platform.

Students may need access to a camera/phone and internet to upload video/photo evidence to a digital platform for assessors to access for most standards. This may pose issues around access and equity for some students, which you will need to consider in your programme planning.

## Physical Education Matrix

**KEY:** A colour-coding system to categorise standards according to the advice in this document.

<b>Green</b>	These standards are suitable for remote teaching, learning and assessment.
<b>Blue</b>	Teachers can facilitate assessment against these standards by remote learning with guidance (refer to General Guidance above).
<b>Red</b>	These outdoor education standards are not suitable for remote teaching, learning and assessment.

Domain	Level 1	Level 2	Level 3
Physical Education	<p><b>AS 90962</b> <span style="float: right;"><b>1.1</b></span></p> <p><b>Participate actively in a variety of physical activities and explain factors that influence own participation</b></p> <p>The choice of physical activity needs to be appropriate for the home situation depending on space and/or sporting equipment availability. Students could make use of online physical activity opportunities, such as body combat or grit gym sessions, dance, yoga, or a run/bike ride in their immediate area.</p> <p>A video of the student participating actively in a variety of physical activities should be sent to the assessor.</p> <p>5 credits <span style="float: right;">Internal</span></p>	<p><b>AS 91327</b> <span style="float: right;"><b>2.1</b></span></p> <p><b>Examine the role and significance of physical activity in the lives of young people in New Zealand</b></p> <p>Ideal for distance learning and assessment on digital platforms such as video conferencing and/or online documents.</p> <p>3 credits <span style="float: right;">Internal</span></p>	<p><b>AS 91498</b> <span style="float: right;"><b>3.1</b></span></p> <p><b>Evaluate physical activity experiences to devise strategies for lifelong well-being</b></p> <p>Ideal for distance learning and assessment on digital platforms such as video conferencing and/or online documents.</p> <p>4 credits <span style="float: right;">Internal</span></p>

Domain	Level 1	Level 2	Level 3
	<p><b>AS 90963</b> <span style="float: right;"><b>1.2</b></span></p> <p><b>Demonstrate understanding of the function of the body as it relates to the performance of physical activity</b></p> <p>The physical activity contexts will require adjusting for students' own home situation depending on space and/or sporting equipment availability.</p> <p>5 credits <span style="float: right;">Internal</span></p>	<p><b>AS 91328</b> <span style="float: right;"><b>2.2</b></span></p> <p><b>Demonstrate understanding of how and why biophysical principles relate to the learning of physical skills</b></p> <p>The physical activity contexts will require adjusting for students' own home situation depending on space and/or sporting equipment availability.</p> <p>5 credits <span style="float: right;">Internal</span></p>	<p><b>AS 91499</b> <span style="float: right;"><b>3.2</b></span></p> <p><b>Analyse a physical skill performed by self or others</b></p> <p>The physical activity contexts will require adjusting for students' own home situation depending on space and/or sporting equipment availability.</p> <p>3 credits <span style="float: right;">Internal</span></p>
	<p><b>AS 90964</b> <span style="float: right;"><b>1.3</b></span></p> <p><b>Demonstrate quality movement in the performance of a physical activity</b></p> <p>The physical activity context will require adjusting for students' own home situation depending on space and/or sporting equipment availability. For example, a 4km run could be considered in their immediate area. The PENZ website has a Level 1 distance running calculator available for this standard.</p> <p>3 credits <span style="float: right;">Internal</span></p>	<p><b>AS 91329</b> <span style="float: right;"><b>2.3</b></span></p> <p><b>Demonstrate understanding of the application of biophysical principles to training for physical activity</b></p> <p>The physical activity contexts will require adjusting for students' own home situation depending on space and/or sporting equipment availability.</p> <p>4 credits <span style="float: right;">Internal</span></p>	<p><b>AS 91500</b> <span style="float: right;"><b>3.3</b></span></p> <p><b>Evaluate the effectiveness of a performance improvement programme</b></p> <p>The physical activity contexts will require adjusting for students' own home situation depending on space and/or sporting equipment availability.</p> <p>4 credits <span style="float: right;">Internal</span></p>

Domain	Level 1	Level 2	Level 3
	<p><b>AS 90965</b> <span style="float: right;"><b>1.4</b></span></p> <p><b>Demonstrate understanding of societal influences on physical activity and the implications for self and others</b></p> <p>Ideal for distance learning and assessment on digital platforms such as video conferencing and/or online documents.</p> <p>4 credits <span style="float: right;">Internal</span></p>	<p><b>AS 91330</b> <span style="float: right;"><b>2.4</b></span></p> <p><b>Perform a physical activity in an applied setting</b></p> <p>The physical activity context will require adjusting for students' own home situation depending on space and/or sporting equipment availability. For example, a 4km run could be considered in their immediate area.</p> <p>The distance running calculator to develop the times for the 4km run can be accessed from the 'Guidelines for assessing standard 91330' document from the Physical Education subject page on the NZQA website.</p> <p>4 credits <span style="float: right;">Internal</span></p>	<p><b>AS 91501</b> <span style="float: right;"><b>3.4</b></span></p> <p><b>Demonstrate quality performance of a physical activity in an applied setting</b></p> <p>The physical activity context will require adjusting for students' own home situation depending on space and/or sporting equipment availability. For example, a 4km run could be considered in their immediate area.</p> <p>The distance running calculator to develop the times for the 4km run can be accessed from the 'Guidelines for assessing standard 91501' document from the Physical Education subject page on the NZQA website.</p> <p>4 credits <span style="float: right;">Internal</span></p>
	<p><b>AS 90966</b> <span style="float: right;"><b>1.5</b></span></p> <p><b>Demonstrate interpersonal skills in a group and explain how these skills impact on others</b></p> <p>The physical activity context will require adjusting for students' own home situation depending on space and/or sporting equipment availability. The bubble members could constitute the group (2 or more people).</p> <p>A video of the student demonstrating their interpersonal skills should be sent to the assessor.</p>	<p><b>AS 91331</b> <span style="float: right;"><b>2.5</b></span></p> <p><b>Examine the significance for self, others and society of a sporting event, a physical activity, or a festival</b></p> <p>Ideal for distance learning and assessment on digital platforms such as video conferencing and/or online documents.</p>	<p><b>AS 91502</b> <span style="float: right;"><b>3.5</b></span></p> <p><b>Examine a current physical activity event, trend, or issue and its impact on New Zealand society</b></p> <p>Ideal for distance learning and assessment on digital platforms such as video conferencing and/or online documents.</p> <p>Students could examine a current physical activity event such as the 2020 Super 15 rugby or the NZ Netball league, rather than a specific health issue, such as Covid-19. Also,</p>

	4 credits Internal	4 credits Internal	students could examine a current physical activity trend, such as home exercise. 4 credits Internal
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	<p><b>AS 90967</b> 1.6</p> <p><b>Demonstrate strategies to improve the performance of a physical activity and describe the outcomes</b></p> <p>The physical activity context will require adjusting for students' own home situation depending on space and/or sporting equipment availability.</p> <p>A video of the student demonstrating their strategies should be sent to the assessor.</p> <p>3 credits Internal</p>	<p><b>AS 91332</b> 2.6</p> <p><b>Evaluate leadership strategies that contribute to the effective functioning of a group</b></p> <p>The physical activity context will require adjusting for students' own home situation depending on space and/or sporting equipment availability and number of members in their bubble.</p> <p>The bubble members could constitute the group (2 or more people).</p> <p>Also, students could lead others (peers) outside of their bubble using digital platforms.</p> <p>A video of the student applying their leadership strategies should be sent to the assessor.</p> <p>4 credits Internal</p>	<p><b>AS 91503</b> 3.6</p> <p><b>Evaluate the use of health promotion to influence participation in physical activity</b></p> <p>The physical activity context will require adjusting for students' own home situation depending on space and/or sporting equipment availability and number of members in their bubble.</p> <p>The student could take individual or collective action with a member(s) of their bubble.</p> <p>A video of the student taking action should be sent to the assessor.</p> <p>5 credits Internal</p>
	<p><b>AS 90968</b> 1.7</p> <p><b>Demonstrate, and show understanding of, responsible behaviour for safety during outdoor education activities</b></p> <p>Due to the safety aspects surrounding this outdoor education standard, the assessment should only take place when it safe for students to resume outdoor education contexts.</p> <p>3 credits Internal</p>	<p><b>AS 91333</b> 2.7</p> <p><b>Analyse the application of risk management strategies to a challenging outdoor activity</b></p> <p>Due to the safety aspects surrounding this outdoor education standard, the assessment should only take place when it safe for students to resume outdoor education contexts.</p> <p>3 credits Internal</p>	<p><b>AS 91504</b> 3.7</p> <p><b>Analyse issues in safety management for outdoor activity to devise safety management strategies</b></p> <p>Students could analyse safety management issues and devise strategies to address these issues for an outdoor activity that they are going to participate in or an outdoor activity they have already participated in.</p> <p>3 credits Internal</p>



Domain	Level 1	Level 2	Level 3
	<p><b>AS 90969</b> <span style="float: right;"><b>1.8</b></span></p> <p><b>Take purposeful action to assist others to participate in physical activity</b></p> <p>The physical activity context will require adjusting for students' own home situation depending on space available and/or sporting equipment availability. The bubble members could constitute the group (2 or more people).</p> <p>A video showing the student assisting others to participate in physical activity should be sent to the assessor.</p> <p>2 credits <span style="float: right;">Internal</span></p>	<p><b>AS 91334</b> <span style="float: right;"><b>2.8</b></span></p> <p><b>Consistently demonstrate social responsibility through applying a social responsibility model in physical activity</b></p> <p>The physical activity context will require adjusting for students' own home situation depending on space and/or sporting equipment availability and number of members in their bubble. The bubble members could constitute the group (2 or more people).</p> <p>Also, students could lead others (peers) outside of their bubble using digital platforms.</p> <p>A video of the student's demonstration of social responsibility (self-direction and helping others in leadership) should be sent to the assessor.</p> <p>3 credits <span style="float: right;">Internal</span></p>	<p><b>AS 91505</b> <span style="float: right;"><b>3.8</b></span></p> <p><b>Examine contemporary leadership principles applied in physical activity contexts</b></p> <p>The physical activity contexts will require adjusting for students' own home situation depending on space and/or sporting equipment availability and number of members in their bubble. The bubble members could constitute the group (2 or more people). s</p> <p>Previous leadership experiences, such as sports coaching or leading an outdoor activity on a school camp, or how others have applied these contemporary principles, could be used. Also, students could apply contemporary leadership principles using their bubble members or others (peers) outside of their bubble using digital platforms.</p> <p>4 credits <span style="float: right;">Internal</span></p>
	<p><b>AS 90970</b> <span style="float: right;"><b>1.9</b></span></p> <p><b>Demonstrate self-management strategies and describe the effects on participation in physical activity</b></p> <p>The physical activity context will require adjusting for students' own home situation depending on space and/or sporting equipment availability.</p>	<p><b>AS 91335</b> <span style="float: right;"><b>2.9</b></span></p> <p><b>Examine the implementation and outcome(s) of a physical activity event or opportunity</b></p> <p>The physical activity context will require adjusting for students' own home situation depending on space and/or sporting equipment availability.</p>	<p><b>AS 91789</b> <span style="float: right;"><b>3.9</b></span></p> <p><b>Devise strategies for a physical activity outcome</b></p> <p>The physical activity context will require adjusting for students' own home situation depending on space and/or sporting equipment availability.</p>



	<p>A video of the student demonstrating their self-management strategies should be sent to the assessor.</p>	<p>equipment availability and number of members in their bubble.</p> <p>The student could provide a physical activity opportunity/event for the members of their bubble or for others outside their bubble on a digital platform.</p> <p>A video of the physical activity opportunity/event should be sent to the assessor.</p>	
	3 credits Internal	3 credits Internal	4 credits Internal

Domain	Level 1	Level 2	Level 3
		<p data-bbox="902 193 1496 225"><b>AS 91336</b> <span style="float: right;"><b>2.10</b></span></p> <p data-bbox="902 268 1420 336"><b>Analyse group processes in physical activity</b></p> <p data-bbox="902 387 1451 619">The physical activity context will require adjusting for students' own home situation depending on space and/or sporting equipment availability and number of members in their bubble. The bubble members could constitute the group (2 or more people).</p> <p data-bbox="902 683 1395 778">Video evidence of the group process experiences should be included in the student's ongoing reflections.</p> <p data-bbox="902 852 1496 879">3 credits <span style="float: right;">Internal</span></p>	