

## Achievement Standard

<b>Subject Reference</b>	Physical Education 1.5		
<b>Title</b>	Demonstrate interpersonal skills in a group and explain how these skills impact on others		
<b>Level</b>	1	<b>Credits</b>	4
		<b>Assessment</b>	Internal
<b>Subfield</b>	Health and Physical Education		
<b>Domain</b>	Physical Education		
<b>Status</b>	Registered	<b>Status date</b>	17 December 2010
<b>Planned review date</b>	31 December 2014	<b>Date version published</b>	17 December 2010

This achievement standard involves the student continually reflecting on the effect or impact that the use of their interpersonal skills is having on others.

### Achievement Criteria

Achievement	Achievement with Merit	Achievement with Excellence
<ul style="list-style-type: none"> <li>Demonstrate interpersonal skills in a group and explain how these skills impact on others.</li> </ul>	<ul style="list-style-type: none"> <li>Consistently demonstrate interpersonal skills in a group and explain how these skills impact on others.</li> </ul>	<ul style="list-style-type: none"> <li>Effectively demonstrate interpersonal skills in a group and explain how these skills impact on others.</li> </ul>

### Explanatory Notes

- This achievement standard is derived from *The New Zealand Curriculum*, Learning Media, Ministry of Education, 2007. It is aligned with Level 6 Achievement Objectives A3 (Safety management), B2 (Positive attitudes), C1 (Relationships), C2 (Identity, sensitivity, and respect), and C3 (Interpersonal skills) and the material in the *Teaching and Learning Guide for Physical Education*, Ministry of Education, 2010 at <http://seniorsecondary.tki.org.nz>. Assessment will be consistent with and reflect the underlying and interdependent concepts of the Health and Physical Education Learning Area; Hauora, socio-ecological perspective, health promotion, and attitudes and values. (*The New Zealand Curriculum*, Learning Media, Ministry of Education, 2007, p22.)
- Explain* involves giving reasons of how and why the interpersonal skills impact on others. To do this, students first need to demonstrate them, use ongoing reflection and make appropriate adaptations to them.

*Consistently* involves maintaining a high standard in the demonstration of these skills that varies little throughout the unit(s) of work.

*Interpersonal skills* may include but are not limited to:

- effective communication
- cooperation
- giving and receiving feedback, and feed-forward
- acceptance of diversity
- supporting and encouraging others
- inclusiveness
- problem solving
- negotiation
- conflict resolution.

*Effectively demonstrate interpersonal skills* means the student will use their interpersonal skills in a perceptive manner and not be reliant on the teacher for direction.

It is expected that the selected interpersonal skills will be used by the student and observed by the teacher throughout the unit(s) of work.

The *impact on others* may include but is not limited to:

- improved group or team performance
- more cohesiveness
- shared understanding of what the goal is and the plan to reach it
- improved success
- increased enjoyment
- better communication
- quality of teamwork
- more encouragement and support amongst group or team members.

3 The group or team should be involved in any competitive or recreational physical activity. The activities may include but are not limited to:

- fitness
- dance
- outdoor education
- adventure-based learning
- games
- team-based sport
- te ao kori
- aquatic activities
- leisure-based activities.

See further details in the curriculum statement

[http://www.tki.org.nz/r/health/curriculum/statement/toc\\_e.php](http://www.tki.org.nz/r/health/curriculum/statement/toc_e.php).

4 Conditions of Assessment related to this achievement standard can be found at [www.tki.org.nz/e/community/ncea/conditions-assessment.php](http://www.tki.org.nz/e/community/ncea/conditions-assessment.php).

**Quality Assurance**

- 1 Providers and Industry Training Organisations must be accredited by NZQA before they can register credits from assessment against achievement standards.
- 2 Accredited providers and Industry Training Organisations assessing against achievement standards must engage with the moderation system that applies to those achievement standards.

Accreditation and Moderation Action Plan (AMAP) reference

0233