

## Achievement Standard

<b>Subject Reference</b>	Physical Education 3.2		
<b>Title</b>	Analyse a physical skill performed by self or others		
<b>Level</b>	3	<b>Credits</b>	3
		<b>Assessment</b>	Internal
<b>Subfield</b>	Health and Physical Education		
<b>Domain</b>	Physical Education		
<b>Status</b>	Registered	<b>Status date</b>	4 December 2012
<b>Planned review date</b>	31 December 2016	<b>Date version published</b>	4 December 2012

This achievement standard involves analysing a physical skill performed by self or others.

### Achievement Criteria

Achievement	Achievement with Merit	Achievement with Excellence
<ul style="list-style-type: none"> <li>Analyse a physical skill performed by self or others.</li> </ul>	<ul style="list-style-type: none"> <li>Analyse, in depth, a physical skill performed by self or others.</li> </ul>	<ul style="list-style-type: none"> <li>Critically analyse a physical skill performed by self or others.</li> </ul>

### Explanatory Notes

- This achievement standard is derived from the Health and Physical Education learning area in *The New Zealand Curriculum*, Learning Media, Ministry of Education, 2007; Level 8 Achievement Objectives (relevant to the context used), and is related to the material in the latest version of the *Teaching and Learning Guide for Health and Physical Education*, Ministry of Education at <http://seniorsecondary.tki.org.nz>.

Assessment is consistent with and reflects the underlying concepts (hauora, socio-ecological perspective, health promotion, attitudes and values) of the Health and Physical Education learning area in *The New Zealand Curriculum*, page 22.

- Analyse a physical skill performed by self or others* involves:
  - breaking the performance of the physical skill down into component parts
  - explaining the parts using biomechanical principles
  - using the performance analysis and biomechanical principles to provide feedback and/or feed-forward to the performer with the intent of improving their performance of the skill.

*Analyse, in depth, a physical skill performed by self or others* involves:

- discussing how the biomechanical principles inter-relate to improve the performance of the skill

- using this discussion to provide feedback and/or feed-forward to the performer with the intent of improving their performance of the skill.

*Critically analyse a physical skill performed by self or others* involves:

- drawing conclusions from the performance analysis about
  - which parts of the skill have the greatest impact on performance
  - the factors that influence the person's ability to improve their performance of the skill.

3 A *physical skill* is a discrete skill from a range of physical activity contexts, eg golf drive, basketball jump shot, freestyle stroke, flick-flack.

4 *Self or others* indicates that the analysis may be of the student's own performance or that of another individual.

5 Biomechanical principles may include:

- inertia
- momentum
- stability
- balance
- centre of mass
- force
- force summation
- levers
- projectile motion.

It is expected that in using these principles a student would make reference to anatomical knowledge.

6 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).

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### Replacement Information

This achievement standard and AS91500 replaced AS90741.

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### Quality Assurance

- 1 Providers and Industry Training Organisations must have been granted consent to assess by NZQA before they can register credits from assessment against achievement standards.
- 2 Organisations with consent to assess and Industry Training Organisations assessing against achievement standards must engage with the moderation system that applies to those achievement standards.

Consent and Moderation Requirements (CMR) reference

0233