

Achievement Standard

Subject Reference Physical Education 1.5

Title Demonstrate interpersonal skills in a group and explain how these skills impact on others

Level 1 **Credits** 4 **Assessment** Internal

Subfield Health and Physical Education

Domain Physical Education

Status Registered **Status date** 17 December 2010

Planned review date 31 December 2020 **Date version published** 17 November 2016

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

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.)

This standard is also derived from *Te Marautanga o Aotearoa*. For details of *Te Marautanga o Aotearoa* achievement objectives to which this standard relates, see the [Papa Whakaako](#) for the relevant learning area.

- 2 *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.

- 4 Conditions of Assessment related to this achievement standard can be found at <http://ncea.tki.org.nz/Resources-for-Internally-Assessed-Achievement-Standards>.
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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