

Assessment Specifications

Level 1 Physical Education 2026

Published in October 2025

General information

Domain:	Physical Education
Standards:	92018, 92019
Assessment method:	Digitally submitted portfolio
Assessment medium:	Digital submission

[Physical Education subject page](#)

[National secondary examinations timetable](#)

Information relating to all achievement standards

Candidates will choose their assessment format. It may be a slideshow, voice recording, video recording or written response, or any combination of the above.

Candidates must be identified in any photo or video evidence.

Conditions of assessment

Teachers may unpack the assessment task with candidates.

Teachers should not provide guidance or feedback on candidates' responses.

Candidates should not work on their responses outside class time.

Candidates can use digital platforms and the internet to produce their portfolios, but all work submitted must be written by the candidate themselves. While practice assessments may support learning, they should not be used as a reference during the completion of assessments.

The use of chatbots, generative AI, paraphrasing tools, or other tools that can automatically generate content is not permitted and material generated by these tools should not be submitted as part of the candidate's work.

There is no required time allowance, but 4–6 hours is suggested for candidates to complete each assessment

Authenticity

Teachers must closely supervise the process of evidence collection to ensure that candidates:

- do not copy from another person or source without appropriate acknowledgement
- do not receive guidance, scaffolding, instruction, assistance, or assessment conditions beyond what is specified as permissible in these Assessment Specifications.

Where a teacher cannot verify that the assessment submitted is the authentic work of the candidate, they must notify NZQA of a possible Candidate Breach of External Assessment.

Special assessment conditions

Refer to the NZQA website for further information:

[Aromatawai special assessment conditions](#)

Submission requirements

Evidence for assessment may be submitted as:

- a document file (PDF, DOC, DOCX)
- a slideshow (PPT, PPTX)
- an audio file (MP3, WMA)
- a video file (AVI, M4V, MP4, MOV, WEBM, MTS)

Maximum number of files per portfolio: ONE Maximum file size: 5GB.

Note that only these file types may be submitted, and that other file types may not be able to be marked.

The submission must be entirely self-contained – it must not include links to content outside of the submission (e.g. a link that takes the assessor to a YouTube video or a file in Google Drive). Any such linked content will be excluded from the assessment.

Each portfolio should not exceed 1,200 written words, four minutes of speaking, or equivalents in total. Assessment will be based on the quality of the response rather than its length.

If the evidence is submitted as a slideshow, the candidate may present an oral report as an embedded audio file (MP3, WMA) or video file (AVI, M4V, MP4, MOV, WEBM) within the slideshow. In this case, the oral report should not exceed four minutes in duration.

Candidates should refer to [Further Guidance for Submission Responses](#) for further information.

Refer also to other resources on the subject page of NZQA website.

Further submission instructions and authenticity requirements will be provided for schools Term 3, Week 1.

Specific information for individual achievement standards

Standard:	92018
Title:	Demonstrate understanding of the influence of personal movement experiences on hauora
Version:	5
Number of credits:	5
Final date for submission:	28 October 2026

In response to the task on the next page, the candidate will submit a portfolio that demonstrates their understanding of the influence of personal movement experiences on hauora, as defined by the model of health Fonofale.

The portfolio will consist of FOUR reflections. THREE reflections must relate to a specific and different movement experience. ONE reflection must relate to the overall influence of the movement context on hauora.

Personal movement experiences must come from repeated participation in a single physical discipline or sport (see EN2 in the Achievement Standard).

Reflections must be supported by examples from candidate's own participation, which should be collected during the year as the personal movement experiences occur. Examples can be still or moving images, audio recordings, or detailed written examples.

When candidates collect evidence, they should ensure they link it to their model of health and how that was influenced by the movement experience.

Reflections should be concise, including only evidence related to the assessment activity.

TASK for 92018

Develop a portfolio which demonstrates understanding of the influence of personal movement experiences on hauora, as defined by the model of health **Fonofale**.

The response should include:

- a) A reflection for each of your THREE separate personal movement experiences of your chosen physical discipline or sport.

Each reflection should focus on a different aspect of Fonofale.

- Identify your personal movement experience and the date on which you completed this (for example, mountain biking on 3 March, 2026).
- How did the personal movement experience make you feel and influence your hauora?
- Identify which elements in the Fonofale model of health this connected to (for example, the physical pou, Tino faaletino, which relates to your body, health, and physical needs).
- Give a specific example of your own participation in the movement experience to show how and why this element was influenced. The influence could be positive or negative.

Note: Do not repeat material in your three reflections.

- b) Complete one final reflection where you draw overall conclusions, making connections to at least FOUR elements of **Fonofale**.
- What have you learnt about how movement influences your hauora?
 - How might this impact your future movement experiences?
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Standard:	92019
Title:	Demonstrate understanding of influences on movement in Aotearoa New Zealand or the Pacific
Version:	4
Number of credits:	5
Final date for submission:	28 October 2026

In response to the task on the next page, the candidate will submit a portfolio that demonstrates their understanding of TWO different influences on ONE movement context in Aotearoa New Zealand or the Pacific.

The chosen movement context should be a single physical discipline or sport. Movement contexts must be chosen from one of the following (EN3):

- Māori, Pacific, or other cultural activities
- team or individual activities
- outdoor education activities

Candidates will select ONE influence from within sociocultural knowledge, and ONE influence from within EITHER te ao Māori or biophysical knowledge. While both specified influences must be applied to the same movement context, candidates must not interrelate them in their description. The candidate's understanding of the influences on a movement context must be supported by examples of their own participation, which should be collected during the year as participation occurs. Examples can be still or moving images, audio recordings, or detailed written examples.

TASK for 92019

Develop a portfolio which demonstrates understanding of how sociocultural influence AND EITHER te ao Māori influence OR biophysical influence affected your experience of movement in a chosen physical discipline or sport.

The response should:

- Identify your movement context
- Identify the physical discipline or sport you have chosen to use from that movement context.

Influence 1: Sociocultural

- Identify a sociocultural influence that affected your chosen physical discipline or sport.
- Explain how and why the sociocultural influence affected your chosen physical discipline or sport with a specific example from your own participation.
- Draw conclusions about what you have learned from the impact of this sociocultural influence and how you could apply this learning to enhance your future performance in movement.

Influence 2: Te ao Māori influence OR biophysical influence

- Identify a te ao Māori or biophysical influence that affected your chosen physical discipline or sport.
- Explain how and why the influence affected your chosen physical discipline or sport with a specific example from your own participation.
- Draw conclusions about what you have learned from the impact of this influence and how you could apply this learning to enhance your future performance in movement.

Note: Discuss each influence independently, without interrelating them.
