

FIELD HUMANITIES**Review of *Physical Education* achievement standards 90436 and 90740**

| Subfield Domain | Health and Physical Education Id | Subject reference |
|------------------------|---|--------------------------|
| Physical Education | 90436 | Physical Education 2.5 |
| | 90740 | Physical Education 3.2 |

The Ministry of Education and the Secondary Education Group Assessment business unit of NZQA have completed a review of the achievement standards listed above that were registered in October 2004 and November 2005.

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|------------------------------------|--|
| New Registration date | November 2006 |
| Date new versions published | November 2006 |
| Planned review date | February 2008 (Level 2) February 2009 (Level 3) |

Summary of review and consultation process

This review was part of the planned cycle of review for achievement standards and was informed by feedback from secondary schools, advisers, moderators, and examiners.

- Feedback from this full consultation has informed the changes described below.

Main changes resulting from the review**AS90436, Physical Education 2.5*****Title***

The title has been changed to align with the Level 3 performance standard. National performance standards were developed for use in 2006 and appear in the *Physical Education Performance Standards for Level 2* and can be accessed at <http://www.tki.org.nz/ncea> under 'NCEA support material'. The new performance standard reflects the need to create consistency across the three levels of assessment in relation to performance.

Criteria

The criteria have been changed in line with the title to better align with the assessment of performance against nationally developed Level 2 performance standards.

Explanatory Notes (ENs)

EN2 has changed to link the achievement standard to the *Physical Education Performance Standards for Level 2*, which benchmarks all the nationally developed performance standards. This mirrors the process used at Level 3. ENs2-4 have become ENs3-8.

AS90740, Physical Education 3.2

Title

Physical activity has been changed to *physical activity programme* to emphasise the fact that students need to reflect on a whole programme or experience not just one activity. National performance standards were developed for use in 2006 and appear in the *Physical Education Performance Standards for Level 3* and can be accessed at <http://www.tki.org.nz/ncea> under 'NCEA support material'. The new performance standard reflects the need to create consistency across the three levels of assessment in relation to performance.

Explanatory Notes (ENs)

ENs2-6 have become ENs2-9.

Impact on existing provider accreditations

None.

Impact on Accreditation and Moderation Action Plan (AMAP)

None.

Impact on existing qualifications

None.

Impact of changes on [NCEA Exclusions List](#)

None.

Summary of main changes to achievement standards' Ids, classification, titles, levels, and credits

The following summary shows the changes made to the achievement standards as a result of the review. All changes are in **bold**.

Key to review category

- A** Dates changed, but no other changes are made - the new version of the standard carries the same Id and a new version number
- B** Changes made, but the overall outcome remains the same - the new version of the standard carries the same Id and a new version number
- C** Major changes that necessitate the registration of a replacement achievement standard with a new Id
- D** Achievement standard will expire and not be replaced

Subfield Health and Physical Education
 Domain Physical Education

| Id | Title | Level | Credit | Review Category |
|-------|---|-------|--------|-----------------|
| 90436 | Demonstrate performance in a physical activity in an applied setting Perform a physical activity to meet the Physical Education Performance Standards for Level 2 | 2 | 4 | B |
| 90740 | Explain the effectiveness of a physical activity and its influence on hauora and well-being Explain, with evidence, the effectiveness of a physical activity programme and its influence on hauora/well-being | 3 | 3 | B |