

**Field**                      **Humanities**

### **Review of *Physical Education* Level 1 achievement and unit standards**

This review report was first published in December 2010 and was republished in February 2011 to correct the titles of AS90963 and AS90968.

#### **Unit standards**

<b>Subfield</b>	<b>Domain</b>	<b>ID</b>
Health and Physical Education	Physical Education	12527, 12530, 12532, 12537, 12540, 13354, 13355

#### **Achievement standards**

<b>Domain</b>	<b>ID</b>	<b>Subject reference</b>
Physical Education	90067, 90068, 90070, 90071, 90524, 90525	1.1, 1.2, 1.4, 1.5, 1.3, 1.6

The Ministry of Education and NZQA National Qualifications Services have completed a review of the achievement and unit standards listed above.

**Date new version of report published**                      **February 2011**

**New Registration date**    **December 2010**

**Date new versions published**                                      **December 2010**

**Planned review date**    **December 2014**

#### **Summary of review and consultation process**

In 2008 the Ministry of Education (MoE) and NZQA began to review achievement and unit standards in light of the revised New Zealand Curriculum (NZC). This Alignment of Standards (AoS) review also addressed duplication of outcomes, credit parity, fairness, consistency, and coherence. The AoS review was guided by the revised NZC itself and the Standards Review Guidelines. A copy of the NZC is available at: <http://nzcurriculum.tki.org.nz/Curriculum-documents/The-New-Zealand-Curriculum>.

Teacher subject associations were involved in the review, and draft achievement standards were the focus of wide consultation, especially with secondary schools and teachers. Extensive resources, including student exemplars, were also developed to support these standards, and are available on the MoE and/or the NZQA websites.

The review of unit standards included consultation with tertiary providers to assess continued relevance and likely future use of the standards. Unit standards that duplicate achievement standard outcomes and those without the likelihood of future use were recommended for expiry.

National consultation was undertaken in 2009, with the results analysed by Research New Zealand. The responses were generally positive.

The review of unit and achievement standards at Level 1 was completed in time for implementation in schools in 2011. Standards at Levels 2 and 3 will be implemented in 2012 and 2013 respectively.

### Main changes resulting from the review

- All NZC Level 6 (NZQF Level 1) outcomes derived from the NZC are now assessed using achievement standards, and there are no longer any unit standards linked to NZC.
- Existing achievement standards were reviewed and new achievement standards were developed to align with the NZC. See [table](#) below.
- Grading criteria for achievement standards were reviewed in accordance with the Standards Review Guidelines.
- Unit standards that recognised similar outcomes as achievement standards were recommended for expiry. See [table](#) below.

For a detailed description of the review of, and the changes to, the *Physical Education* standards see Appendix at the end of this report.

### Impact on Accreditation and Moderation Action Plan (AMAP)

All new achievement standards have been registered on AMAP 0233.

### Impact on existing qualifications

Qualifications that contain the reviewed standards or classifications are tabled below.

Key to type of impact	
<b>Affected</b>	The qualification lists a reviewed classification (domain or subfield) in an elective set The qualification lists a standard that has changes to level or credits The qualification lists a C or D category standard
<b>Not materially affected</b>	The qualification lists a standard that has a new title The qualification lists a standard that has a new classification

The following qualification is affected by the outcome of this review. The standard setting body (SSB) has been advised that the qualification requires revision.

Qualification Title and Reference	ID	SSB Name
National Certificate in Cadet Forces (Foundation Skills) (Level 2) [Ref: 1374]	12527	Learning State (trading name of the Public Sector Training Organisation)

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

For transition purposes, the following exclusions will apply for new achievement standards.

New achievement standard	Existing achievement or unit standard
90962	90067, 12527
90963	90068, 12540
90969	12537

## Review Categories and changes to standards

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

Key to review category	
<b>A</b>	Dates changed, but no other changes are made - the new version of the standard carries the same ID and a new version number
<b>B</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
<b>C</b>	Major changes that necessitate the registration of a replacement standard with a new ID
<b>D</b>	Standard will expire and not be replaced

<b>Internally assessed achievement standards categorised as category C or D expire at the end of</b>	<b>December 2011</b>
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<b>Unit standards categorised as category C or D expire at the end of</b>	<b>December 2012</b>
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Humanities > Health and Physical Education > Physical Education

ID	Ref	Title	Level	Credit	Review Category
12527		Participate in different physical activities	1	2	C
90067		Participate in physical activities and describe how this influences well-being	1	5	C
<b>90962</b>	<b>1.1</b>	<b>Participate actively in a variety of physical activities and explain factors that influence own participation</b>	<b>1</b>	<b>5</b>	
12530		Participate in different team sports	1	3	D
12532		Participate in different individual sports	1	3	D
12537		Assist others to participate in physical activity	1	2	C
<b>90969</b>	<b>1.8</b>	<b>Take purposeful action to assist others to participate in physical activity</b>	<b>1</b>	<b>2</b>	
12540		Demonstrate scientific knowledge about exercise and physical activity	1	4	C
90068		Demonstrate knowledge of body structure and function related to performance of physical activity	1	5	C
<b>90963</b>	<b>1.2</b>	<b>Demonstrate understanding of the function of the body as it relates to the performance of physical activity</b>	<b>1</b>	<b>5</b>	
13354		Participate in different dance forms	1	2	D
13355		Participate in a range of expressive movement forms	1	2	D
90070		Explore how the body is portrayed in physical activity	1	4	D
90071		Demonstrate interpersonal skills and describe their effects on the functioning of a group or team	1	4	D
90524		Demonstrate quality movement in the performance of a physical activity	1	3	D

ID	Ref	Title	Level	Credit	Review Category
90525		Examine the quality of movement in performance of a physical activity	1	3	D
90964	1.3	<b>Demonstrate quality movement in the performance of a physical activity</b>	1	3	New
90965	1.4	<b>Demonstrate understanding of societal influences on physical activity and the implications for self and others</b>	1	4	New
90966	1.5	<b>Demonstrate interpersonal skills in a group and explain how these skills impact on others</b>	1	4	New
90967	1.6	<b>Demonstrate strategies to improve the performance of a physical activity and describe the outcomes</b>	1	3	New
90968	1.7	<b>Demonstrate, and show understanding of, responsible behaviour for safety during outdoor education activities</b>	1	3	New
90970	1.9	<b>Demonstrate self management strategies and describe the effects on participation in physical activity</b>	1	3	New

## Appendix

### Development of Physical Education Standards

#### Process of Aligning Standards with the NZC

Amendments to the achievement standards have been made in line with the changes required to align to the NZC (2007).

Following the amendments, a further check was made within each level as well as across the three levels. This was completed to ensure consistency in descriptors, and all aspects of the achievement standards, and to check progression across the matrix. Following this process, all amended standards were taken to key stakeholders for consultation.

Further changes were then made as a result of consultation feedback and also as a result of feedback received from assessment resource developers and from moderators.

#### Addressing Duplication

Duplication within each level was identified and standards that duplicated outcomes were designated expiring. Other standards that had no clear links to the NZC were also designated expiring. Where exclusions were already in place, deletions were recommended.

#### Addressing Credit Parity

Credit parity was considered within each level to ensure that credit allocation was similar for standards with equivalent or near equivalent requirements.

#### Internal and External Assessment

All standards in Physical Education are currently internally assessed and it is proposed that they remain internally assessed. Initial consultation supported this premise.

### Achievement Standards - Rationale for Standards

#### Level 1

##### AS90962 (1.1)

The intent of this standard includes having students come to understand their own participation by being involved, then reflecting on and recognising what influences their level of participation. This reflection could have an influence on lifelong learning. Lifelong learning and uptake of participation would be enhanced without students having to specifically relate this directly to well-being. The link is acknowledged and would be included in the reflection, but prior experience has shown that students find it difficult to relate influences to well-being.

This shift to reflection will also allow teachers to use the physical activity(ies) utilised within this standard in other assessment contexts. This will go some way to ensuring the intent of the standard is adhered to, rather than a provision of three one-off activities.

**AS90963 (1.2)**

The standard reflects the need to value the ability to relate knowledge to movement in action. This will enable more learning through movement in keeping with the NZC (2007).

**AS90966 (1.5)**

The outcome assessed in this standard involves ongoing reflection in action to ensure the learning is assessed. There is considerable research to support the use of reflection in action as a formative and very useful learning methodology. This is seen to enable enhanced learning as students have the opportunity to act on their reflections and become more aware within the movement context.

The demonstration of interpersonal skills will remain essential – students will be able to use the skills, reflect on the influence of this use on others and attempt to make improvements based on evidence within their learning.

**AS90967 (1.6)**

The title reflects what this standard requires of students (and what is current best practice) – that they can understand the strategies/factors, and apply appropriate strategies/factors for attempted improvement. The focus is on ongoing reflection in action, which is indicative of the learning and improvement process in movement contexts.

**AS909699 (1.8) and AS90970 (1.9)**

These standards describe outcomes that were in part covered by existing unit standards. Inclusion of these achievement standards will enable more complete coverage of the achievement objectives.