

Field Humanities**Review of Health and Physical Education Level 2 achievement and unit standards****Unit standards**

Subfield	Domain	ID
Health and Physical Education	Physical Education	12531, 12533, 12538, 12541-12546, 12548-12553, 13350-13352

Achievement standards

Domain	ID	Subject reference
Physical Education	90432	Physical Education 2.1
	90433	Physical Education 2.2
	90434	Physical Education 2.3
	90435	Physical Education 2.4
	90436	Physical Education 2.5
	90437	Physical Education 2.6
	90438	Physical Education 2.7
	90439	Physical Education 2.8

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

New Registration date November 2011

Date new versions published November 2011

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 tertiary use were recommended for expiry.

National consultation was undertaken in 2010, with the results analysed by Research New Zealand. The responses were generally positive.

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

Main changes resulting from the review

- All NZC Level 7 (NZQF Level 2) outcomes derived from the NZC are now assessed using achievement standards, and there are no longer any unit standards linked to the 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 Health and Physical Education standards see the appendix at the end of this report.

Impact on Consent and Moderation Requirements (CMR)

(Formerly known as AMAP)

All new achievement standards have been registered on CMR 0233.

Impact on registered qualifications

Key to type of impact	
Affected	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
Not materially affected	The qualification lists a standard that has a new title The qualification lists a standard that has a new classification

The following table identifies qualifications developed by other SSBs that are impacted by the outcome of this review. The SSBs have been advised that the qualifications require revision. The standards that generated the status *Affected* are listed below.

Ref	Qualification Title	ID	SSB Name
1036	National Certificate in Apiculture (Level 2)	12546, 13350	Agriculture Industry Training Organisation
1546	National Certificate in Wool Harvesting (Entry) (Level 2) with strands in Learner Shearer, and Learner Wool Handler	12546	Learning State Limited
1374	National Certificate in Cadet Forces (Foundation Skills) (Level 2)	12538	NZ Equine Industry Training Organisation
0216	National Certificate in Equine (Level 4) with strands in Sporthorse Stable Attendant, Harness Racing, Sporthorse Competitor, Jockey, and Advanced Track Rider	12546	

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

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

New achievement standard	Excluded against each of these standards
91329	90434
91330	90436
91332	12538, 90438

Review Categories and changes to classification, title, level, and credits

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
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

Internally assessed achievement standards and unit standards categorised as category C or D expire at the end of	December 2012
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Humanities > Health and Physical Education > Physical Education

ID	Title	Level	Credit	Review Category
12531	Demonstrate knowledge and skills in a team sport	2	4	D
12533	Demonstrate knowledge and skills in an individual sport	2	4	D
12538	Demonstrate leadership in physical activity	2	3	C
90438	Plan, apply and review leadership strategies in a group or team physical activity	2	3	C
91332	Evaluate leadership strategies that contribute to the effective functioning of a group		4	
12541	Apply principles of biomechanics to a selected physical activity	2	3	D
12542	Apply knowledge of motor skill learning to learning a physical skill	2	3	D
12543	Apply knowledge of exercise physiology to physical activity	2	3	D
12544	Apply psychological skills to physical activity	2	3	D
12545	Apply knowledge of functional anatomy to physical activity	2	3	D
12546	Apply knowledge of injury management in physical activity	2	3	D
12548	Describe and explain effects of a significant incident associated with a sporting event	2	3	D
12549	Discuss factors that influence participation in physical activity	2	3	D

ID	Title	Level	Credit	Review Category
12550	Demonstrate social responsibility through physical activity	2	3	D
12551	Demonstrate self management through physical activity	2	3	D
12552	Demonstrate communication skills in a physical activity	2	3	D
12553	Demonstrate knowledge of leisure in the community	2	3	D
13350	Apply knowledge of nutrition to physical activity needs	2	3	D
13351	Participate in different adventure based learning activities	2	3	D
13352	Participate in outdoor pursuit activity	2	3	D
90432	Examine the relationship between physical activity and health, and implications for self and society	2	3	D
90433	Describe how functional anatomy and biomechanical principles relate to performing physical activity	2	4	D
90434	Examine the principles and methods of training in relation to participation in physical activity	2	3	C
91329	Demonstrate understanding of the application of biophysical principles to training for physical activity		4	
90435	Examine skill-learning principles and psychological skills in relation to physical activity	2	2	D
90436	Perform a physical activity to meet the Physical Education Performance Standards for Level 2	2	4	C
91330	Perform a physical activity in an applied setting			
90437	Investigate the sociological significance of a sporting event, physical activity or festival	2	3	D
90439	Demonstrate knowledge of safety issues and apply safety management procedures in a physical activity	2	2	D
91327	Examine the role and significance of physical activity in the lives of young people in New Zealand	2	3	New
91328	Demonstrate understanding of how and why biophysical principles relate to the learning of physical skills	2	5	New
91331	Examine the significance for self, others and society of a sporting event, a physical activity, or a festival	2	4	New
91333	Analyse the application of risk management strategies to a challenging outdoor activity	2	3	New
91334	Consistently demonstrate social responsibility through applying a social responsibility model in physical activity	2	3	New

ID	Title	Level	Credit	Review Category
91335	Examine the implementation and outcome(s) of a physical activity event or opportunity	2	3	New
91336	Analyse group processes in physical activity	2	3	New

Appendix

Development of Level 2 Physical Education Standards

Overall changes proposed for Level 2 reflect an ongoing strong concern from teachers that there are too many AS's and the current standards are too 'small' and discrete. While teaching and learning programmes can be developed to lead to a package of assessments this has not been the case and there has been feedback suggesting the need for change within Level 2. The proposed changes also aim to improve the coherence from one level to the next – i.e. across the matrix.

2.1 (AS90432)

The 2011 2.1 has not been replaced. A new standard, 2.1 (AS91327, *Examine the role and significance of physical activity in the lives of young people in New Zealand*), better reflects the intent of the Curriculum and the actuality of the teaching and learning programmes currently implemented towards this standard. This standard builds from Level 1 where students consider physical activity from their own experiences for themselves primarily, to Level 2 where they consider the significance and role for themselves and others in a NZ context. This will enable a broader approach than current practice which is tending to focus on a single event, leaving very little difference between L1 and L2. The changed credit value reflects the breadth and depth expected to meet this standard. The changes also reflect NZC (2007) in that L7 requires a critical evaluation focus in AO 7A4. This standard will also contribute to the vision and key competencies and now provides an improved cognitive step between L2 and L3.

2.2, 2.3, 2.4 (AS90433, 90434, 90435)

These three standards have been the most criticised on the matrix and (some) teachers have struggled to contextualise these in a movement context. The proposed changes take the biophysical content relating to all 3 standards and rearrange this into two new standards: 2.2 (AS91328 - Demonstrate understanding of how and why biophysical principles relate to the learning of physical skills) & 2.3 (AS91329 Demonstrate understanding of the application of biophysical principles to training for physical activity). However, AS91328 differs significantly from the previous standards and is therefore a 'new' standard rather than a replacement. The focus of these two standards is quite different - one focuses on 'learning to learn' (ie understanding how and why biophysical principles relate to the learning of physical skills in movement contexts), and the other focuses on 'learning to train' (ie understanding the application of these principles in movement contexts). The content relating to the current 3 standards can be assessed within the 2 proposed standards in a manner which will allow greater flexibility in teaching and learning programmes and better meet the changed AOs at Level 7 NZC (2007). Credit levels have changed to provide greater parity with other L2 standards and to neither favour nor disadvantage the biophysical. The total of credits across these two standards (9) is equivalent to the total across AS90433, 90434, 90435.

2.5 (AS90436)

Replaced by 2.4 (AS91330), which does not differ significantly from the previous 2.5 - except for title and achievement criteria for greater consistency with Level 3, AS90742

2.6 (AS90437)

The 2011 2.6 has not been replaced. The New 2.5 (AS91331), *Examine the significance for self, others and society of a sporting event, physical activity, or a festival*, has been assigned 4 credits to provide parity between socio-cultural and biophysical content across

standards at Level 2, and to reflect the depth and breadth of understanding required to meet this standard.

2.7 (AS90438)

This standard has been replaced by 2.6 (AS91332). The development of leadership remains the intent but the title change reflects a shift on emphasis to evaluation of how leadership strategies work in practice to develop effectively functioning groups in a physical activity context. Thus the application of leadership skills and strategies is further valued. 'Through physical activity' is made explicit in EN 2 and 'or team' is removed from the title to broaden the contexts available to schools. This greater focus on the 'doing' is in line with vision and key competencies of NZC (2007). Credits have increased from 3 to 4 to provide greater parity with other standards across the matrix, reflect the complexities of group functioning, and align with the expectations of NZC at this level.

2.8 (AS90439)

This standard has not been replaced. The new standard 2.7 (AS91333), *Analyse the application of risk management strategies to a challenging outdoor activity*, enhances the provision of safety management across the matrix. It has incorporated aspects of a unit standard and the changes also bring a greater emphasis on the analysis of the application of the strategies. Contribution to vision and key competencies is enhanced, through focus on risk analysis, the development of risk management strategies that contribute to the application of planning tools, and the development of skills and behaviour for managing responsible action.

New 2.8 (AS91334)

Consistently demonstrate social responsibility through applying a social responsibility model in physical activity This is a new standard that has been adapted from a Unit Standard. This standard will offer assessment in a wide range of contexts in physical education and outdoor education, and aligns well with NZC key competencies and vision – in particular Managing self, Relating to others and Participating and contributing. This standard provides a needed opportunity to assess AOs A4, C2, C3, and D3. The emphasis is on the development and demonstration of social responsibility rather than writing about it, as it is through the demonstration that the true evidence of learning will be collated. The standard also requires on-going reflection, providing evidence of the analysis and evaluation skills required by the AOs.

New 2.9 (AS91335)

Examine the implementation and outcome(s) of a physical activity event or opportunity

This is a new standard that has been adapted from two unit standards. It may be used for assessment in a wide range of contexts in physical education and outdoor education, and aligns well with NZC key competencies and vision – in particular Managing self, Relating to others and Participating and contributing.

This standard covers a previous gap in the assessment of the curriculum and provides a needed opportunity to assess AOs A2, D1, and D2 in particular. It also provides improved flow across the matrix to 3.6.

New 2.10 (AS91336)

Analyse group processes in physical activity

This is a new standard adapted from a unit standard. It has been designed to provide an opportunity to assess AO C1, which is not provided elsewhere. It will also assess C2 and provides opportunities for the explicit teaching of and support of key competencies: Managing self, participating and contributing, thinking and relating to others.

This standard provides flow across the matrix to 3.6. There was limited flow from L2 to L3 in this area previously.