

**Field      Humanities****Review of *Physical Education* Level 3 achievement standards and Level 3 and 4 unit standards****Unit standards**

<b>Subfield</b>	<b>Domain</b>	<b>ID</b>
Health and Physical Education	Physical Education	12528, 12529, 12534, 12535, 12536, 12539, 12547, 12554, 12555, 13353, 13356, 13357

**Achievement standards**

<b>Domain</b>	<b>ID</b>	<b>Subject reference</b>
Physical Education	90739	Physical Education 3.1
	90740	Physical Education 3.2
	90741	Physical Education 3.3
	90742	Physical Education 3.4
	90743	Physical Education 3.5
	90744	Physical Education 3.6

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

**New Registration date                      December 2012**

**Date new versions published              December 2012**

**Planned review date                         December 2016**

**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 2011, with the results analysed by Research New Zealand. The responses were generally positive.

The review of these Level 3 unit and achievement standards was completed in time for implementation in schools in 2013.

### Main changes resulting from the review

- All NZC Level 8 (NZQF Level 3) 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 Physical Education standards see the appendix at the end of this report.

### Impact on existing organisations with consent to assess

Current consent for			Consent extended to		
Nature of consent	Classification or ID	Level	Nature of consent	Classification or ID	Level
Standard	12528	3	Standard	91498	3

### Impact on Consent and Moderation Requirements (CMR)

All new achievement standards have been registered on CMR 0233.

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

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

Achievement standard	Excluded against each of these standards
91498	12528, 90740
91499	90741
91500	90741
91501	90742
91502	90743
91503	90744

## 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	
<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 achievement standard with a new ID
<b>D</b>	Achievement standard will expire and not be replaced

<b>Internally assessed achievement standards and unit standards categorised as category C or D expire at the end of</b>	<b>December 2013</b>
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### Humanities > Health and Physical Education > Physical Education

ID	Ref	Title	Level	Credit	Review Category
12528		Plan, implement and evaluate a personal exercise programme	3	5	C
90740	3.2	Explain, with evidence, the effectiveness of a physical activity programme and its influence on hauora/well-being	3	3	C
<b>91498</b>	<b>3.1</b>	<b>Evaluate physical activity experiences to devise strategies for lifelong well-being</b>	<b>3</b>	<b>4</b>	
12529		Develop sport fitness	3	4	D
12534		Apply knowledge and skills in an individual sport	3	4	D
12535		Apply knowledge and skills in a competitive physical activity	3	4	D
12536		Plan, implement and review a physical activity event	3	4	D
12539		Plan, implement and review an adapted physical activity programme	3	4	D
12547		Apply the principles of exercise science to a selected physical activity	4	5	D
12554		Carry out an investigation into leisure participation	3	4	D
12555		Apply knowledge and skills in a team sport	3	5	D
13353		Demonstrate knowledge and skills in an outdoor pursuit activity	3	3	D
13356		Demonstrate expressive movement	3	3	D

ID	Ref	Title	Level	Credit	Review Category
13357		Explore the making of a movement composition	3	3	D
90739	3.1	Apply knowledge to plan a physical activity programme or experience	3	3	D
90741	3.3	Appraise performance and review a programme for performance improvement for self or others	3	5	C
<b>91499</b>	<b>3.2</b>	<b>Analyse a physical skill performed by self or others</b>	<b>3</b>	<b>3</b>	
<b>91500</b>	<b>3.3</b>	<b>Evaluate the effectiveness of a performance improvement programme</b>	<b>3</b>	<b>4</b>	
90742	3.4	Perform a physical activity to nationally developed performance standards	3	4	C
<b>91501</b>	<b>3.4</b>	<b>Demonstrate quality performance of a physical activity in an applied setting</b>	<b>3</b>	<b>4</b>	
90743	3.5	Examine a current physical activity event, trend or issue impacting on New Zealand society	3	4	C
<b>91502</b>	<b>3.5</b>	<b>Examine a current physical activity event, trend, or issue and its impact on New Zealand society</b>	<b>3</b>	<b>4</b>	
90744	3.6	Examine physical activity and take action to influence the participation of others	3	5	C
<b>91503</b>	<b>3.6</b>	<b>Evaluate the use of health promotion to influence participation in physical activity</b>	<b>3</b>	<b>5</b>	
<b>91504</b>	<b>3.7</b>	<b>Analyse issues in safety management for outdoor activity to devise safety management strategies</b>	<b>3</b>	<b>3</b>	<b>New</b>
<b>91505</b>	<b>3.8</b>	<b>Examine contemporary leadership principles applied in physical activity contexts</b>	<b>3</b>	<b>4</b>	<b>New</b>

## Appendix

### Development of Level 3 Physical Education Standards

#### Process of Aligning Standards with the New Zealand Curriculum

The Level 3 Physical Education achievement standards have been developed to align the outcomes with Level 8 of the Health and Physical Education Learning Area of the NZC.

Supporting documents have been developed to assist in the interpretation of achievement standards and to assist in the development of teaching and learning programmes.

- [Conditions of Assessment](#) provide guidelines on the assessment of the internal standards.
- Assessment Specifications provide guidelines on the assessment of external standards (accessible via relevant [subject](#) on NZQA website).

#### Addressing Duplication

The achievement standards and unit standards were compared in detail to identify duplication issues. All the unit standards were designated expiring, either because of duplication with the new standards or because they no longer aligned with the NZC.

#### Addressing Credit Parity

The credits allocated to each of the draft standards reflect the time required for the teaching and learning involved.

#### External and Internal Assessment

All achievement standards remain internally assessed.

#### What Has Changed?

A greater number of standards have been developed in order to provide a more comprehensive set of opportunities to assess the Achievement Objectives (AOs) at Level 8 of the NZC. The greater spread of standards reflects the need for improved flexibility in the assessment of chosen teaching and learning programmes at Level 3.

#### *3.1 Evaluate physical activity experiences to devise strategies for lifelong well-being*

Changes proposed here reflect changes in AOs and Level 8 of NZC.

Aspects of AS90740 have been included within the new focus of this standard. The emphasis has shifted from planning to evaluating, better reflecting the level of study. The title loses the word 'programme' to broaden the range of physical activity experiences within a teaching and learning programme, and the additions bring a greater future focus in line with NZC vision, principles and key competencies (managing self, thinking and participating and contributing in particular.)

The proposed standard will provide a better progression from 2.1 and provides an opportunity for students to reflect on and consider their past and future.

**3.2 Analyse a physical skill performed by self or others**

and

**3.3 Evaluate the effectiveness of a performance improvement programme**

AS90741 has been split into these two standards to allow for a more flexible approach within teaching and learning programmes. AS90741 is implemented in such a way that it is commonly criticised for being ‘too big’ and ‘too prescribed’. By rearranging the aspects of this standard, students will be able to have greater breadth through their learning experiences for these standards. The proposals will encourage more learning through movement. The standards can be linked in a teaching and learning programme – by teacher choice and student need.

Credit allocation reflects the amount of learning and assessment leading to each standard.

**3.4 Demonstrate quality performance of a physical activity in an applied setting**

The outcome assessed in this standard is similar to that in AS90742. The title and achievement criteria have been amended to ensure that the corresponding Level 2 and 3 standards have unique titles.

This standard has been designed so that performance in a wide range of physical activities can be assessed.

The wording in explanatory note (EN) 2 describing the performance required has been amended and clarified to ensure a clear “step-up” from Level 2.

Reference to “nationally developed performance standards” has been removed as the reference relates to assessment resources rather than standards.

A reference to *The Physical Education Level 3 Performance Appendix* is given in EN 3. This document has been updated and aligned with the new standard. This document provides valuable guidance on how this standard is to be used in relation to a wide range of activities in specific contexts.

**3.5 Examine a current physical activity event, trend, or issue and its impact on New Zealand society**

The outcome assessed in this standard is very similar to that in AS90743. The title has changed to align with achievement criteria. Minor changes have been made to the ENs and definitions to enable alignment and to provide clarification.

**3.6 Evaluate the use of health promotion to influence participation in physical activity**

This standard has been developed from AS90744. Changes have been made to better reflect the need to use a health promotion process to influence physical activity from an informed perspective. These changes also improve alignment with the NZC by providing opportunities for active involvement and the development of key competencies – in particular participating and contributing. The changes maintain the intent of ‘taking action’ to influence the participation of others, and assume students will be involved in taking some health promotion action.

### ***3.7 Analyse issues in safety management for outdoor activity to devise safety management strategies***

This is a new standard developed from the need to provide a flow across the matrix for safety management. At Level 3, the expectation is that students are able to identify and analyse issues in outdoor activity environments, the factors that influence them, and devise appropriate safety management strategies to address them. The standard has also been developed in response to a growth in the breadth of programmes available to Level 3 students, the developing contemporary issues around 'Education Outside The Classroom' (EOTC) (eg sustainability), and the need to be able to assess across the breadth of these programmes.

This standard better aligns to the vision in the NZC in that it explicitly addresses managing self in a context inherent in Physical Education. Other key competencies will be developed and supported.

### ***3.8 Examine contemporary leadership principles applied in physical activity contexts***

This a new standard developed in response to a need to be able to assess leadership at Level 3. This standard is designed to cover a gap in the progression of outcomes across the three levels.

It provides support for the vision and direction of the NZC and the key competencies of relating to others, participating and contributing in particular. The intent is that this standard has a focus on leadership, not just management and moves beyond the typical 'autocratic, democratic, laissez faire' styles and considers contemporary research and thinking about leadership in context.