

**Fields**      **Arts and Crafts, Engineering and Technology, Humanities, Sciences and Social Sciences**

**Review and Maintenance Process of *Level 1 Achievement Standards***

| <b>Subfield</b>               | <b>Domain</b>                            | <b>ID</b>                  |
|-------------------------------|--|----------------------------|
| Dance                         | Dance Performance                        | 91939                      |
| Health and Physical Education | Physical Education                       | 92016, 92017, 92018, 92019 |
| Social Science Studies        | Geography                                | 91934                      |
|                               | Social Studies                           | 92050                      |
| Technology                    | Construction and Mechanical Technologies | 92014                      |
|                               | Design and Visual Communication          | 92000                      |
|                               | Digital Technologies                     | 92007                      |
| Visual Arts                   | Art History                              | 91912                      |

The Ministry of Education has completed the review of the achievement standards listed above.

**Date new versions published**

**December 2025**

**Planned review date**

**December 2029**

**Summary**

As part of the RAMP process for 2025, 11 Level 1 achievement standards were identified by the MoE and NZQA as needing review for implementation in 2026.

**Main changes**

- Wording changes were made to assessment criteria and explanatory notes for clarity and interpretation. Evidence such as skewed data, sector feedback, or NZQA moderation processes indicated changes were required.
- The title of AS92017 has been updated to reflect the changes made to content.

**The last date for assessment of superseded versions of Category B unit standards is 31 December 2025**

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

None.

**Detailed list of achievement standards – classification, title, level, and credits**

All changes are in **bold**.

| <b>Key to review category</b> |   |
|-------------------------------|---|
| <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  |

Arts and Crafts > Dance > Dance Performance

Subject Reference: Dance

| ID    | Ref | Title  | Level | Credit | Review Category |
|-------|-----|--|-------|--------|-----------------|
| 91939 | 1.4 | Demonstrate understanding of the elements of dance in a dance sequence | 1     | 5      | B               |

Arts and Crafts > Visual Arts > Art History

Subject Reference: Visual Arts

| ID    | Ref | Title   | Level | Credit | Review Category |
|-------|-----|---|-------|--------|-----------------|
| 91912 | 1.1 | Use practice-based visual inquiry to explore an Aotearoa New Zealand Māori context and another cultural context | 1     | 5      | B               |

Engineering and Technology > Technology > Construction and Mechanical Technologies

Subject Reference: Materials and Processing Technology

| ID    | Ref | Title   | Level | Credit | Review Category |
|-------|-----|---|-------|--------|-----------------|
| 92014 | 1.3 | Demonstrate understanding of sustainable practices in the development of a Materials and Processing Technology design | 1     | 4      | B               |

Engineering and Technology > Technology > Design and Visual Communication

Subject Reference: Design and Visual Communication

| ID    | Ref | Title   | Level | Credit | Review Category |
|-------|-----|---|-------|--------|-----------------|
| 92000 | 1.1 | Generate product or spatial design ideas using visual communication techniques in response to design influences | 1     | 5      | B               |

Engineering and Technology > Technology > Digital Technologies

Subject Reference: Digital Technologies

| ID    | Ref | Title                                 | Level | Credit | Review Category |
|-------|-----|---------------------------------------|-------|--------|-----------------|
| 92007 | 1.4 | Design a digital technologies outcome | 1     | 5      | B               |

Humanities > Health and Physical Education > Physical Education

Subject Reference: Physical Education

| ID    | Ref | Title   | Level | Credit | Review Category |
|-------|-----|---|-------|--------|-----------------|
| 92016 | 1.1 | Apply movement strategies in an applied setting   | 1     | 5      | B               |
| 92017 | 1.2 | Demonstrate understanding of the application of strategies in movement<br><b>Demonstrate understanding of the application of strategies in group movement</b> | 1     | 5      | B               |
| 92018 | 1.3 | Demonstrate understanding of the influence of personal movement experiences on hauora   | 1     | 5      | B               |
| 92019 | 1.4 | Demonstrate understanding of influences on movement in Aotearoa New Zealand or the Pacific  | 1     | 5      | B               |

Social Sciences > Social Science Studies > Geography

Subject Reference: Geography

| ID    | Ref | Title   | Level | Credit | Review Category |
|-------|-----|---|-------|--------|-----------------|
| 91934 | 1.3 | Demonstrate understanding of how natural processes shape an environment | 1     | 5      | B               |

Social Sciences > Social Science Studies > Social Studies

Subject Reference: Social Studies

| ID    | Ref | Title  | Level | Credit | Review Category |
|-------|-----|--|-------|--------|-----------------|
| 92050 | 1.3 | Demonstrate understanding of decisions made in relation to a contemporary social issue | 1     | 5      | B               |