

Physical Education NCEA NZC Level 1

Subject Learning Outcomes for Assessment

Companion to the Physical Education Learning Matrix

What are the Subject Learning Outcomes and how can I use them?

Subject Learning Outcomes identify the knowledge and skills that students need to be ready for assessment. Subject Learning Outcomes are informed by the Achievement Standards. They should be used in conjunction with the full suite of NCEA materials. For guidance on assessment criteria, please also refer to the Achievement Standards, Unpacking, and External Assessment Specifications or Conditions of Assessment as appropriate.

Subject Learning Outcomes do not replace any documents. This includes the External Assessment Specifications and Conditions of Assessment. All NCEA materials need to be used to fully understand the requirements of each Achievement Standard and to plan a robust teaching, learning, and assessment programme. Subject Learning Outcomes should not be used to make assessor judgments. The Achievement Standard and the Assessment Schedule for Internal Assessment Activities are used to make such judgments.

Subject Learning Outcomes, alongside other key documents, make clear to teachers what to include in their teaching and learning programmes and what student capabilities to check for, in the lead up to assessment. Each Subject Learning Outcome does not need the same amount of teaching time.

All learning should connect with students' lives in Aotearoa New Zealand and the Pacific. Teachers or students usually select the contexts. As such, contexts are not always specified in the Subject Learning Outcomes. Examples may be provided to illustrate topics and contexts, but they are not prescriptive.

Students are entitled to teaching that supports them to achieve higher levels of achievement. Subject Learning Outcomes mainly align with outcomes for the Achieved level. However, outcomes for higher levels of achievement are also included.

The knowledge and skills in the Subject Learning Outcomes are the expected learning that underpins each Achievement Standard. Students will draw on this learning during assessment. It is important to note that assessment is a sampling process so not everything that is taught will be assessed.

Achievement Standard 1.1 (92016): Apply movement strategies in an applied setting (5 Credits)

What is being assessed:	Subject Learning Outcomes
Subject Learning Outcomes will be dependent on individual movement context choice and should be tailored to those contexts.	
Movement Strategies	<ul style="list-style-type: none"> • In order to identify a range of movement strategies students must understand what a movement strategy is. • Movement strategies will encompass both the execution of physical movements and cognitive aspects relating to decision-making, adaptability, and situational awareness within the movement context. It refers to a deliberate plan or approach to accomplish specific objectives or goals related to movement. It also involves the systematic use of movement techniques, skills, and tactics to optimise efficiency, effectiveness, and success in various applied settings. Some examples of movement strategies include offensive and defensive strategies, tactical play, wave selection, etc. • Movement strategies used will be student centred and will be dependent on movement strategies selected. While students may participate in a variety of movement contexts across the year, they are assessed in one movement context which may differ for each student. • Identify implies recognising or naming something correctly. For example, students may be able to point out or label something, such as identifying movement strategies by name or recognising them in a given context. For example, agility in a player dodging defenders or identifying strategies related to paddling techniques, synchronisation with teammate and balance on the water in Waka Ama. • Students will also have the opportunity to identify multiple strategies within a given movement context. This will ensure students have an opportunity to increase the chances of successfully demonstrating a range of movement strategies in an authentically applied setting. For example, the opposition in a team activity or the wind/sea conditions in an outdoor experience may not allow the student to demonstrate an identified strategy. • A range of movement strategies should be included to assist students in identifying what these look like. Strategies should be specific and unpacked in order for students to be able to clearly identify when a strategy is being applied. The strategies chosen should be appropriate to the individual. This involves understanding the way the strategy has been applied and what aspects were used that make the strategy effective, and includes understanding where and when to use a strategy for the greatest effect. Examples could be: <ul style="list-style-type: none"> Spatial Awareness <ul style="list-style-type: none"> ○ Participant moving with precision and awareness of surroundings, avoiding collisions or obstacles. ○ Effective use of space and positioning to gain advantage or maintain control during activities. Timing

	<ul style="list-style-type: none"> ○ Execution of movements with accurate timing. ○ Synchronised actions with teammates or precise timing in executing skills or techniques. • Students must identify and demonstrate at least three movement strategies in an applied setting. • Teachers will consider the most appropriate way to collect evidence of learning and achievement. Evidence could be generated through live observation, video analysis, students submitted evidence, etc. • Student submitted evidence requires students to consider the most appropriate way to collect evidence of the live performance of the identified movement strategies in consultation with their teacher. Learning programmes may need to include explicit teaching of approaches to collecting student submitted evidence. For example, annotations, filming, editing, written records, etc.
Applied Settings	<ul style="list-style-type: none"> • An applied setting is the authentic environment, space, or place where the movement context occurs. • An authentic environment, space, or place refers to a setting that closely mirrors real-world situations where movement strategies are applied. Examples of authentic environments would include a tournament, a modified or competitive game, a festival, event, or outdoor experience. An applied setting must be 'authentic' to the nature of the movement context. It will allow students to respond to external factors and 'real' experiences in the movement context, therefore enabling them to identify and demonstrate movement strategies. • An applied setting requires teachers to create and use real-world conditions and environments in relation to their chosen contexts. Drills, trainings, practices, and preparation strategies will not constitute an applied setting.
Application of Movement Strategy	<ul style="list-style-type: none"> • Applying movement strategies involves students both identifying and demonstrating a range of movement strategies in an applied setting. • Demonstrate suggests showing or performing something as evidence of understanding. An application of movement strategies, therefore, involves understanding what a strategy looks like and showing its application is purposeful such as identifying when a strategy is used. This may also include the use of strategies in response to opposition, environment, and environmental and external cues. • Students will also be able to demonstrate the way aspects have been used that make the strategy effective. <p>For higher levels of achievement, students must be able to both identify and consistently (Merit) or effectively (Excellence) demonstrate a range of movement strategies in an applied setting. This means that students need to demonstrate the application of movement strategies in the selected movement context, showing proficiency and reliability in tactical decision-making and execution.</p>

	<ul style="list-style-type: none"> • Merit: In order for students to consistently demonstrate a range of movement strategies, they must do so across both an individual applied setting such as a single game or experience AND across multiple demonstrations such as a tournament or festival. • Excellence: In order for students to effectively demonstrate a range of movement strategies, they should be given opportunities to show an increasing level of proficiency in understanding, applying, and executing movement strategies in order to achieve outcomes or goals within the movement context. Students achieving at a higher level will be demonstrating the 'successful, intentional, and accurate application' of movement strategies. The key factors in determining this level of achievement centre around intent and proficiency.
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Achievement Standard 1.2 (92017): Demonstrate understanding of the application of strategies in group movement (5 Credits)

What is being assessed	Subject Learning Outcomes
Subject Learning Outcomes will be dependent on individual movement context choice and should be tailored to those contexts.	
Strategies in Movement	<ul style="list-style-type: none"> • Understanding strategies in group movement is the main purpose of the Achievement Standard. Teachers will need to be mindful not to confuse 'movement strategies' with 'strategies in movement'. An unpacking of movement strategies is covered in the SLO for AS92016 (1.1). • Strategies in group movement encompass a broader range of planning and decision-making and are defined as 'plans of action'. Therefore, strategies will not necessarily be related to movement but will be able to be described in the context of collaborative movement experiences, and connections to kotahitanga. <ul style="list-style-type: none"> ○ For example, tuakana-teina could look like grouping more experienced students (tuakana) with less experienced students (teina) during movement experiences. The more experienced students can serve as mentors, providing guidance, encouragement, and feedback to the less experienced students as they learn new skills or techniques. ○ Another example could be providing opportunities for students to exercise rangatiratanga by participating in decision-making processes related to movement experiences. This could involve collaborative discussions, group consensus-building, or voting on activity choices, allowing students to contribute their perspectives and preferences.

	<ul style="list-style-type: none"> • Strategies in group movement must be experienced as a part of a group. Participating in movement as part of a group, involves working in a group of three or more. • In order to demonstrate an understanding of strategies in group movement, students must describe both the reason for applying strategies in movement and the applied strategies, using examples. • A list of possible strategies is located on the NCEA.education.govt.nz unpacking of 1.2. Teachers should use this as a guide, but are not limited to the list of strategies provided.
Kotahitanga	<ul style="list-style-type: none"> • For the purpose of the Achievement Standard, Kotahitanga is described as ‘a mātauranga Māori concept that refers to unity, togetherness, solidarity, and collective action’. • Students must discuss Kotahitanga in the context of the application of strategies. A discussion of Kotahitanga will include consideration as to how strategies are applied to develop Kotahitanga. By understanding the reasons for applying strategies in group movement, students can develop an understanding of how things such as working together towards common goal, fostering a sense of unity and collaboration within the group foster Kotahitanga. <ul style="list-style-type: none"> ○ For example, in a team sports context, students may describe the reason for applying defensive strategies as ensuring effective teamwork to prevent opponents from scoring goals. By understanding the collective objective of the team and the role of defensive strategies in achieving that objective, students contribute to a shared sense of purpose and unity. • Teachers will be mindful of the way in which Kotahitanga may be interpreted or experienced within local contexts such as iwi, hapū, rohe, whānau, etc. In recognising this variability, teachers are likely to be more responsive to local contexts. Ultimately, teachers can have confidence in understanding that context of this standard, the intention is to explore Kotahitanga as a manifestation of ‘working together and working towards a common goal.’
Application of Strategies	<ul style="list-style-type: none"> • Students will describe the application of strategies and the reasons for applying them, providing examples. Examples will be derived from personal experiences. This will also include a discussion of how the use of strategies relates to Kotahitanga. For example, this could include linking to goals or a shared purpose of a group; the aspirations the group has set for their interactions and for the group movement experience; or personal reasons for selecting strategies. • Students are required to demonstrate an understanding of the application of at least two strategies in group movement. In group movement refers to working in a group (see above). Some examples of movement are: <ul style="list-style-type: none"> ○ Māori, Pacific, or other cultural activities; team activities or sports; outdoor education activities, etc.

	<ul style="list-style-type: none"> • The intention is for students demonstrate an understanding of, explain and evaluate the application of strategies in group movement. Inferred is the expectation that students will personally experience the application of the strategies in group movement. Personal experiences may derive from a single or multiple group movement experiences. • ‘Describe’ involves providing a detailed account or explanation of something, typically focusing on its characteristics, features, or attributes. This may include identifying key elements, outlining processes, or detailing observable qualities. When describing the application of strategies, examples from a students’ own personal experience should be used to support the discussion. <p>For higher levels of achievement, students must be able to explain (Merit) and evaluate (Excellence) the application of strategies in group movement, including a discussion relating to Kotahitanga. An explanation will reflect a student’s ability to ‘discuss’ and an evaluation will reflect their ability to ‘draw conclusions’.</p> <ul style="list-style-type: none"> • Merit: In order for students to ‘discuss’ they are required to explain the reasons behind the application of the strategies (how and why). This will involve looking at causes, effects, relationships, and underlying principles, and must include evidence of personal examples from the group movement experience. • Excellence: In order for students to ‘draw conclusions’ they are required to evaluate the effectiveness of how strategies are applied. This will involve what the student specifically did or said that was effective (or ineffective) when applying strategies, or what worked well, what didn't, what would they do next time, etc. Students are required to provide personal examples to support their evaluation.
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Achievement Standard 1.3 (90218): Demonstrate understanding of the influence of personal movement experiences on hauora (5 Credits)

What is being assessed:	Subject Learning Outcomes
Subject Learning Outcomes will be dependent on individual movement context choice and should be tailored to those contexts.	
Personal Movement Experiences	<ul style="list-style-type: none"> For the purpose of this Achievement Standard, it is important for teachers to understand that students are not being assessed on their participation in movement experiences. But rather, students will be assessed on their ability to be able to reflect on different movement experiences in order to show how they impact hauora. In other words, students are assessed on their understanding of how their personal movement experiences influence hauora. ‘Personal movement experiences must come from the same movement context.’ This criterion does not preclude students from participating in a range of movement contexts for the purposes of teaching and learning, however it does mean that when being assessed, personal movement experiences must be derived from a single movement context. A movement context is a single physical activity, game, discipline, or sport. Examples include: <ul style="list-style-type: none"> mau rakau badminton sea kayaking. <p>The movement context must come from one of the following categories:</p> <ul style="list-style-type: none"> Māori, Pacific, or other cultural activities team or individual activities outdoor education activities.

'Models of Health'	<ul style="list-style-type: none"> • Hauora is explored using a model of health. A model of health is a guide to understanding how areas of health and wellbeing are affected by a variety of aspects. Examples include Te Wheke, Te Whare Tapa Whā, Fonua, Fonofale, etc. • While teaching a range of models of health is preferable, teachers will need to understand the External Assessment Specifications (EAS) and the impact of this on their teaching and learning programmes. The EAS are likely to require students to apply a specified model of health to show understanding of how movement experiences can influence hauora. (e.g. Te Whare Tapa Whā in 2024) For example, applying the Te Whare Tapa Whā model to show understanding of how movement experiences can influence hauora should consider the different dimensions of the model. • The EAS will also provide further clarification regarding evidence collection and practices. For example, in 2024, the EAS indicates that evidence “should be collected during the year as the personal movement experiences occur” and that students should “record the dimension of Te Whare Tapa Whā that was most influenced by the movement experience, and how that dimension was influenced”. Each year, teachers should check the EAS prior to teaching the Achievement Standard, and the EAS should be clearly understood. • Applying a model of health to show understanding of how movement experiences can influence hauora will involve understanding that hauora takes a holistic view of wellbeing.
	<ul style="list-style-type: none"> •
Movement Contexts	<ul style="list-style-type: none"> • 1.3 indicates that “personal movement experiences must come from the same movement context” AND that the “movement context must come from within” the listed categories. The imperative here is that the movement context must be the same activity repeated several times. • The movement contexts listed in both Achievement Standard 1.3 and 1.4 indicate that the categories are Māori, Pacific, or other cultural activities; team or individual activities or outdoor education activities.

Influence on Hauora	<ul style="list-style-type: none"> • To support students in demonstrating their understanding of the influence of personal movement experiences on hauora, they will need to engage in reflective opportunities. Students should be encouraged to analyse how their chosen movements affect their overall well-being, drawing from their own participation experiences. • Emphasis will be placed on relevant aspects of the specified model, rather than on its definition or exhaustive discussion. Ultimately, students are required to draw conclusions about the impact of movement on hauora, using examples from their own application. • The intent of the Achievement Standard is for students to recognise and articulate the direct influence of personal movement experiences on their holistic well-being.
Demonstrate, Explain, Evaluate	<ul style="list-style-type: none"> • Students are required to ‘demonstrate understanding of the influence of personal movement experiences on hauora.’ • Demonstrate requires students to describe. This infers the ability to provide a detailed account of how personal movement experiences impact hauora, utilising an appropriate model of health (such as Te Whare Tapa Whā). They should draw from their own participation experiences to support their descriptions. Students should be supported to develop proficiency in their ability to ‘describe’, and have multiple opportunities for practice and feedback. For example, students may begin by listing or identifying general ways in which movement influences well-being, without deep analysis or specific examples. As they progress, students should begin to provide more detailed descriptions, including explanations of how different dimensions of well-being are affected and specific examples from their own experiences.

	<p>For higher levels of achievement, students must be able to explain (Merit) and evaluate (Excellence) the influence of personal movement experiences on hauora. An explanation will reflect a student's ability to 'discuss' and an evaluation will reflect their ability to 'draw conclusions'.</p> <ul style="list-style-type: none"> • Merit: In order for students to 'discuss' they are required to explain the reasons behind the influence of personal movement experiences on hauora (how and why). This will involve looking at causes, effects, relationships, and underlying principles, and must include evidence of personal examples from movement experience. • Excellence: In order for students to 'draw conclusions' they are required to evaluate the influence of personal movement experiences on hauora. This will involve what the student specifically did or said that was effective (or ineffective) when applying strategies, or what worked well, what didn't, what would they do next time, etc. Students are required to provide personal examples to support their evaluation. • At all levels, reference to an appropriate (or specified) model of health is required.
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Achievement Standard 1.4 (92019): Demonstrate understanding of influences on movement in Aotearoa New Zealand or the Pacific (5 Credits)

What is being assessed:	Subject Learning Outcomes
Subject Learning Outcomes will be dependent on individual movement context choice and should be tailored to those contexts.	
Influences on Movement	<ul style="list-style-type: none"> • Students are required to demonstrate an understanding of influences on movement in Aotearoa New Zealand or the Pacific. This involves describing, discussing, and drawing conclusions. • The intention of the Achievement Standard is for students to personally participate in movement experiences for the purposes of providing examples of their own participation. Through their participation in movement experiences students will then be able to demonstrate an understanding how te ao Māori, biophysical and sociocultural aspects affect the movement context. • It should be clear to students that they are reflecting on their participation within a movement context, referring to te ao Māori, biophysical and sociocultural aspects as influences on movement. Care should be taken to ensure that students are not focused on the 'application' of an influence. This standard is about recognising that there are different ways to understand movement contexts and the moving body. • Understanding influences on movement in Aotearoa New Zealand or the Pacific are drawn from the following three aspects:

	<ul style="list-style-type: none"> ○ Te ao Māori – some examples may include the way in which narratives, pūrākau, and values inform tikanga or participation in movement; tapu and noa in connection to the body; the connection between movement and te taiao; etc. ○ Biophysical – some examples may include functional anatomy; biomechanics; exercise physiology; sports psychology; skills acquisition; nutrition; etc. ○ Sociocultural – some examples may include: influences from whānau, family, hapū, or iwi; Pacific knowledges and values; accessibility; peers; gender; racism; media; religion; culture; etc.
Movement Contexts	<ul style="list-style-type: none"> • 1.4 indicates that ‘influences on movement must come from the same movement context’. A movement context is a single physical activity, game, discipline, or sport. Examples include: <ul style="list-style-type: none"> • mau rakau • badminton • sea kayaking. • The movement contexts listed in both Achievement Standard 1.3 and 1.4 indicate that the categories are Māori, Pacific, or other cultural activities; team or individual activities or outdoor education activities.
Influences Affect Movement	<ul style="list-style-type: none"> • To support students in demonstrating their understanding of influences on movement in Aotearoa New Zealand or the Pacific, they will need to engage in reflective opportunities. Students should be encouraged to analyse how influences on movement (te ao Māori, biophysical and sociocultural) affect chosen movement contexts, drawing from their own participation experiences. • Emphasis will be placed on specified influences within the same movement context. While an exploration of the relationship between different aspects may form part of the wider teaching and learning programme, teachers will be mindful that for the purpose of the Achievement Standard, students “must not interrelate them in their description.” • Teachers will need to understand the External Assessment Specifications (EAS) and the impact of this on their teaching and learning programmes. The EAS clarify expected performance outcomes for students. For example, in 2024 the EAS states that students will need to respond to “ONE influence from within te ao Māori” and that their second response may come from “EITHER biophysical or sociocultural”. • The EAS will also provide further clarification regarding evidence collection and practices. For example, in 2024, the EAS indicates that evidence “should be collected during the year as participation occur” and that “examples can be still or moving images, audio recordings, or detailed written examples”. Each year,

	<p>teachers should check the EAS prior to teaching the Achievement Standard, and the EAS should be clearly understood.</p>
Demonstrate Understanding	<ul style="list-style-type: none"> Students are required to 'demonstrate understanding of the influences on movement in Aotearoa New Zealand or the Pacific.' Demonstrate requires students to describe. This infers the ability to provide a detailed account of how influences affect a movement context. They should draw from their own participation experiences to support their descriptions. Students should be supported to develop proficiency in their ability to 'describe', and have multiple opportunities for practice and feedback. For example, students may begin by listing or identifying general ways in which movement influences well-being, without deep analysis or specific examples. As they progress, students should begin to provide more detailed descriptions, including explanations of how different dimensions of well-being are affected and specific examples from their own experiences. The intention is for students to "demonstrate their understanding of influences on movement" AND "reflect on their own movements with reference to te ao Māori, biophysical and sociocultural aspects". <p>For higher levels of achievement, students must be able to explain (Merit) and evaluate (Excellence) the influences on movement in Aotearoa New Zealand or the Pacific. An explanation will reflect a student's ability to 'discuss' and an evaluation will reflect their ability to 'draw conclusions'.</p> <ul style="list-style-type: none"> Merit: For students to 'discuss' they are required to explain the reasons behind the influences on a movement context (how and why). This will involve looking at causes, effects, relationships, and underlying principles, and must include evidence of personal examples from their own participation in movement. Excellence: For students to 'draw conclusions' they are required to evaluate the influences on a movement context. This will involve students demonstrating the ability to evaluate the various influencing factors that contribute to movement contexts and to articulate the importance of a specified influence in relation to a movement context. For example, students may begin by identifying some factors affecting movement contexts with general examples. As they progress, students are likely to provide more detailed or informed conclusions, considering the interplay of different influences and offering insights into their significance.