

NCEA Review and Maintenance Programme – 2026 updates

Review and maintenance work has been undertaken for all three levels of NZC NCEA for 2026. This pdf document contains the updated Achievement Standards for **Physical Education Level 1**. In January 2026 the NCEA website will be updated with these changes for Level 1, and the pdf version will be removed as it will no longer be necessary. For Levels 2 and 3, NZQA will update their website with the registered standards in December. For external assessment specifications, refer to the NZQA website.

Subject: Physical Education Level 1

Standard	What's changed?
AS 1.1 92016 Standard	Explanatory Notes 2, 3 and 4: <ul style="list-style-type: none"> Changes for clarity and consistency of definitions.
AS 1.2 92017 Standard	Title, Purpose statement, Explanatory Note 1: <ul style="list-style-type: none"> The word 'group' has been added to clarify the difference between 1.1 and 1.2. Explanatory Notes 3 and 4: <ul style="list-style-type: none"> Definitions updated for clarity and consistency.
AS 92018 1.3 Standard	Explanatory Notes 3 and 4: <ul style="list-style-type: none"> Definitions updated for clarity and consistency.
AS 92019 1.4 Standard	Explanatory Notes 2 and 3: <ul style="list-style-type: none"> Definitions updated for clarity and consistency.

Achievement Standard

Subject Reference Physical Education 1.1

Title Apply movement strategies in an applied setting

Level 1 **Credits** 5 **Assessment** Internal

Subfield Health and Physical Education

Domain Physical Education

Status Approved **Status date** September 2025

Planned review date December 2028 **Date version published** December 2025

Purpose Statement

Students are able to apply movement strategies in an applied setting.

Achievement Criteria

Achievement	Achievement with Merit	Achievement with Excellence
<ul style="list-style-type: none">Apply movement strategies in an applied setting	<ul style="list-style-type: none">Sustain movement strategies in an applied setting	<ul style="list-style-type: none">Execute movement strategies in an applied setting

Explanatory Notes

- 1 *Apply movement strategies in an applied setting* involves:
- identifying a range of movement strategies in an applied setting
 - demonstrating a range of movement strategies in an applied setting.

Sustain movement strategies in an applied setting involves:

- consistently demonstrating a range of movement strategies in an applied setting.

Execute movement strategies in an applied setting involves:

- effectively demonstrating with intent and proficiency a range of movement strategies in an applied setting.

- 2^D] For the purpose of this achievement standard, *movement strategies* refer to the tactical decisions and actions used in a movement context. These strategies involve planning and adapting movements to respond effectively to different situations, opponents, or goals.

Examples of a movement strategy include:

- offensive strategy
- defensive strategy
- tactical play.

Examples of a movement context include:

- Māori, Pacific, or other cultural activities
- team or individual activities
- outdoor education activities.

- 3 For the purpose of this achievement standard, an *applied setting* refers to an authentic situation where movement strategies are used.

Examples of an applied setting include:

- a sports game or tournament as part of a team or as an individual
- a modified or competition game
- a festival, event, or outdoor experience.

- 4 Refer to the NCEA [glossary](#) for Māori, Pacific, and further subject-specific terms and concepts.

- 5 This achievement standard is derived from the Health and Physical Education Learning Area at Level 6 of *The New Zealand Curriculum*: Learning Media, Ministry of Education, 2007.

Replacement Information

This achievement standard and AS92017-AS92019 replaced AS90962-AS90970.

Quality Assurance

- 1 Schools and institutions must have been granted consent to assess by NZQA before they can register credits from assessment against achievement standards.
- 2 Schools and institutions with consent to assess must engage with the moderation system that applies to those achievement standards.

Consent and Moderation Requirements (CMR) reference 0233

Achievement Standard

Subject Reference Physical Education 1.2

Title Demonstrate understanding of the application of strategies in group movement

Level 1 **Credits** 5 **Assessment** Internal

Subfield Health and Physical Education

Domain Physical Education

Status Approved **Status date** September 2025

Planned review date December 2028 **Date version published** December 2025

Purpose Statement

Students are able to demonstrate understanding of the application of strategies in group movement.

Achievement Criteria

Achievement	Achievement with Merit	Achievement with Excellence
<ul style="list-style-type: none"> Demonstrate understanding of the application of strategies in group movement 	<ul style="list-style-type: none"> Explain the application of strategies in group movement 	<ul style="list-style-type: none"> Evaluate the application of strategies in group movement

Explanatory Notes

- Demonstrate understanding of the application of strategies in group movement* involves:

 - describing the reason for applying strategies in movement
 - describing the applied strategies, using examples.

Explain the application of strategies in group movement involves:

 - discussing how and why the strategies are applied, using examples.

Evaluate the application of strategies in group movement involves:

 - drawing conclusions about the effectiveness of how the strategies are applied, using examples.
- As part of the evidence provided, students must discuss kotahitanga in the context of the application of strategies. Kotahitanga is a mātauranga Māori concept that refers to unity, togetherness, solidarity, and collective action.
- For the purpose of this achievement standard, a *group* has three or more participants.
- For the purpose of this achievement standard, *strategies* refer to plans of action. Strategies may be characterised by aspects of:
 - tuākana-tēina

[UNCLASSIFIED]

- D]
- co-operation
 - vā.

- 5 Refer to the NCEA [glossary](#) for Māori, Pacific, and further subject-specific terms and concepts.
- 6 This achievement standard is derived from the Health and Physical Education Learning Area at Level 6 of *The New Zealand Curriculum*: Learning Media, Ministry of Education, 2007.
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Replacement Information

This achievement standard, AS92016, AS92018, and AS92019 replaced AS90962-AS90970.

Quality Assurance

- 1 Schools and institutions must have been granted consent to assess by NZQA before they can register credits from assessment against achievement standards.
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Consent and Moderation Requirements (CMR) reference 0233

Achievement Standard**Subject Reference** Physical Education 1.3**Title** Demonstrate understanding of the influence of personal movement experiences on hauora**Level** 1 **Credits** 5 **Assessment** External**Subfield** Health and Physical Education**Domain** Physical Education**Status** Approved **Status date** September 2025**Planned review date** December 2028 **Date version published** December 2025**Purpose Statement**

Students are able to demonstrate understanding of the influence of personal movement experiences on hauora.

Achievement Criteria

Achievement	Achievement with Merit	Achievement with Excellence
<ul style="list-style-type: none"> Demonstrate understanding of the influence of personal movement experiences on hauora 	<ul style="list-style-type: none"> Explain the influence of personal movement experiences on hauora 	<ul style="list-style-type: none"> Evaluate the influence of personal movement experiences on hauora

Explanatory Notes

- 1 *Demonstrate understanding of the influence of personal movement experiences on hauora* involves:

- describing how personal movement experiences influence hauora
- describing how hauora is influenced, using an appropriate model of health
- using examples from personal movement experiences.

Explain the influence of personal movement experiences on hauora involves:

- discussing how and why personal movement experiences influence hauora, using an appropriate model of health.

Evaluate the influence of personal movement experiences on hauora involves:

- drawing conclusions about how and why personal movement experiences influence hauora, using an appropriate model of health.

- 2 For the purpose of this achievement standard, *personal movement experiences* must come from repeated participation in a single physical discipline or sport.

Examples of a physical discipline or sport include:

- mau rākau

[UNCLASSIFIED]

- D]
- badminton
 - sea kayaking.
- 3 For the purpose of this achievement standard, *hauora* must be explained using a model of health. Hauora is a Māori philosophy of holistic wellbeing grounded in bodies of mātauranga unique to Aotearoa New Zealand.
- 4 *A model of health* is a guide to understanding hauora according to aspects or dimensions of the model.
- Examples include:
- Te Wheke
 - Te Whare Tapa Whā
 - Fonua
 - Fonofale.
- 5 Refer to the NCEA [glossary](#) for Māori, Pacific, and further subject-specific terms and concepts.
- 6 This achievement standard is derived from the Health and Physical Education Learning Area at Level 6 of *The New Zealand Curriculum*: Learning Media, Ministry of Education, 2007.
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Replacement Information

This achievement standard, AS92016, AS92017, and AS92019 replaced AS90962-AS90970.

Quality Assurance

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Consent and Moderation Requirements (CMR) reference 0233

Achievement Standard

Subject Reference Physical Education 1.4

Title Demonstrate understanding of influences on movement in Aotearoa New Zealand or the Pacific

Level 1 **Credits** 5 **Assessment** External

Subfield Health and Physical Education

Domain Physical Education

Status Approved **Status date** September 2025

Planned review date December 2028 **Date version published** December 2025

Purpose Statement

Students are able to demonstrate understanding of influences on movement in Aotearoa New Zealand or the Pacific.

Achievement Criteria

Achievement	Achievement with Merit	Achievement with Excellence
<ul style="list-style-type: none"> Demonstrate understanding of influences on movement in Aotearoa New Zealand or the Pacific 	<ul style="list-style-type: none"> Explain influences on movement in Aotearoa New Zealand or the Pacific 	<ul style="list-style-type: none"> Evaluate influences on movement in Aotearoa New Zealand or the Pacific

Explanatory Notes

- 1 *Demonstrate understanding of influences on movement in Aotearoa New Zealand or the Pacific* involves:

- describing how influences affect a movement context.

Explain influences on movement in Aotearoa New Zealand or the Pacific involves:

- discussing how and why influences affect a movement context.

Evaluate influences on movement in Aotearoa New Zealand or the Pacific involves:

- drawing conclusions about how and why influences affect a movement context.

- 2 For the purpose of this achievement standard, *influences on movement* change, shape, or determine how a movement is carried out. Influences on movement come from:
- te ao Māori aspects, including pūrākau, connection to te taiao, tapu, and noa
 - biophysical aspects, including functional anatomy, biomechanics, and sports psychology
 - sociocultural aspects, including gender, media, whānau, hapū, and iwi.

- 3¹ For the purpose of this achievement standard, *movement* must come from a single physical discipline or sport from one of the following contexts:
- Māori, Pacific, or other cultural activities
 - team or individual activities
 - outdoor education activities.

Examples of a physical discipline or sport include:

- mau rākau
- badminton
- sea kayaking.

- 4 Refer to the NCEA [glossary](#) for Māori, Pacific, and further subject-specific terms and concepts.
- 5 This achievement standard is derived from the Health and Physical Education Learning Area at Level 6 of *The New Zealand Curriculum*: Learning Media, Ministry of Education, 2007.

Replacement Information

This achievement standard and AS92016-AS92018 replaced AS90962-AS90970.

Quality Assurance

- 1 Schools and institutions must have been granted consent to assess by NZQA before they can register credits from assessment against achievement standards.
- 2 Schools and institutions with consent to assess must engage with the moderation system that applies to those achievement standards.

Consent and Moderation Requirements (CMR) reference 0233
