

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 assessment materials 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, assessment materials will be updated on TKI in January. For external assessment specifications, refer to the NZQA website.

Subject: Physical Education Level 1

Product	What's changed?
Conditions of Assessment across all internal standards	Updated to provide clearer guidance around authenticity.
AS1.1 92016 Unpacking	Changes made for clarity and consistency to align with changes to the Achievement Standard.
AS1.1 92016 Internal Assessment Activities	Changes made to specific wording in the Student Activities to align with changes to the Achievement Standard.
AS1.2 92017 Unpacking	Changes made for clarity and consistency to align with changes to the Achievement Standard.
AS1.2 92017 Internal Assessment Activities	Changes made for clarity and consistency to align with changes to the Achievement Standard.
AS1.2 92017 Assessment Schedules	Changes made for clarity and consistency to align with changes to the Achievement Standard.
Subject Learning Outcomes	Changes made to Student Activities for clarity and consistency to align with changes to 1.2.
AS1.3 92018 Unpacking	Changes made for clarity and consistency to align with changes to the Achievement Standard.
AS1.4 92019 Unpacking	Changes made for clarity and consistency to align with changes to the Achievement Standard.

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NCEA Conditions of Assessment across all internally assessed standards

Subject:	All NZC subjects
Achievement Standard:	All NZC internal Achievement Standards

The Conditions of Assessment across all Level 1 internally assessed standards have been updated to include clearer guidance about authenticity. Any changes to Standard Specific Conditions of Assessment will be shown separately within this document.

Conditions of Assessment for internally assessed standards

These Conditions provide guidelines for assessment against internally assessed Achievement Standards. Guidance is provided on:

- specific requirements for all assessments against this Standard
- appropriate ways of, and conditions for, gathering evidence
- ensuring that evidence is authentic.

Assessors must be familiar with guidance on assessment practice in learning centres, including enforcing timeframes and deadlines. The [NZQA](#) website offers resources that would be useful to read in conjunction with these Conditions of Assessment.

The learning centre's Assessment Policy and Conditions of Assessment must be consistent with NZQA's [Assessment Rules for Schools with Consent to Assess](#). This link includes guidance for managing internal moderation and the collection of evidence.

Gathering Evidence

Internal assessment provides considerable flexibility in the collection of evidence. Evidence can be collected in different ways to suit a range of teaching and learning styles, and a range of contexts of teaching and learning. Care needs to be taken to allow students opportunities to present their best evidence against the Standard(s) that are free from unnecessary constraints.

It is recommended that the design of assessment reflects and reinforces the ways students have been learning. Collection of evidence for the internally assessed Standards could include, but is not restricted to, an extended task, an investigation, digital evidence (such as recorded interviews, blogs, photographs, or film), or a portfolio of evidence.

Effective assessment should suit the nature of the learning being assessed, provide opportunities to meet the diverse needs of all students, and be valid and fair.

Ensuring Authenticity of Evidence

Authenticity of student evidence needs to be assured regardless of the method of collecting evidence. This must be in line with the learning centre's policy and NZQA's [Assessment Rules for Schools with Consent to Assess](#).

Ensure that the student's evidence is individually identifiable and represents the student's own work. The evidence must be an accurate reflection of what the student independently knows and can do, according to the Standard being assessed. This includes evidence submitted as part of a group assessment, evidence produced outside of class time or without assessor supervision, and evidence produced with any use of generative artificial intelligence tools (GenAI). GenAI use should be carefully considered in the context of the Standard being assessed and its Conditions of Assessment, discussed with students before the assessment, and its use must be acknowledged. For example, an investigation carried out over several sessions could include:

- teacher guidance on the nature and extent of [acceptable GenAI use](#), if any
- assessor observations and conversations
- meeting with the student at set milestones or checkpoints
- the student's record of progress, such as photographic entries or any GenAI prompts used.

NCEA Unpacking the Standard

Subject:	Physical Education
Achievement Standard:	1.1 Apply movement strategies in an applied setting
Credits:	5

The intent of the Standard

This Achievement Standard assesses the ability of ākonga to identify and apply movement strategies in an applied setting.

Movement strategies refer to a variety of approaches that will help a player or team to successfully achieve a movement outcome or goal. The focus of this Standard is on the importance of tactical awareness, not the performance of the individual skills involved. For example, in basketball the focus would be on whether the player waited for the defender to be drawn in by an offensive screen before driving in for a layup, not the technical quality of the layup. In skateboarding the focus would be on how the skateboarder used the speed generated from a previous manoeuvre when choosing to execute their rail slide, not the precision of the slide.

Ākonga will need to use at least three movement strategies. All strategies need to be demonstrated in the same movement context within an applied setting. For example, in netball ākonga may choose to apply a defensive strategy like zone defence, an offensive strategy such as passing into space, and a hold-and-drop. This would give evidence of three strategies within the same movement context of netball, in the applied setting of a competitive netball game.

Selecting a range of strategies such as demonstrating zone defence in netball, tactical use of a drop shot in badminton, and route selection in mountain biking, would not allow ākonga to meet the Achievement Standard as they are in different movement contexts and occur in different applied settings. Training principles or preparation are not strategies.

For this standard, ākonga need to apply movement strategies in an applied setting. An applied setting is an authentic context such as a netball game, or a cross-country race. It allows ākonga to apply strategies in response to external factors such as the environment, or movement by the opposition and teammates. While this will generally mean using competitive situations such as games, tournaments, or festivals as the applied setting, Outdoor Education experiences can also be used if movement strategies can be clearly identified, and they are applied in the appropriate space and place. For example, applying the movement strategy of 'using river flow to conserve energy' would not be appropriately demonstrated by kayaking in a pool.

Passing into space during a drill is not in an applied setting, as there is no need to anticipate where the other players will be, account for defence, or adjust the application based on your own positioning.

The expectation is that ākonga have opportunities to develop their use of movement strategies across a wide variety of movement contexts in an applied setting throughout the year. Ākonga

can then select a movement context and a wide range of movement strategies for assessment purposes. Ākonga should be supported to select several strategies to apply, but submit evidence for their best three. This will allow for opportunities to arise to authentically demonstrate the selected strategies in the applied setting. The assessment should only occur when ākonga are ready.

The ways in which the strategies are applied, and the quality of their execution could include:

- coordination, purpose, and fluidity
- ihi, wehi, and wana
- anticipating and responding to external cues
- changing direction, speed, or pace.

Ākonga are expected to demonstrate movement strategies appropriate for the curriculum level, and the way strategies are used will support students to achieve this. The movement strategies will be dependent on the movement context within the applied setting. Ākonga need to clearly identify what strategies they are using and these should be referenced in the teacher commentary. For example, when using surfing as a movement context and wave selection as a movement strategy, ākonga would be expected to anticipate and respond to external cues such as the positions of other surfers, incoming sets of waves, and their own position relative to the direction of the wave. The teacher would note this in their observations.

The Significant Learning reflected in this Achievement Standard includes:

- develop movement skills and strategies that are responsive to external cues
- manage self in challenging movement contexts.

Making reliable judgements

Ākonga will need to identify and apply at least three movement strategies in an applied setting. For example, if demonstrating the offensive strategy of passing into space in kī-o-rahi, this would involve passing the ball into open space so that a team member can run on to the ball. Using the movement strategy of accurate passing would involve using appropriate speed and power in the pass, and looking for where the team member is located within the competitive style game.

At higher levels of achievement, ākonga will need to sustain their application of movement strategies. This involves being able to consistently repeat their demonstrations within the applied setting. Consistent demonstration is required across an individual applied setting such as one game or experience, or across multiple demonstrations such as a tournament. For example, it could be demonstrated by using zone defence appropriately throughout one game of netball, rather than only once or twice per game over the teaching and learning programme. The execution of the strategies involves not just the application of the strategy, but a successful, intentional, and accurate application. This will generally have more impact on the outcome of the movement strategy.

Collecting evidence

The intent for this Achievement Standard is that the application of movement strategies will be assessed in a live, applied setting. Evidence could include ākonga-submitted evidence and teacher observations, along with a signed authenticity of work statement.

Ākonga could collect and collate evidence of their application of movement strategies and submit this. Evidence should be targeted, with ākonga selecting specific examples of the movement strategies they used. For example, a 40-minute recording of a kī-o-rahi game per ākonga would be unsuitable. However, the teacher may video the class and each ākonga could provide the timestamps for their individual demonstration of strategies. Alternatively, ākonga could provide specific clips of movement strategies that they used during the game, totalling 3-4 minutes.

A teacher observation or commentary would provide an overview of the performance of the movement strategies. It would be completed by the teacher as they observe ākonga performing in the applied setting.

As the ākonga-submitted evidence cannot accurately portray the full scope of the evidence observed, the teacher could add a commentary explaining this. This is particularly relevant for demonstrating sustained movement strategies, because short video clips, for example, may not be representative of the entire performance. Commentary could contain examples and reasoning for differences between the evidence submitted by ākonga and the live performance.

Possible contexts

Teachers will need to ensure that ākonga-selected strategies are appropriate for the movement context in which they will be applied, and that the chosen movement context allows for appropriate strategies to be demonstrated.

Examples of *movement strategies* include:

- offensive strategies
- defensive strategies
- tactical play
- wave selection.

NCEA Internal Assessment Activity

Activity name:	Rōpū whero vs rōpū kōwhai
Subject:	Physical Education 1.1a
Achievement Standard:	92016
Credits:	5
Assessment Activity Version:	4

Note to teacher: This Internal Assessment Activity may be used unchanged, or can be adapted by the teacher, ensuring that all requirements of the Achievement Standard are still met. This textbox should be removed prior to sharing the activity with your students.

What to do

You are going to apply at least three movement strategies in a series of team games of kī-o-rahi. You and your team will have a chance to play as both Whero and Kōwhai, as you alternate roles at half or quarter time. You will need to partake in multiple games of kī-o-rahi to demonstrate a range of movement strategies.

Do

1. Select at least three movement strategies that you will apply during your games of kī-o-rahi. Examples of movement strategies in kī-o-rahi include:
 - running strategic angles to create space for teammates to score
 - using zone defence to defend the pou
 - moving into space to receive the kī.
 - Discuss the ways each strategy has been applied with your teacher, to ensure you demonstrate them as well as possible. What aspects of the strategies were used e.g; coordination, anticipating and responding to external cues?
2. Apply your chosen movement strategies in an applied setting. An applied setting is an authentic context such as a ki-o-rahi game in a school gymnasium.
3. Gather any evidence that shows you demonstrating the movement strategies you have chosen. Your kaiako will also be observing and assessing your application of the movement strategies.
4. Collate this evidence into a format (of your choice) that clearly demonstrates your understanding of the movement strategies you chose.

Presenting your evidence

As you participate in your kī-o-rahi games, you will need to apply a range of movement strategies. Present your evidence of these, ensuring you have focused on:

- identifying the movement strategies you have chosen
- applying a range of movement strategies in your games of kī-o-rahi

- sustaining a range of movement strategies in your games of kī-o-rahi — this is about consistency in each game and across the series of games
- executing with intent and proficiency a range of movement strategies in your games of kī-o-rahi.

You may want to edit a highlights reel or a slideshow with embedded video evidence of your three movement strategies.

How to present your learning

You will show your learning by collating evidence of your application of movement strategies in an applied setting.

Select an appropriate mode for presenting your evidence. For example, you may use a:

- video presentation of 3-4 minutes
- digital slide show of 3-4 minutes with no more than 8 slides.

Things to remember when choosing which clips to include:

- Check that you have clearly identified yourself in any clips so the assessor knows who you are
- Ensure that you have clearly identified the movement strategy you are providing evidence for, and when in the clip you apply it (ie, providing the time stamp and stating which strategy it shows, or annotating the video)
- You will also need to ensure that you are fully visible in any clips, and that the assessor is able to see what is happening around you before and after you apply your strategy. This is so they can see how you apply your strategy, such as if you are responding to an external cue or applying the strategy at an appropriate time.

If you would like to present your work in a different way to the above options, negotiate and co-construct this with your teacher.

Timeframe

Evidence can be collected over a number of weeks throughout the school year, across several games of kī-o-rahi during teaching and learning, following the direction of your teacher.

Collating your final evidence of reflection should take around 4-6 hours, which can include time spent in and out of class.

Your teacher will provide you with the details of submission deadlines and may also provide you with checkpoints to help you stay on track.

Getting started

You will need to find out which of the movement strategies in kī-o-rahi you are already

competent in and which you will need to practise before you begin your assessment. Check that your chosen movement strategies are relevant and appropriate with your teacher before starting. You may want to research your strategies and create a montage of ideal performances or create a description of what the strategies are and how they could be used effectively. Your kaiako will make you aware of the rules, specific equipment, and safety precautions needed for the game.

Student resources

1. More background information on kī-o-rahi is available here: [Kī o Rahi](#)
2. Useful links on kī-o-rahi include:
 - [Tāmaki Makaurau Kī o Rahi Rules](#)
 - [2019 NZ Secondary School Kī o Rahi National Rules](#)
 - [2019 NZ Secondary School Kī o Rahi National Field Dimensions](#)
 - [2019 NZ Secondary School Kī o Rahi National Equipment Specifications](#)

NCEA Internal Assessment Activity

Activity name:	Dare to be aware
Subject:	Physical Education 1.1b
Achievement Standard:	92016
Credits:	5
Assessment Activity Version:	5

Note to teacher: This Internal Assessment Activity may be used unchanged, or can be adapted by the teacher, ensuring that all requirements of the Achievement Standard are still met. This textbox should be removed prior to sharing the activity with your students.

What to do

You are going to apply at least three movement strategies in a series of team games of goalball. Your kaiako will design the games so that it is accessible to all ākonga and explain the rules before you play. You will need to partake in multiple games of goalball to demonstrate a range of movement strategies.

Do

1. Select **at least three** movement strategies that you will apply during your games of goalball. You will need to partake in multiple games of goalball to demonstrate a range of movement strategies. Examples of movement strategies in goalball include:
 - anticipating opposition movements to find gaps in defense
 - placement of blocks to defend the goal
 - tactical decisions around the type of shot to play.
2. Discuss the ways each strategy has been applied with your teacher, to ensure you demonstrate them as well as possible. What aspects of the strategies were used e.g. ihi, wehi, and wana, or coordination and fluidity?
3. Apply your chosen movement strategies in an applied setting. An applied setting is an authentic context such as a goalball game in a school gymnasium.
4. Gather any evidence that shows you demonstrating the movement strategies you have chosen. Your kaiako will also be observing and assessing your application of movement strategies.
5. Collate this evidence into a format (of your choice) that demonstrates your application of the movement strategies you chose.

Presenting your evidence

As you participate in your goalball games, you will need to apply a range of movement strategies. Present your evidence of these, ensuring you have focused on:

- identifying the movement strategies you have chosen
- applying a range of movement strategies in your games of goalball
- sustaining a range of movement strategies in your games of goalball. This is about consistency in each game and across the series of games.
- executing with intent and proficiency a range of movement strategies in your games of goalball.

You may want to edit a highlights reel or a slideshow with embedded video evidence of your three movement strategies.

How to present your learning

You will show your learning by creating a collation of evidence of your application of movement strategies in an applied setting.

Select an appropriate mode for presenting your evidence. For example, you may use a:

- video presentation of 3-4 minutes
- digital slide show of 3-4 minutes with no more than 8 slides.

Things to remember when choosing which clips to include:

- check that you have clearly identified yourself in any clips so the assessor knows who you are
- ensure that you have clearly identified the movement strategy you are providing evidence for, and when in the clip you apply it (ie, providing the time stamp and stating which strategy it shows, or annotating the video)
- you will also need to ensure that you are fully visible in any clips, and that the assessor is able to see what is happening around you before and after you apply your strategy. This is so they can see how you apply your strategy, such as if you are responding to an external cue or applying the strategy at an appropriate time.

If you would like to present your work in a different way to the above options, negotiate and co-construct this with your teacher.

Your kaiako will let you know when you will be assessed and how to clearly apply your movement strategies.

Timeframe

Evidence can be collected over a number of weeks throughout the school year, across several games of goalball during teaching and learning, following the direction of your teacher.

Collating your final evidence of reflection should take around 4-6 hours, which can include time spent in and out of class.

Your teacher will provide you with the details of submission deadlines and may also provide you with checkpoints to help you stay on track.

Getting started

You will need to find out which of the movement strategies in goalball you are already competent in and which you will need to practise before you begin your assessment. Check your chosen movement strategies are relevant and appropriate with your teacher before starting. You may want to research your strategies and create a montage of ideal performances or create a description of what the strategies are and how they could be used effectively. Your kaiako will make you aware of the rules, specific equipment, and safety precautions needed for the game.

Student resources

More background information on goalball is available here:

- [Goalball New Zealand](#)

Other useful links for goalball include:

- [Goalball — International Paralympic Committee](#)

NCEA Internal Assessment Activity

Activity name:	Move to improve
Subject:	Physical Education 1.1c
Achievement Standard:	92016
Credits:	5
Assessment Activity Version:	4

Note to teacher: This Internal Assessment Activity may be used unchanged, or can be adapted by the teacher, ensuring that all requirements of the Achievement Standard are still met. This textbox should be removed prior to sharing the activity with your students.

What to do

You are going to apply at least three movement strategies in a series of applied settings in a movement activity of your choice. Your kaiako will design the applied setting so that it is accessible to all ākonga and explain the rules before you play. You will need to partake in multiple settings of your chosen movement context to demonstrate a range of movement strategies.

Do

1. Select **at least three** movement strategies that you will apply during your chosen movement context. Examples of movement strategies include:
 - offensive strategies such as passing into space, tactical use of a drop shot, or hitting into space
 - defensive strategies such as person-on-person defence, dropping back to cover strong opposition, or moving into position along the hitting line to cut off a line drive
 - external factors such as tactical wave selection, adjusting your course for other participants
 - tactical play such as targeting a certain player, selecting a certain shot to put opposition off balance.
2. Discuss the ways each strategy has been applied with your teacher, to ensure you demonstrate them as well as possible. What aspects of the strategies were used, for example, anticipating and responding to external cues or applying the strategies at the correct time?
3. Apply your chosen movement strategies in an applied setting. An applied setting is an authentic context such as a netball game in the local sports facility.
4. Gather any evidence that shows you demonstrating the movement strategies you have chosen. Your kaiako will also be observing and assessing your application of movement strategies.

5. Collate this evidence into a format (of your choice) that demonstrates your understanding of the movement strategies you chose.

Presenting your evidence

As you participate in your chosen movement context, you will need to apply a range of movement strategies. Present your evidence of these, ensuring you have focused on:

- applying a range of movement strategies in your chosen movement context
- sustaining a range of movement strategies in your chosen movement context. This is about consistency in each game and across the series of games.
- executing with intent and proficiency a range of movement strategies in your chosen movement context.

You may want to edit a highlights reel or a slideshow with embedded video evidence of your three movement strategies.

How to present your learning

You will show your learning by creating a collation of evidence of your application of movement strategies in an applied setting.

Select an appropriate mode for presenting your evidence. For example, you may use a:

- video presentation of 3-4 minutes
- digital slide show of 3-4 minutes with no more than 8 slides.

Things to remember when choosing which clips to include:

- Check that you have clearly identified yourself in any clips so the assessor knows who you are
- Ensure that you have clearly identified the movement strategy you are providing evidence for, and when in the clip you apply it (ie, providing the time stamp and stating which strategy it shows, or annotating the video)
- You will also need to ensure that you are fully visible in any clips, and that the assessor is able to see what is happening around you before and after you apply your strategy. This is so they can see how you apply your strategy, such as if you are responding to an external cue or applying the strategy at an appropriate time.

If you would like to present your work in a different way to the above options, negotiate and co-construct this with your teacher.

Your kaiako will let you know when you will be assessed and how to clearly apply your movement strategies.

Timeframe

Evidence can be collected over a number of weeks throughout the school year, across several applied settings of your chosen movement context during teaching and learning, following the direction of your teacher.

Collating your final evidence of reflection should take around 4-6 hours, which can include time spent in and out of class.

Your teacher will provide you with the details of submission deadlines and may also provide you with checkpoints to help you stay on track.

Getting started

For your chosen movement context, you will need to find out which of its movement strategies you are already competent in and which you will need to practice before you begin your assessment. Check that your chosen movement strategies are relevant and appropriate with your teacher before starting. You may want to research your strategies and create a montage of ideal performances or create a description of what the strategies are and how they could be used effectively. Your kaiako will make you aware of the rules, specific equipment, and safety precautions needed for the game.

NCEA Unpacking the Standard

Subject:	Physical Education
Achievement Standard:	1.2 Demonstrate understanding of the application of strategies in group movement
Credits:	5

The intent of the Standard

This Achievement Standard assesses the ability of ākonga to engage collaboratively in group movement. Ākonga will demonstrate their understanding of the application of strategies within the broad te ao Māori concept of kotahitanga.

For the purposes of this Achievement Standard, ākonga will need to participate in movement as part of a group. This participation helps substantiate and provide evidence for assessment.

To attain this Standard, ākonga must include the discussion of kotahitanga in the context of the application of strategies.

Ākonga will need to reflect on the application of at least two strategies. Both strategies must be applied and then reflected on from their own experience. However, not all experiences need to be from the same movement. Ākonga may choose to focus on one strategy during one movement, and then apply the second strategy in another movement. They may also apply both strategies during one movement, but all strategies must be focused on kotahitanga.

Kotahitanga is a mātauranga Māori concept that refers to unity, togetherness, solidarity, and collective action. Strategies are applied to develop kotahitanga, which foster and enhance relationships, respect, and unity in group movement contexts.

The term kotahitanga has strong links to socio-political movements, which were ways to unite Māori who were not connected by whakapapa through hapū or iwi. The application of the term continues today through various kaupapa across Aotearoa New Zealand. It is important to be aware of the history of kotahitanga, but also to note that in Physical Education kotahitanga manifests as working together and working towards a common goal.

The Significant Learning reflected in this Achievement Standard includes:

- develop capabilities and explore strategies to promote kotahitanga
- manage self in challenging movement contexts
- apply an understanding of tikanga.

Making reliable judgements

Ākonga will need to demonstrate at least two strategies in group movement. They will reflect on kotahitanga in the context of the application of their strategies, supported by examples from

their personal experience. It is important that ākonga both reflect on their own application of the strategies and demonstrate understanding of kotahitanga in this context.

At higher levels of achievement, ākonga will use critical thinking to draw conclusions about how effectively their strategies were applied, in the context of kotahitanga and giving examples from their own experience.

Each ākonga must meet the requirements of the Achievement Standard individually and will need to sign an authenticity of work statement.

Collecting evidence

Ākonga may work on assessment responses in and out of class time, creating reflections during the experience or following its completion.

Ākonga can collect and present evidence via any suitable medium, as long as it clearly demonstrates the requirements of the Achievement Standard have been met. This may take the form of notes, photos, videos, or voice recordings. Ensure that ākonga are clearly identified in any photo or video evidence.

Possible contexts

Examples of a movement include:

- Māori activities
- cultural activities
- dance
- team sports
- outdoor education activities.

Strategies are actions that may be characterised by aspects of:

- tuākana-tēina
- manaakitanga
- vā
- cooperation
- rangatiratanga
- kuleana/tautua
- problem solving
- whakarongo
- ako
- alofa/ofa/aloha/aroha
- effective communication
- vaka
- whanaungatanga.

Teachers will need to ensure that the strategies selected by ākonga are appropriate for the group movement in which they will be applied.

NCEA Internal Assessment Activity

Activity name:	Mā pango, mā whero, ka oti te mahi
Subject:	Physical Education 1.2a
Achievement Standard:	92017
Credits:	5
Assessment Activity Version:	4

Note to teacher: This Internal Assessment Activity may be used unchanged, or can be adapted by the teacher, ensuring that all requirements of the Achievement Standard are still met. This textbox should be removed prior to sharing the activity with your students.

What to do

In a group you are going to be involved in a range of team games and activities with a focus on kotahitanga. You will then reflect on how kotahitanga was promoted by the application of your strategies and present this in a report.

Do

1. Select at least TWO strategies that could help you to promote kotahitanga of your group. These strategies may need to be specific to your role in the group so that you can demonstrate your own understanding of the purpose to your kaiako.
2. Participate in group movement activities with a focus on teamwork. These movement activities could look like:
 - te ao kori activities, eg kī-o-rahi, mau rākau, kapa haka, waka ama, tī rākau, ngā mahi poi, ngā mahi a te rēhia, and whai
 - use of traditional equipment, eg hongā, tama taiki, manu wāhine, kuku momo, pātiki, and taunara
 - linking into the whenua and mana whenua, and local points of interest (hīkoi in groups, with respect for the tikanga of the significant sites for mana whenua).
3. Apply the strategies with the goal of promoting kotahitanga.
4. Reflect on the ways kotahitanga within your group was promoted through the application of your strategies. This could be done during the lesson or at the end of each activity, by recording a short clip.

Reflect

In your report:

1. Discuss how kotahitanga has been considered in promoting group movement through the application of strategies.

2. Describe how kotahitanga was promoted in group movement by your own application of at least TWO strategies.
3. Discuss how and why kotahitanga was promoted by your own application of each strategy.
4. Draw conclusions about the effectiveness of how kotahitanga was promoted through your application of strategies.

Remember to include specific examples from your own application of each strategy in your reflections.

How to present your learning

Select an appropriate mode for presenting your reflection and evidence. For example, you may use a:

- video presentation of 3-4 minutes
- screencast of 3-4 minutes
- narrated digital slide show of 3-4 minutes
- written report of 750-800 words
- podcast/video recording interview of 3-4 minutes.

If you would like to present your work in a different way to the above options, negotiate and co-construct this with your kaiako.

Timeframe

Evidence can be collected over a number of weeks throughout the school year, during teaching and learning, following the direction of your kaiako.

Collating your final evidence of reflection should take around 4-6 hours, which can include time spent in and out of class.

Your kaiako will provide you with the details of submission deadlines and may also provide you with checkpoints to help you stay on track.

Getting started

The name of this activity, 'mā pango, mā whero, ka oti te mahi', is a whakataukī and refers to different people, or groups of people, cooperating and combining efforts to achieve a common goal.

Begin by considering what kotahitanga means to you. How would you describe the feeling of working together towards a goal? How does it feel when a group isn't working well together?

Teacher Guidance

To attain this Standard, 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. The evidence that shows understanding of kotahitanga is necessary to pass the standard but does not contribute to the Achievement, Achievement with Merit, and Achievement with Excellence grade.

Physical Education Assessment Schedule:

Assessment Activity 1.2a

Activity Title: Mā pango mā whero, ka oti te mahi

Achievement Standard: 92017 Demonstrate understanding of the application of strategies in group movement

Achievement	Achievement with Merit	Achievement with Excellence
Achievement Criteria		
At the Achieved level, the student is able to demonstrate understanding of the application of strategies in group movement	At the Merit level, the student is able to explain the application of strategies in group movement	At the Excellence level, the student is able to evaluate the application of strategies in group movement
For all levels of achievement, the student is able to discuss kotahitanga in the context of the application of strategies.		
Teacher Judgement		
At the Achieved level, the student is able to: <ul style="list-style-type: none"> describe the reason for applying strategies in group movement describe at least 2 applied strategies, using examples. 	At the Merit level, the student is able to: <ul style="list-style-type: none"> discuss how and why at least 2 strategies are applied, using examples. 	At the Excellence level, the student is able to: <ul style="list-style-type: none"> draw conclusions about the effectiveness of how at least 2 strategies are applied, using examples.
At all levels, the student is able to discuss kotahitanga in the context of the application of strategies.		

Overall level of achievement will be based on a holistic examination of the evidence provided against the criteria in the Achievement Standard.

For example (description of possible student evidence for this activity)

Achievement	Achievement with Merit	Achievement with Excellence
<p>At the Achieved level, the student has:</p> <ul style="list-style-type: none"> described the reason for applying strategies in group movement. <i>For example:</i> <ul style="list-style-type: none"> <i>described how whanaungatanga and effective communication influenced the way the group worked together, the connections within the group, or the sense of shared responsibility for the outcome of the group activities.</i> described at least 2 applied strategies in group movement, supported with specific examples from their own application. <i>For example:</i> <ul style="list-style-type: none"> <i>described whanaungatanga and effective communication as their applied strategies.</i> discussed kotahitanga in the context of the application of strategies. <i>For example:</i> <ul style="list-style-type: none"> <i>discussed how whanaungatanga and effective communication fostered kotahitanga, which influenced the way the group worked together, the connections within the group, or the sense of shared responsibility for the outcome of the group activities.</i> 	<p>At the Merit level, the student has:</p> <ul style="list-style-type: none"> discussed how each strategy was applied during the group activities, supported with specific examples from their own application. <i>For example:</i> <ul style="list-style-type: none"> <i>discussed how whanaungatanga and effective communication were applied and how this impacted on the functioning of the group, the relationships within the group, or the outcome of the group activities.</i> discussed why each strategy was applied during the group activities, supported with specific examples from their own application. <i>For example:</i> <ul style="list-style-type: none"> <i>discussed why whanaungatanga and effective communication were applied and the impact on the functioning of the group, the relationships within the group, or the outcome of the group activities.</i> discussed kotahitanga in the context of the application of strategies. <i>For example:</i> <ul style="list-style-type: none"> <i>discussed how whanaungatanga and effective communication fostered kotahitanga, which influenced the way the group worked together, the connections within the group, or the sense of shared responsibility for the</i> 	<p>At the Excellence level, the student has:</p> <ul style="list-style-type: none"> drawn conclusions about the effectiveness of how the strategies were applied during the group activities, supported with specific examples from their own application. <i>For example:</i> <ul style="list-style-type: none"> <i>drawn conclusions about the positive and/or negative effect of applying the strategies of whanaungatanga and effective communication during the group activities</i> <i>drawn conclusions about the extent to which the strategies of whanaungatanga and effective communication were effectively applied to impact on the functioning of the group, the relationships within the group, or the outcome of the group activities.</i> discussed kotahitanga in the context of the application of strategies. <i>For example:</i> <ul style="list-style-type: none"> <i>discussed how whanaungatanga and effective communication fostered kotahitanga, which influenced the way the group worked together, the connections within the group, or the sense of shared responsibility for the outcome of the group activities.</i>

	<i>outcome of the group activities.</i>	
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Overall level of achievement will be based on a holistic examination of the evidence provided against the criteria in the Achievement Standard.

For 2026 Planning

NCEA Internal Assessment Activity

Activity name:	Ka haere tātou
Subject:	Physical Education 1.2b
Achievement Standard:	92017
Credits:	5
Assessment Activity Version:	4

Note to teacher: This Internal Assessment Activity may be used unchanged, or can be adapted by the teacher, ensuring that all requirements of the Achievement Standard are still met. This textbox should be removed prior to sharing the activity with your students.

What to do

You are going to be involved in group movement activities. This could include problem solving tasks, cooperative games or adventure activities. You will then reflect on how kotahitanga was promoted by the application of your strategies during each lesson by filming a short self-reflection clip. You will then submit a collated video of your best reflective evidence.

Do

1. Select at least TWO strategies that could help you to promote kotahitanga in your group. These strategies may need to be specific to your role in the group so that you can demonstrate your own understanding of the purpose to your kaiako.
2. Participate in experiential learning activities (4-6 sessions) directed by the teacher (activity examples: human knot, poi rākau, group pyramid, spider web, horohopu, iceberg).
3. Apply the strategies with the goal of promoting kotahitanga.
4. Reflect on the ways kotahitanga within your group was promoted through the application of your strategies. This could be done during the lesson or at the end of each activity, by recording a short clip.

Reflect

In your self-reflective video entries:

1. Discuss how kotahitanga has been considered in the application of strategies.
2. Describe how kotahitanga was promoted in group movement by your own application of at least TWO strategies.
3. Discuss how and why kotahitanga was promoted by your own application of each strategy.

4. Draw conclusions about the effectiveness of how and why kotahitanga was promoted through your application of strategies.
5. Remember to include specific examples from your own application of each strategy in your reflections.

How to present your learning

Select an appropriate mode for presenting your reflection and evidence. For example, you may use a:

- video presentation of 3-4 minutes
- screencast of 3-4 minutes
- podcast/video recording interview of 3-4 minutes.

If you would like to present your work in a different way to the above options, negotiate and co-construct this with your kaiako.

Timeframe

Evidence can be collected over a number of weeks throughout the school year, during teaching and learning, following the direction of your kaiako.

Collating your final evidence of reflection should take around 4-6 hours, which can include time spent in and out of class.

Your kaiako will provide you with the details of submission deadlines and may also provide you with checkpoints to help you stay on track.

Getting started

Begin by considering what kotahitanga means to you. How would you describe the feeling of working together towards a goal? How does it feel when a group isn't working well together?

Teacher Guidance

To attain this Standard, 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. The evidence that shows understanding of kotahitanga is necessary to pass the standard but does not contribute to the Achievement, Achievement with Merit, and Achievement with Excellence grade.

Experiential learning activities

Experiential learning places the learner at the centre, and recognises the learner's individual experience as valid and valuable. In Physical Education this sort of learning commonly takes place in an outdoor environment and is holistic in nature. Learning is based on direct experience, and the process is viewed as equally as important as what is learned. Experiential Learning Activities are designed to:

- increase participants' sense of confidence
- increase mutual support within a group
- encourage joy in one's physical self and in being with others.

Experiential learning cycle

For the purposes of this assessment, activities need to be sequenced, scaffolded, and focused on individual development, through the experiential learning cycle. Some useful resources for experiential learning activities include:

1. Brown, H. (2008). *Nga Taonga Takaro: Maori sports & games*. Raupo.
2. Rohnke, K. (1984). *Silver bullets: A guide to initiative problems, adventure games, stunts and trust activities*. Dubuque, Iowa: A Project Adventure publication in cooperation with Kendall/Hunt Pub. Co.
3. Rohnke, K. (1989). *Cowstails and cobras II: a guide to games, initiatives, ropes courses & adventure curriculum*. Dubuque, Iowa: Kendall/Hunt Pub. Co.
4. [Adventure Based Learning \(ABL\) Activities \(supportadventure\)](#).

Physical Education Assessment Schedule:

Assessment Activity 1.2b

Activity Title: Ka haere tātou

Achievement Standard: 92017 Demonstrate understanding of the application of strategies in group movement

Achievement	Achievement with Merit	Achievement with Excellence
Achievement Criteria		
At the Achieved level, the student is able to demonstrate understanding of the application of strategies in group movement	At the Merit level, the student is able to explain the application of strategies in group movement	At the Excellence level, the student is able to evaluate the application of strategies in group movement
For all levels of achievement, the student is able to discuss kotahitanga in the context of the application of strategies.		
Teacher Judgement		
At the Achieved level, the student is able to: <ul style="list-style-type: none"> describe the reason for applying strategies in group movement describe at least 2 applied strategies, using examples. 	At the Merit level, the student is able to: <ul style="list-style-type: none"> discuss how and why at least 2 strategies are applied, using examples. 	At the Excellence level, the student is able to: <ul style="list-style-type: none"> draw conclusions about the effectiveness of how at least 2 strategies are applied, using examples.
At all levels, the student is able to discuss kotahitanga in the context of the application of strategies.		

Overall level of achievement will be based on a holistic examination of the evidence provided against the criteria in the Achievement Standard.

For example (description of possible student evidence for this activity)

Achievement	Achievement with Merit	Achievement with Excellence
<p>At the Achieved level, the student has:</p> <ul style="list-style-type: none"> described the reason for applying strategies in group movement. <i>For example:</i> <ul style="list-style-type: none"> <i>described how whanaungatanga and effective communication influenced the way the group worked together, the connections within the group, or the sense of shared responsibility for the outcome of the Experiential Learning Activities.</i> described at least 2 applied strategies in group movement, supported with specific examples from their own application. <i>For example:</i> <ul style="list-style-type: none"> <i>described whanaungatanga and effective communication as their applied strategies.</i> discussed kotahitanga in the context of the application of strategies. <i>For example:</i> <ul style="list-style-type: none"> <i>discussed how whanaungatanga and effective communication fostered kotahitanga, which influenced the way the group worked together, the connections within the group, or the sense of shared responsibility for the outcome of the group activities.</i> 	<p>At the Merit level, the student has:</p> <ul style="list-style-type: none"> discussed how each strategy was applied during the group activities, supported with specific examples from their own application. <i>For example:</i> <ul style="list-style-type: none"> <i>discussed how whanaungatanga and effective communication were applied and how this impacted on the functioning of the group, the relationships within the group, or the outcome of the Experiential Learning Activities.</i> discussed why each strategy was applied during the Experiential Learning Activities, supported with specific examples from their own application. <i>For example:</i> <ul style="list-style-type: none"> <i>discussed why whanaungatanga and effective communication were applied and the impact on the functioning of the group, the relationships within the group, or the outcome of the Experiential Learning Activities.</i> discussed kotahitanga in the context of the application of strategies. <i>For example:</i> <ul style="list-style-type: none"> <i>discussed how whanaungatanga and effective communication fostered kotahitanga, which influenced the way the group worked together, the connections</i> 	<p>At the Excellence level, the student has:</p> <ul style="list-style-type: none"> drawn conclusions about the effectiveness of how the strategies were applied in the Experiential Learning Activities, supported with specific examples from their own application. <i>For example:</i> <ul style="list-style-type: none"> <i>drawn conclusions about the positive and/or negative effect of applying the strategies of whanaungatanga and effective communication during the Experiential Learning Activities</i> <i>drawn conclusions about the extent to which the strategies of whanaungatanga and effective communication were effectively applied to impact on the functioning of the group, the relationships within the group, or the outcome of the Experiential Learning Activities.</i> discussed kotahitanga in the context of the application of strategies. <i>For example:</i> <ul style="list-style-type: none"> <i>discussed how whanaungatanga and effective communication fostered kotahitanga, which influenced the way the group worked together, the connections within the group, or the sense of shared responsibility for the outcome of the group activities.</i>

	<i>within the group, or the sense of shared responsibility for the outcome of the group activities.</i>	
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Overall level of achievement will be based on a holistic examination of the evidence provided against the criteria in the Achievement Standard.

For 2026 Planning

NCEA Internal Assessment Activity

Activity name:	Let's do it together
Subject:	Physical Education 1.2c
Achievement Standard:	92017
Credits:	5
Assessment Activity Version:	4

Note to teacher: This Internal Assessment Activity may be used unchanged, or can be adapted by the teacher, ensuring that all requirements of the Achievement Standard are still met. This textbox should be removed prior to sharing the activity with your students.

What to do

You are going to be involved in group movement activities with a focus on team challenges. You will then be interviewed by a peer on how kotahitanga was promoted by the application of your strategies.

Do

1. Select at least TWO strategies that could help you to promote kotahitanga of your group. These strategies may need to be specific to your role in the group so that you can demonstrate your own understanding of the purpose to your kaiako.
2. Participate in group movement activities with a focus on team challenges. This may involve your kaiako setting an outcome for the session and then working as a team to negotiate how you will complete the set tasks. This will be about using the individual strengths of your teammates to divide the tasks up, or working out how you can motivate and encourage each other to get the job done. This could look like:
 - a series of challenges involving a range of tasks that have to be completed within a set time. These could be negotiated as a team, with each person working on the challenges that work to their strengths to help the team meet their goal
 - a certain distance that must be achieved within a set time, where each team member contributes what they can in order for the group to collectively meet their goal.
3. Apply the strategies with the goal of promoting kotahitanga.
4. Reflect on the ways kotahitanga within your group was promoted through the application of your strategies. This will be done in the form of a peer interviewing you about your strategies.

Reflect

In your peer interview:

1. Discuss how kotahitanga has been considered in promoting group movement through the application of strategies.

2. Describe how kotahitanga was promoted in group movement by your own application of at least TWO strategies.
3. Discuss how and why kotahitanga was promoted by your own application of each strategy.
4. Draw conclusions about the effectiveness of how and why kotahitanga was promoted through your application of strategies.
5. Remember to include specific examples from your own application of each strategy in your reflections.

How to present your learning

Select an appropriate mode for presenting your reflection and evidence. For example, you may use a:

- video presentation of 3-4 minutes
- screencast of 3-4 minutes
- podcast/video recording interview of 3-4 minutes.

If you would like to present your work in a different way to the above options, negotiate and co-construct this with your kaiako.

Timeframe

Evidence can be collected over a number of weeks throughout the school year, during teaching and learning, following the direction of your kaiako.

Collating your final evidence of reflection should take around 4-6 hours, which can include time spent in and out of class.

Your kaiako will provide you with the details of submission deadlines and may also provide you with checkpoints to help you stay on track.

Getting started

Begin by considering what kotahitanga means to you. How would you describe the feeling of working together towards a goal? How does it feel when a group isn't working well together?

Teacher guidance

To attain this Standard, 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. The evidence that shows understanding of kotahitanga is necessary to pass the standard but does not contribute to the Achievement, Achievement with Merit, and Achievement with Excellence grade.

For 2026 Planning

Physical Education Assessment Schedule:

Assessment Activity 1.2c

Activity Title: Let's do it together

Achievement Standard: 92017 Demonstrate understanding of the application of strategies in group movement

Achievement	Achievement with Merit	Achievement with Excellence
Achievement Criteria		
At the Achieved level, the student is able to demonstrate understanding of the application of strategies in group movement	At the Merit level, the student is able to explain the application of strategies in group movement	At the Excellence level, the student is able to evaluate the application of strategies in group movement
For all levels of achievement, the student is able to discuss kotahitanga in the context of the application of strategies.		
Teacher Judgement		
At the Achieved level, the student is able to: <ul style="list-style-type: none"> describe the reason for applying strategies in group movement describe at least 2 applied strategies, using examples. 	At the Merit level, the student is able to: <ul style="list-style-type: none"> discuss how and why at least 2 strategies are applied, using examples. 	At the Excellence level, the student is able to: <ul style="list-style-type: none"> draw conclusions about the effectiveness of how at least 2 strategies are applied, using examples.
At all levels, the student is able to discuss kotahitanga in the context of the application of strategies.		

Overall level of achievement will be based on a holistic examination of the evidence provided against the criteria in the Achievement Standard.

For example (description of possible student evidence for this activity)

Achievement	Achievement with Merit	Achievement with Excellence
<p>At the Achieved level, the student has:</p> <ul style="list-style-type: none"> described the reason for applying strategies in group movement. <i>For example:</i> <ul style="list-style-type: none"> <i>described how whanaungatanga and effective communication influenced the way the group worked together, the connections within the group, or the sense of shared responsibility for the outcome of the group activity.</i> described at least 2 applied strategies in group movement, supported with specific examples from their own application. <i>For example:</i> <ul style="list-style-type: none"> <i>described whanaungatanga and effective communication as their applied strategies.</i> discussed kotahitanga in the context of the application of strategies. <i>For example:</i> <ul style="list-style-type: none"> <i>discussed how whanaungatanga and effective communication fostered kotahitanga, which influenced the way the group worked together, the connections within the group, or the sense of shared responsibility for the outcome of the group activities.</i> 	<p>At the Merit level, the student has:</p> <ul style="list-style-type: none"> discussed how each strategy was applied during the group activities, supported with specific examples from their own application. <i>For example:</i> <ul style="list-style-type: none"> <i>discussed how whanaungatanga and effective communication were applied and how this impacted on the functioning of the group, the relationships within the group, or the outcome of the group activities.</i> discussed why each strategy was applied during the group activities, supported with specific examples from their own application. <i>For example:</i> <ul style="list-style-type: none"> <i>discussed why whanaungatanga and effective communication were applied and the impact on the functioning of the group, the relationships of the group, or the outcome of the group activities.</i> discussed kotahitanga in the context of the application of strategies. <i>For example:</i> <ul style="list-style-type: none"> <i>discussed how whanaungatanga and effective communication fostered kotahitanga, which influenced the way the group worked together, the connections within the group, or the sense of shared responsibility for the</i> 	<p>At the Excellence level, the student has:</p> <ul style="list-style-type: none"> drawn conclusions about the effectiveness of how the strategies were applied during the group activities, supported with specific examples from their own application. <i>For example:</i> <ul style="list-style-type: none"> <i>drawn conclusions about the positive and/or negative effect of applying the strategies of whanaungatanga and effective communication during the group activities</i> <i>drawn conclusions about the extent to which the strategies of whanaungatanga and effective communication were effectively applied to impact on the functioning of the group, the relationships within the group, or the outcome of the group activities.</i> discussed kotahitanga in the context of the application of strategies. <i>For example:</i> <ul style="list-style-type: none"> <i>discussed how whanaungatanga and effective communication fostered kotahitanga, which influenced the way the group worked together, the connections within the group, or the sense of shared responsibility for the outcome of the group activities.</i>

	<i>outcome of the group activities.</i>	
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Overall level of achievement will be based on a holistic examination of the evidence provided against the criteria in the Achievement Standard.

For 2026 Planning

NCEA Unpacking the Standard

Subject:	Physical Education
Achievement Standard:	1.3 Demonstrate understanding of the influence of personal movement experiences on hauora
Credits:	5

The intent of the Standard

This Achievement Standard requires ākonga to participate in personal movement experiences of an ongoing nature, and to share a personal interpretation of how their hauora was influenced. Personal movement experiences refer to an individual's own participation in and throughout a physical activity. They engage in movement in a way that is meaningful, able to be reflected on, and connected to their personal Hauora. Ākonga will be assessed on their understanding of how the personal movement experiences influence hauora. Hauora must be explained using a model of health. Examples must be given from instances of their own participation in the experiences and should be gathered over time. The portfolio form of assessment supports this approach.

It is important that all experiences and therefore reflections come from the same single discipline or sport, not a combination of different disciplines or sports. For example, if an ākonga has chosen volleyball as the physical discipline or sport, they will reflect on what personal movement experiences they engaged in, and how these movement experiences influenced their hauora. It is strongly recommended that the reflections are spaced out over time to allow for the opportunity to see more contrast in the influence on hauora. For example, when ākonga reflect on three separate lessons of volleyball games, rather than three games of volleyball within an individual lesson, they gain a deeper understanding of the factors that can influence their hauora. The influence of personal movement experiences is more observable over time. In the case of an outdoor experience, this could involve completing a reflection for each day of the experience. The outdoor experience must be the same on all three days, for example tramping different sections of the same track.

As part of the teaching and learning programme, ākonga should have the opportunity to explore a range of models of health, but they will need to ensure that their evidence for this Achievement Standard is related to the specified model.

Movement is integral to Physical Education, so ākonga must take part in the activities themselves as active participants.

In this Achievement Standard, influence refers to the fact that the instances of participation in the experiences do not need to have an immediate, drastic impact on hauora. Instead, the effect can be less direct and is likely to evolve over time.

Hauora is a Māori philosophy of holistic wellbeing grounded in bodies of mātauranga unique to Aotearoa New Zealand. This goes beyond the physical aspects of wellbeing to include aspects

such as the spiritual, the collective, and the environmental. A model of health is a guide to understanding hauora according to aspects or dimensions of the model.

The Significant Learning reflected in this Achievement Standard includes:

- make meaning from how movement may influence hauora
- manage self in challenging movement contexts
- recognise that the body holds unique significance and tapu, and must be protected and nurtured through movement.

Making reliable judgements

Ākonga will need to demonstrate an understanding of the influence of personal movement experiences on hauora. They will reflect on how the single discipline or sport they have chosen influences hauora, using the specified model and giving examples from their own experience.

It is important ākonga reflect on their own participation in the experiences and how these experiences impacted them personally, not the group or team. The focus of this Achievement Standard is the influence of personal movement experience on hauora rather than external factors such as weather, role (for example, if officiating), mood, or energy levels.

At higher levels of achievement ākonga should use critical thinking skills to draw conclusions about how and why movement experiences influence hauora, using examples from their chosen discipline or sport.

The focus is not on the ability of ākonga to define the model, nor do they need to discuss each aspect of the given model. Instead, the focus should be on the most relevant aspects of the identified model.

Teachers will need to ensure that the selected personal movement experiences are appropriate for the model of health being applied.

Each ākonga must meet the requirements of the Achievement Standard individually and will need to sign an authenticity of work statement.

Collecting evidence

Refer to the External Assessment Specifications for further information.

To demonstrate understanding of the influences of personal movement experiences on hauora, ākonga must provide evidence supported by examples of participation. This could take the form of still or moving images, audio recordings, or detailed written examples. The candidates need to be clearly identified in any given photo or video evidence.

The use of a portfolio should reflect the ongoing nature of the personal movement experiences, and ākonga reflections should be drawn from different instances of their participation in the same context. Reflections can occur during or after the instances of their participation in the experience. However, ākonga do not need to provide evidence of both.

Possible contexts

Personal movement experiences must come from the same single physical discipline or sport.

Examples of a discipline or sport that support this Achievement Standard include:

- mau rākau: training, whānau gathering, welcoming ceremony
- badminton: drills, friendly game, tournament
- climbing: indoor wall, outdoor wall, bouldering wall
- kayaking: in a pool, on a lake, in a river.

NCEA Unpacking the Standard

Subject:	Physical Education
Achievement Standard:	1.4 Demonstrate understanding of influences on movement in Aotearoa New Zealand or the Pacific
Credits:	5

The intent of the Standard

This Achievement Standard assesses understanding of intrinsic and extrinsic influences on movement in Aotearoa New Zealand or the Pacific. Influences are factors that change, shape, or determine how a movement is performed. These influences *affect* a movement, meaning they have a direct impact on the way the body moves, the outcome of the movement, and/or the conditions under which it occurs.

Ākonga will also consider the diverse ways of understanding a movement context and the moving body.

For this Achievement Standard, ākonga will consider two of the following three aspects:

- te ao Māori aspects involving influences such as:
 - the ways in which creation narratives, pūrākau, and values inform tikanga and participation in movement
 - the body and tapu
 - the connection between movement and te taiao.
- biophysical aspects involving influences on movement such as:
 - functional anatomy
 - biomechanics
 - exercise physiology
 - sports psychology
 - skill acquisition
 - nutrition.
- sociocultural aspects involving influences such as:
 - whānau, hapū, or iwi
 - Pacific knowledges and values
 - accessibility
 - gender
 - racism
 - media.

As part of a broad teaching and learning programme, learners should have the opportunity to learn about all three aspects in a range of different settings, to allow them to gather a breadth of information. For example, if the movement context is kayaking it could be within a pool, on a

lake, and in a river. This learning can occur in a practical teacher-directed fashion until learners are ready to be assessed.

The Significant Learning reflected in this Achievement Standard includes:

- understand a range of biophysical principles
- understand that sociocultural factors influence the moving body
- understand te ao Māori influences on the moving body.

Making reliable judgements

To demonstrate their understanding of influences on movement, ākonga will reflect on their own movements with reference to te ao Māori aspects, biophysical and sociocultural aspects.

Example one: ākonga may select a movement context such as waka ama and focus on: Aspect 1 (te ao Māori) — the influence of tikanga; and Aspect 2 (biophysical) — influence of force summation, to demonstrate their understanding of the influence of movement in Aotearoa New Zealand or the Pacific.

Example two: ākonga may select a movement context such as skateboarding and focus on: Aspect 1 (te ao Māori) — the influence of connection between movement and te taiao; and Aspect 2 (sociocultural) — the influence of youth culture, to demonstrate their understanding of the influence of movement in Aotearoa New Zealand or the Pacific.

While both influences must be applied to the same movement context, ākonga do not need to explain how these interrelate in their description. Each influence is to be considered independently of the other.

Only one influence from each aspect will be marked, so the focus is on depth of understanding. For example, if ākonga choose to show an understanding of anatomy, then a single in-depth joint movement would be sufficient. If looking at biomechanics, selecting one principle (such as balance and stability) is sufficient.

Collecting evidence

This is an external assessment, and it must be read together with the External Assessment Specifications released by NZQA. The specifications contain important information such as the format, context and submission date, and are released each year.

Ākonga understanding of the influences on a movement context must be supported by examples of participation. This could take the form of photos, audio and video recordings, or detailed written examples.

Possible contexts

The identified experiences must be drawn from one movement context. A movement context in this Standard is a single physical discipline or sport, such as waka ama, volleyball or caving.

The movement context must be based within one of the following categories:

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

Teachers will need to ensure that the selected movement context is appropriate for the influences being applied.

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.

<p>Application of Movement Strategy</p>	<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. 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.

- 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.

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'.

- 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.

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. <p>A movement context is a single physical activity, game, discipline, or sport.</p> <p>Examples include:</p> <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.
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. 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'. 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.

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 Maori, 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, teachers should check the EAS prior to teaching the Achievement Standard, and the EAS should be clearly understood.

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.
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