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**NCEA Level 3 Physical Education**

**Conditions of Assessment**

**General Information**

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| **Subject Reference** | Physical Education |
| **Domain** | Physical Education |
| **Level** | 3 |

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This document provides guidelines for assessment against internally assessed standards. Guidance is provided on:

* appropriate ways of, and conditions for, gathering evidence
* ensuring that evidence is authentic
* any other relevant advice specific to an achievement standard.

**NB:** It is expected that teachers are familiar with additional generic guidance on assessment practice in schools published on the [NZQA](http://www.nzqa.govt.nz/providers-partners/assessment-and-moderation/assessment-of-standards/generic-resources/gathering-evidence-of-achievement/assessment-opportunities-in-schools/) website. This should be read in conjunction with these Conditions of Assessment.

**For All Standards**

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.

It is also recommended that the collection of evidence for internally assessed standards should not use the same method that is used for any external standards in a programme/course, particularly if that method is using a time bound written examination. This could unfairly disadvantage students who do not perform well under these conditions.

A separate assessment event is not needed for each standard. Often assessment can be integrated into one activity that collects evidence towards two or three different standards from a programme of learning. Evidence can also be collected over time from a range of linked activities (for example, in a portfolio).This approach can also ease the assessment workload for both students and teachers.

Where all, or a significant part, of the evidence for assessment is presented orally, this will need to be recorded (audio or video) and annotated for in-school and national moderation purposes. Note that the judgement made about the quality of the work is not made on the quality of the ‘oral performance’ but the meaning inherent in the verbal presentation (or in the written notes students will likely prepare to support the presentation).

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.

Where manageable, and after further learning has taken place, students may be offered a maximum of one further opportunity for assessment against an assessment standard within a year.

Authenticity of student evidence needs to be assured regardless of the method of collecting evidence. This needs to be in line with school policy. For example, for an investigation carried out over several sessions, this could include teacher observations or the use of milestones such as meetings with students, journal or photographic entries recording progress etc.

Regular discussions and checkpoints can be used to ensure that the evidence presented for assessment is authentic. This is important in the situation where students have collaborated to collect information from surveys, interviews or gather resources from documentaries, articles, and internet research. Where a group approach is used the teacher needs to ensure that there is evidence that each student has met all aspects of the standard.

**Specific Information for Individual Internal Achievement Standards**

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| **Achievement Standard Number** | **91498 Physical Education 3.1** |
| **Title** | Evaluate physical activity experiences to devise strategies for lifelong well-being |
| **Number of Credits** | 4 |
| **Version** | 1 |

***NB: It is important to read the section “For All Standards” at the start of this document.***

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| **Achievement Standard Number** | **91499 Physical Education 3.2** |
| **Title** | Analyse a physical skill performed by self or others |
| **Number of Credits** | 3 |
| **Version** | 1 |

***NB: It is important to read the section “For All Standards” at the start of this document.***

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| **Achievement Standard Number** | **91500 Physical Education 3.3** |
| **Title** | Evaluate the effectiveness of a performance improvement programme |
| **Number of Credits** | 4 |
| **Version** | 1 |

***NB: It is important to read the section “For All Standards” at the start of this document.***

It is expected that evidence for this standard will be collected over a sustained period of time. Participation in or observation of the programme is necessary as this enables students to explain the effectiveness of the programme based on experience.

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| **Achievement Standard Number** | **91501 Physical Education 3.4** |
| **Title** | Demonstrate quality performance of a physical activity in an applied setting |
| **Number of Credits** | 4 |
| **Version** | 1 |

***NB: It is important to read the section “For All Standards” at the start of this document.***

Guidelines for developing assessment activities and using the rubrics for many contexts can be found at this link:

<http://www.nzqa.govt.nz/assets/qualifications-and-standards/qualifications/ncea/NCEA-subject-resources/PE/Rubrics-L3.docx>

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| **Achievement Standard Number** | **91502 Physical Education 3.5** |
| **Title** | Examine a current physical activity event, trend, or issue and its impact on New Zealand society |
| **Number of Credits** | 4 |
| **Version** | 1 |

***NB: It is important to read the section “For All Standards” at the start of this document.***

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| Achievement Standard Number | **91503 Physical Education 3.6** |
| **Title** | Evaluate the use of health promotion to influence participation in physical activity |
| **Number of Credits** | 5 |
| **Version** | 1 |

***NB: It is important to read the section “For All Standards” at the start of this document.***

It is intended that the health promotion occurs over a period of time rather than a one-off event or opportunity for activity. It is suggested that the Action Competence Learning Process is used.

The developing and implementing stages of the Action Competence Learning Process is likely to be a group activity; however, the teacher needs to ensure authenticity of individual student contributions. The evaluation must be done individually.

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| **Achievement Standard Number** | **91504 Physical Education 3.7** |
| **Title** | Analyse issues in safety management for outdoor activity to devise safety management strategies |
| **Number of Credits** | 3 |
| **Version** | 1 |

***NB: It is important to read the section “For All Standards” at the start of this document.***

It is intended that students will take part in an outdoor experience in order to consider the wider implications of safety management issues.

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| **Achievement Standard Number** | **91505 Physical Education 3.8** |
| **Title** | Examine contemporary leadership principles applied in physical activity contexts |
| **Number of Credits** | 4 |
| **Version** | 1 |

***NB: It is important to read the section “For All Standards” at the start of this document.***

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| **Achievement Standard Number** | **91789 Physical Education 3.9** |
| **Title** | Devise strategies for a physical activity outcome |
| **Number of Credits** | 4 |
| **Version** | 1 |

***NB: It is important to read the section “For All Standards” at the start of this document.***