

Issues in Physical Education moderation

Tuia ki tawhiti

Auckland

July 6th and 7th 2026



Mana Tohu Mātauranga o Aotearoa
New Zealand Qualifications Authority

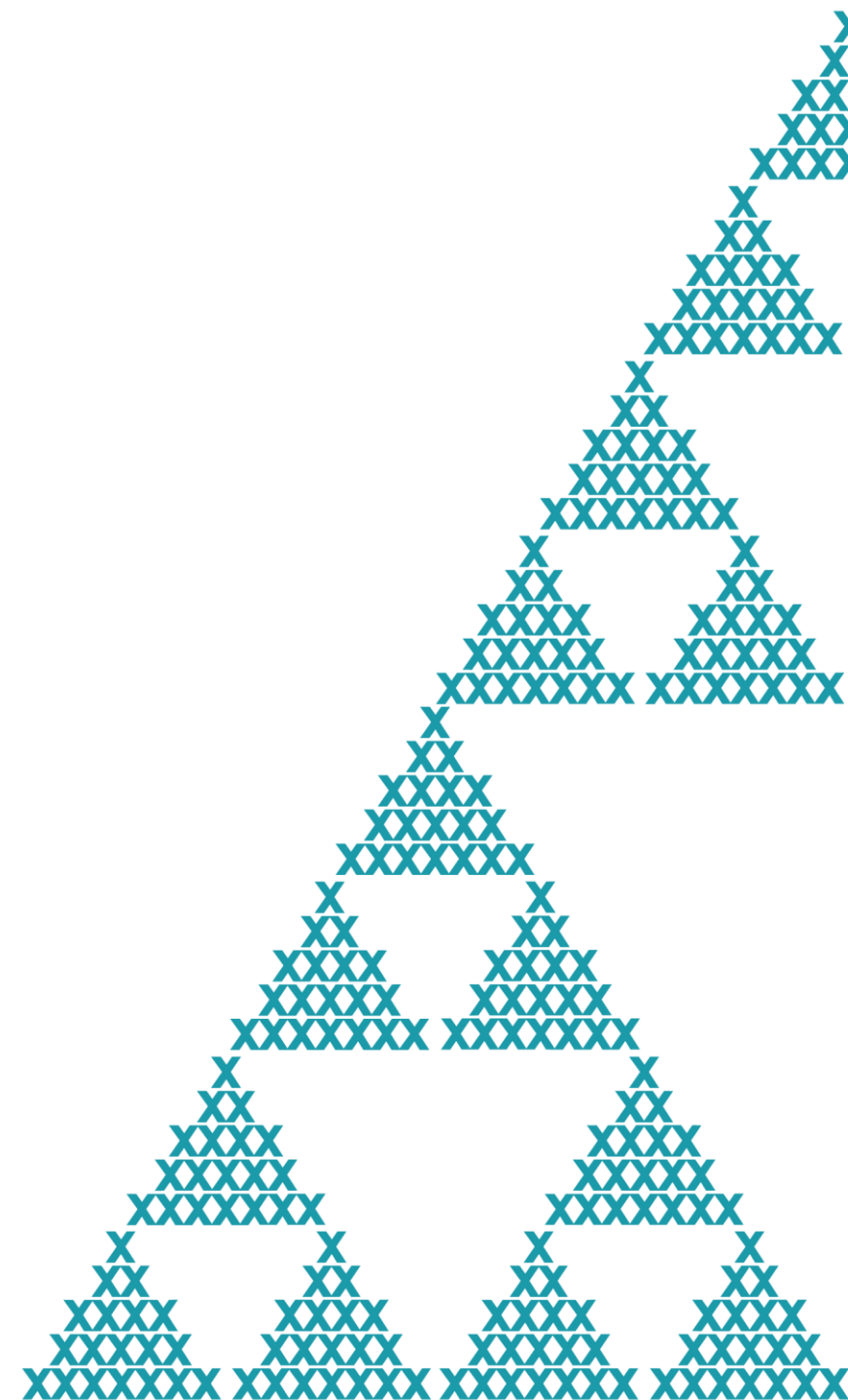




Learning intentions

- To develop further understanding of addressing common issues and challenges observed in moderation.
- To develop further clarification of the requirements of each standard across the three levels.

Level 3 Standards





91498 (3.1) - Evaluate physical activity experiences to devise strategies for lifelong well-being

- Lack of examination of personal physical activity experiences to date
- Not relating devised strategies to prior physical activity experiences and judgments
- No judgments made between the experiences AND potential impact of them on lifelong well-being.
- Assumptions not relating to students own physical activities experiences



91499 (3.2) - Analyse a physical skill performed by self or others

- Students provide a general summary or description of the skills rather than explaining the component parts with a focus on self or another individual
- Lack of feedback and/ or feedforward using biomechanical principles to improve skill
- For in depth understanding for Merit, no inter-relating between biomechanical principles
- For Excellence, conclusions not drawn about which part of the skill that has the greatest impact.
- Separate anatomy analysis (usually a large section)



91500 (3.3) - Evaluate the effectiveness of a performance improvement programme

- The sociocultural factors do not relate to the actual performance improvement programme
- Personal examples lacking to support knowledge and understanding
- No judgements made about the effectiveness of the programme
- Lacks critical evaluation and questioning and challenging assumptions are general statements not related to ACTUAL performance improvement programme



91501 (3.4) - Demonstrate quality performance of a physical activity in an applied setting

- Rubric not in the guidelines
 - 'Guidelines for Assessing against 91501' document can be developed
- Using an expired rubrics
- Limited teacher evidence to confirm the grade Merit or Excellence



Volleyball

	participate proficiently:	dates →	range of elements and skills to participate proficiently:	dates →	demonstrates a wide range of elements and skills to participate proficiently:	dates →
Offensive	- setting for Middle, Post, D and 3m attacks - receiving of float and jump serve balls and directing them to the front 3m of the court - spike around a block using the correct footwork and a high arm action - serve both jump serve topspin and jump float - make good decisions about whether to forearm receive or handset receive - attack successfully from 3 areas (post, D, Middle or 3 metre)	31/5 7/6 14/6 21/6 28/6	- set a range of options to in a positive hitting location - direct service reception ball to the setter position of 2 1/2 - read a block and hit around or off it - serve to put pressure on opponents pass	31/5 7/6 14/6 21/6 28/6	- can jumpset to a range of positions - spike attack around a block in all areas to win points - serving to all parts of the court both long and short with power where appropriate	31/5 7/6 14/6 21/6 28/6
Movement off the ball	- blocking-sets the block in the correct position and will make some one on one blocks - is active in moving out of the block shadow and reading where the ball may be hit - will more often than not make touches on balls outside of their reach	31/5 7/6 14/6 21/6 28/6	- transition play to correct attacking or defending base position - anticipates what may happen based on the cues given by the opposition - uses correct 3 step spike technique and 2 or 3 step block patterns	31/5 7/6 14/6 21/6 28/6	- active movement to where the ball could be going - sets up early for defensive or offensive tasks - demonstrates flow when transitioning from defense to offense or v.v	31/5 7/6 14/6 21/6 28/6
Defensive skills	- blocking – correct penetration into opponents space - back court defense displays coverage of defendable court space when opponents attack - can move to contact an attackers ball and pass it upwards - cover fellow defenders	31/5 7/6 14/6 21/6 28/6	- blocking – correct penetration into opponents space with contact on the ball - back court defense Can pass a spiked ball to allow the setter to have 2 setting options - can sprawl, dive or roll to pick up attackers ball	31/5 7/6 14/6 21/6 28/6	- blocking-sets the block in the correct position and will make some one on one blocks - is active in moving out of the block shadow and reading where the ball may be hit - will more often than not make touches on balls outside of their reach	31/5 7/6 14/6 21/6 28/6
Team Play	- reading the game - communicating positively - supporting players by assisting when required - working hard for the benefit of the team	31/5 7/6 14/6 21/6 28/6	- reading the game - communicating positively - supporting players by assisting when required - working hard for the benefit of the team	31/5 7/6 14/6 21/6 28/6	- reading the game - communicating positively - supporting players by directing play and always assisting when required - actively involved in planning team strategies - working hard for the benefit of the team's success	31/5 7/6 14/6 21/6 28/6

Teacher comments

OS: Your range of skills have improved. Serving consistency and identification is good.
 OS: Blocking has improved but needs to cover the spiker quicker.
 MS: Has made significant improvement but can forget to call for ball at times.



91502 (3.5) - Examine a current physical activity event, trend, or issue and its impact in New Zealand society

- Inappropriate issue used
 - Obesity, Covid-19 etc used as a current physical activity issue



91503 (3.6) - Evaluate the use of health promotion to influence participation in physical activity

- One off event issue instead of over a period of time
- Lack of reviewing the steps of the health promotion process
 - When using health promotion process (ACLP), need to be able to review **each** step
- No physical activity 'issue' step of ACLP health promotion process
- Little or no judgements about the impact of the process on participation



91504 (3.7) - Analyse issues in safety management for outdoor activity to devise safety management strategies

- Safety management issue not clearly selected and identified.
- Confusion between what is the safety management issue and the risk
- No devised strategies that are linked clearly to safety management issue
- Inappropriate outdoor activity



91505 (3.8) - Examine contemporary leadership principles applied in physical activity context

- Leadership styles being the focus rather than the contemporary leadership principles
- Only using one physical activity context
- No conclusions drawn about the relevance and suitability of the contemporary leadership principles



91789 (3.9) - Devise strategies for a physical activity outcome

- Physical activity outcome and strategies not clearly identified
- The strategies not clearly devised **before** they are trialled
- No trialling and adjusting the strategies
- Evaluation of the physical activity outcome rather than devising strategies and trialling and adjusting them, and evaluating the knowledge underpinning strategies



General issues seen across most level 3 standards

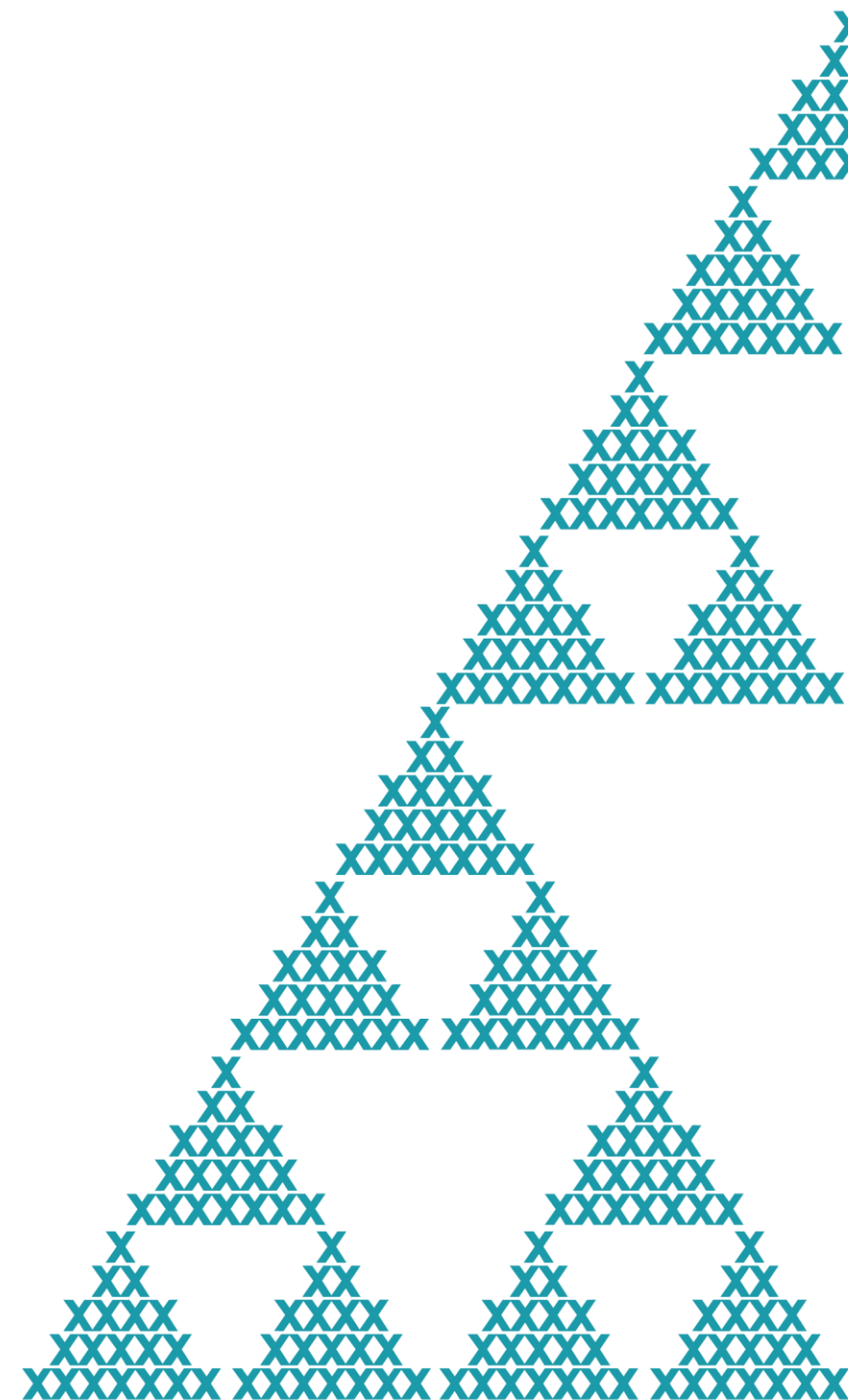
- Lack of depth of analysis/examination/evaluation
- Lack of questioning and challenging assumptions
- Lack of specific examples to support knowledge



Level 3 Sharing

- What are some of the teaching and learning experiences that you have as part of your programme?
- How are you assessing your students? Are you using any alternative assessment modes to writing?
- What contexts are you using?
- What challenges do you encounter with your Level 3 programme?

Level 2 standards





91327 (2.1) - Examine the role and significance of physical activity in the lives of young people in New Zealand

- Lack interrelationship of role and significance required for Merit and Excellence
- Assumptions not relating to the role and significance of physical activity in the lives of young people for Excellence



91328 (2.2) - Demonstrate understanding of how and why biophysical principles relate to the learning of physical skills

91329 (2.3) - Demonstrate understanding of the application of biophysical principles to training for physical activity

- Too many biophysical principles
- No Inter-relationship for Merit or Excellence
- Interrelationship between the same biophysical principles e.g force summation + projectile motion
- Lack of evaluation for Excellence
 - Most/least beneficial biophysical principles when learning physical skills or applied to training



91330 (2.4) - Perform a physical activity in an applied setting

- Rubric not in the guidelines
 - 'Guidelines for Assessing against 91501' document can be developed
- Using an expired rubrics
- Limited teacher evidence over a period of time to confirm grade for Merit or Excellence



91331 (2.5) - Examine the significance for self, others and society of a sporting event, a physical activity, or a festival

- Missing self, others or society; all three are required
- Lack of sociological factors



91332 (2.6) - Evaluate leadership strategies that contribute to the effective functioning of a group

- No specific examples of applying the leadership strategies.
- Lack of judgements made for Excellence



91333 (2.7) - Analyse the application of risk management strategies to a challenging outdoor activity

- Inappropriate outdoor education activities
- No application of risk management strategies applied by the student



91334 (2.8) - Consistently demonstrate social responsibility through applying a social responsibility model in physical activity

- Lack of teacher evidence relating to the specific skill/descriptors of each level of social responsibility
- Lack of consistency in the demonstration (over a period of time)
- No ongoing learner reflections
- Wider context for Excellence not using a physical activity context



91335 (2.9) - Examine the implementation and outcome(s) of a physical activity event or opportunity

- No clear aim/intended outcome
- Too many aims/ intended outcomes
- No links between planning, intended outcomes and actual outcomes.



91336 (2.10) - Analyse group processes in physical activity

- Evaluating how the physical activity went rather than the group processes



General issues seen in most level 2 standards

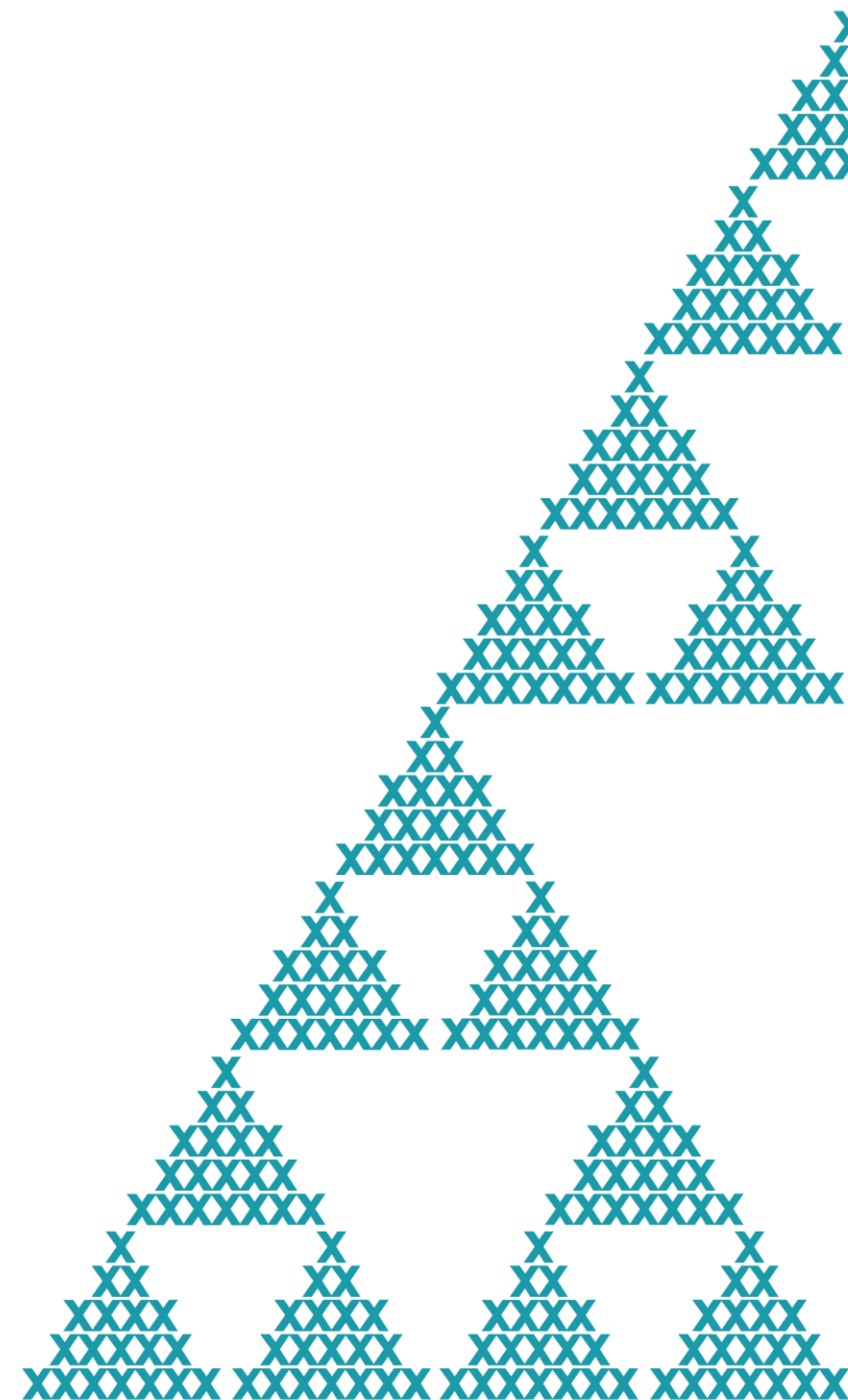
- Low level explanations
 - Further detail required for all grade requirements
 - Use of personal examples to support knowledge and understanding



Level 2 Sharing

- What are some of the teaching and learning experiences that you have as part of your programme?
- How are you assessing your students? Are you using any alternative assessment modes to writing?
- What contexts are you using?
- What challenges do you encounter with your Level 2 programme?

Level 1 standards





92016 - Demonstrate movement strategies in an applied setting

- Movement strategies lacking the quality of the execution indicators
- Not appropriate movement strategies
- Too much student evidence
- Identifying movement strategy after demonstration
- No step up across grades



92016 continued

- No teacher evidence justifying grade
- Appropriate movement context
- No evidence of applied setting
- Video evidence doesn't support grade



92017 - Demonstrate understanding of the application of strategies in group movement

- Lack of discussion about kotahitanga throughout the application of the strategies
- Inappropriate strategy applied
 - Not self-determination, self-management, teamwork, fair play, social responsibility, tikanga etc
- Inappropriate group movement context
 - Not tent building, lighting campfires, building 'huts/towers' etc
- Lack of personal examples
 - Use of we/the team rather than personal examples using 'I'
- Over assessing
- For Excellence, lack of conclusions drawn



Externals: Task Integrity & Rules for External Assessment

Conditions of Assessment

- Schools must use the assessment tasks exactly as published in the Assessment Specifications
- Tasks cannot be modified, adapted, or re-scaffolded in any way

Scaffolding and authenticity

- Schools must not provide templates, models, sentence starters, or pre-selected frameworks
- External assessments operate like exams: students respond independently to the NZQA-set task

Key expectations

- Conditions of Assessment are mandatory
- NZQA information takes precedence where there is conflicting guidance
- Breaches of task integrity can invalidate evidence, even if student work is strong



Movement Contexts & Movement Experiences

Movement context (92018)

- A single physical discipline or sport (All movement experiences must come from the same context)
- Defined by similar movement patterns and physical demands

Movement experience

This the student's personal experience of participation and includes:

- The activity undertaken
- The movement skills used
- Reflection on how participation influences hauora

Experiences may focus on:

- Different skills within the same activity
- Different dimensions of hauora across repeated participation

Examples of Movement Contexts:

Cycling → mountain biking, BMX, spin cycling

Water based paddling → kayaking, paddleboarding

✗ Not acceptable:

Outdoor education camps (multiple unrelated activities)



Hauora

- Hauora is a Māori philosophy of holistic wellbeing
- Models of health are **lenses** used to understand influences on hauora
- Students are not assessed on defining the model, but on applying it meaningfully

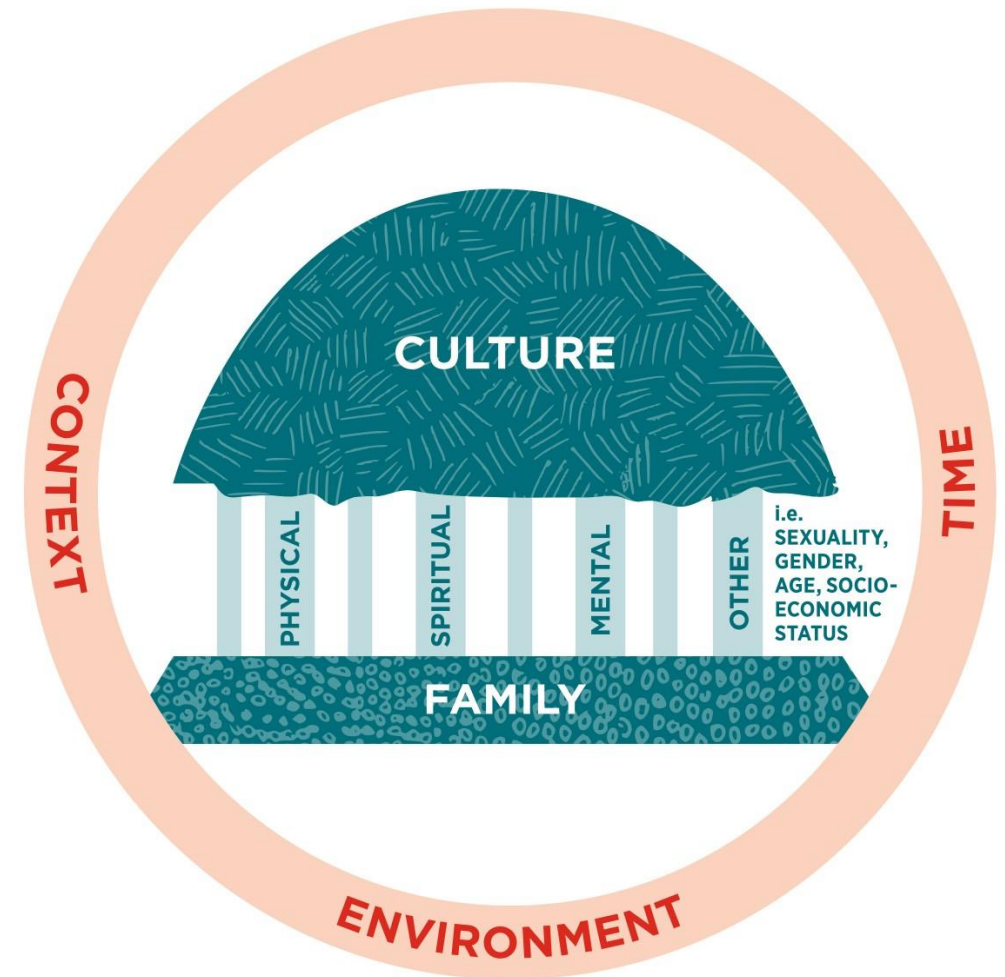
Please note that this is a mandatory definition of Hauora for 92018, provided by the Ministry of Education.

Fonofale

- A Pacific model of health developed by Fuimaono Karl Pulotu-Endemann
- Required by the achievement standard and Assessment Specifications
- Used as a lens to explore influences on hauora

Assessment expectations

- Students must reflect on **all four elements**
- They do **not** need to address every sub-dimension
- Interpretations must be **contextualised and justified**
- Fonofale is **not interchangeable** with Te Whare Tapa Whā, though similarities exist





Fonofale

Four elements which must be covered:

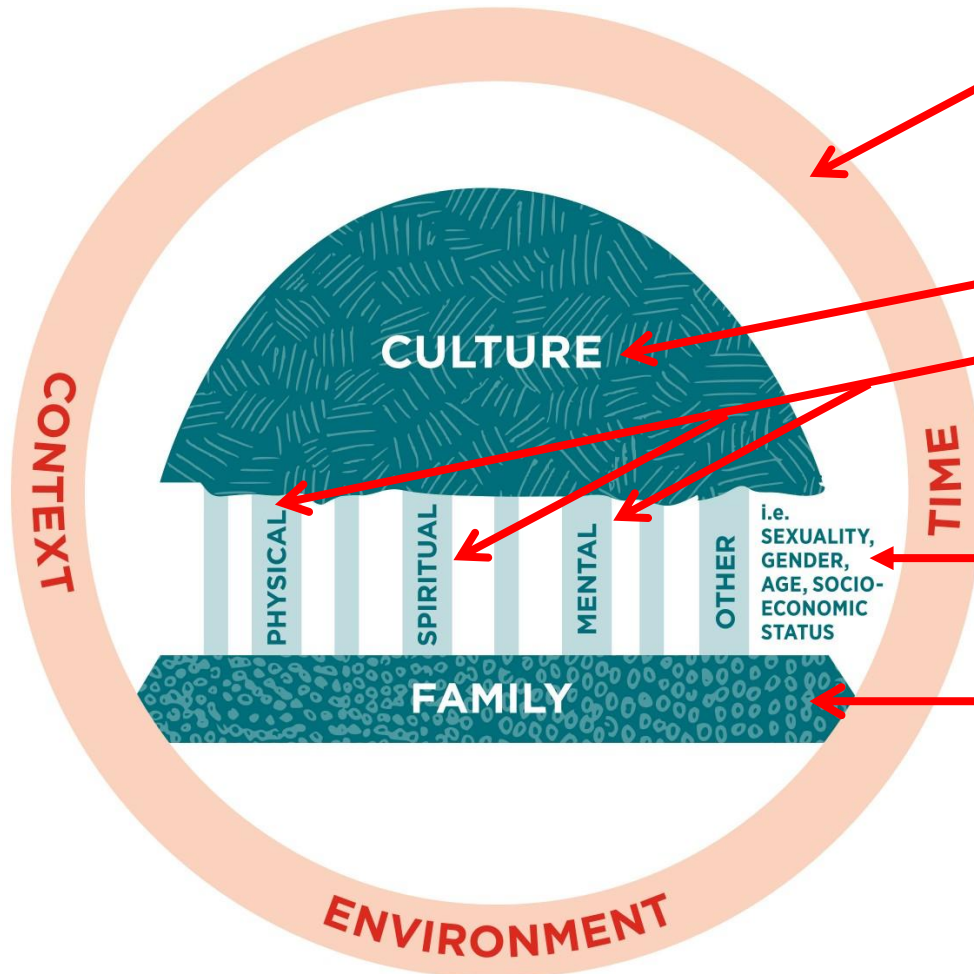
the Cocoon (*time, environment, context*)

Falealuga (*culture*)

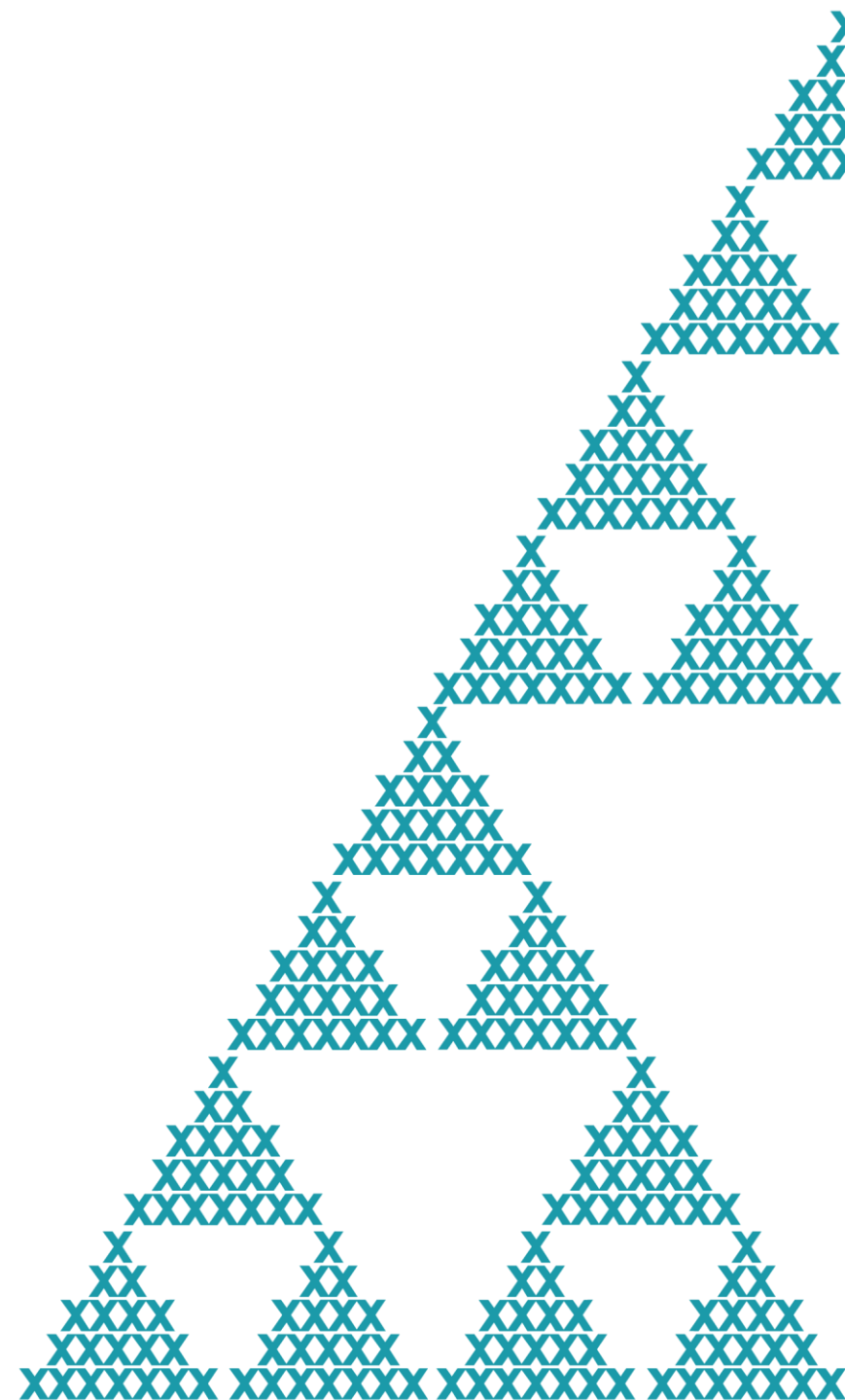
Pou (= one element. Sub-dimensions are not additional elements: *physical, spiritual, mental, other (age, sexuality, socio-economic status, gender)*)

Portfolios will not necessarily discuss all four pou.

Fa'avae (*family*)



Any pātai?





Assessor Practice Tool (APT)

The Assessor Practice Tool (APT) is used to support assessors with the NCEA standards.

Allows assessors to practice making assessment judgements and immediately receive feedback on their judgements from a moderation panel.

Standards with APT currently available:

- 92016 - Apply movement strategies in an applied setting
- 92017 - Demonstrate understanding of the application of strategies in movement
- 91503 – Evaluate the use of health promotion to influence participation in physical activity
- 91504 - Analyse issues in safety management for outdoor activity to devise safety management strategies
- 91505 - Examine contemporary leadership principles applied in physical activity context



Assessor Support

NZQA learning management software – Pūtake <https://lms.nzqa.govt.nz>

Assessor Support

See how our online resources and targeted support can improve your assessment practice



About Assessor Support

Assessor Support is a range of free, interactive resources for assessors who assess internal standards.

You can take advantage of:

- online learning modules
- collaborative workshops
- generic and subject-specific support
- the Assessor Practice Tool

All of these resources are available in NZQA's learning management system Pūtake. You can access it using your Education Sector Logon (ESL):

[Log in to Pūtake](https://lms.nzqa.govt.nz) 



Kia ora and welcome to Pūtake,
NZQA's learning management system.

Secondary teachers / Tertiary providers

Use your Education Sector Logon (ESL) to access Pūtake.

Login via ESL

NZQA Kaimahi and other users

Use your username and password to access Pūtake.

Log in

If you have forgotten your login credentials, or have any issues logging in, please contact the Learning Management System (LMS) Support Team at lms.help@nzqa.govt.nz. Check out our troubleshooting tips [here](#).

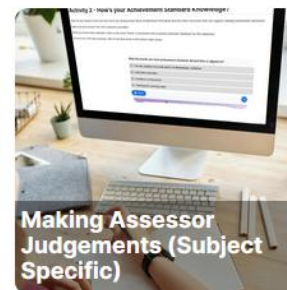
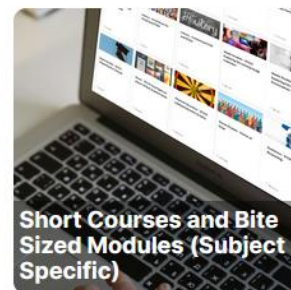
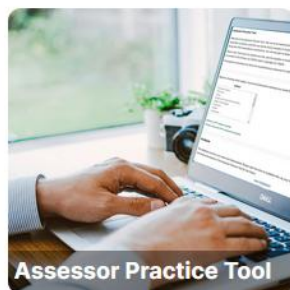


Assessor Support

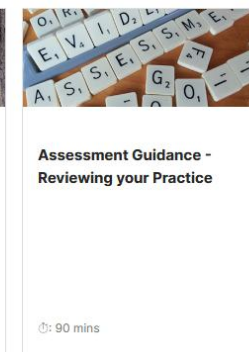
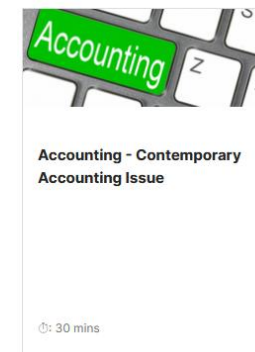
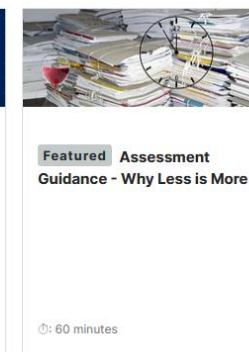
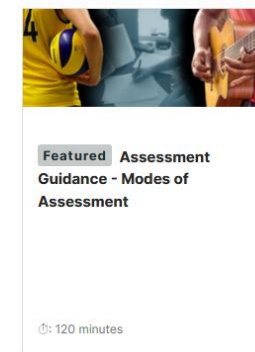
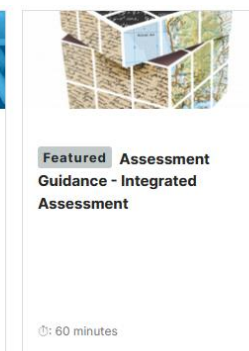
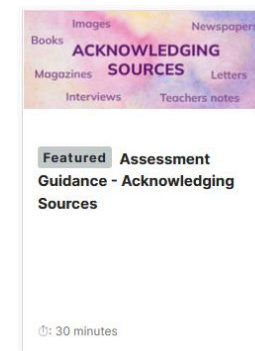
Kia ora, welcome to Pūtake.

Here you can find Assessor Support courses, modules and workshops provided by NZQA. The courses available for you to enrol in can be found using the tiles below, where they have been grouped into the different types of e-learning. The courses that you are currently enrolled in are displayed in the **Current Learning** panel on the right-hand side of this page. You can also use the **Catalogue** to view all the content available.

Support for internal assessment



Other Support





Assessor Support

Assessor Practice Tool



Welcome to the Assessor Practice Tool. This is an opportunity for teachers/kaiako to practice making assessment judgements for Achievement Standards. You will choose which subject and achievement standard you would like to practice, and then you will be shown samples of student work and asked to determine which grade should be awarded. After you submit your grade, you will see the grade awarded by a moderation panel, along with their reasoning as commentary. You will then get an opportunity to change your grade and see further samples.

Please note that this tool is for teacher use only, and the samples of student work are not to be downloaded, shown to students/ākonga, or used for other purposes.

Participation is recorded, but there are no performance measures for individual teachers/kaiako.

Begin by choosing which subject, level and achievement standard you would like to practice.

Subject

Business Studies
Chemistry
Design and Visual Communication
English
Home Economics
Media Studies
Physical Education
Statistics

[Delete my APT assessor grades](#)

Start

Feedback

The feedback section is an online form, linked below. Please take the time to complete this, as feedback on your experience with the Assessor Practice Tool is very important to us and will help us in the next phase of development of this tool.

[GIVE FEEDBACK](#)

My Record



Subject	Samples Completed
Design and Visual Communication	2
Media Studies	0
Statistics	0
Chemistry	0
English	0
Home Economics	0
Physical Education	0
Technology	2
Visual Arts	1
Business Studies	3



Supporting documents

NZQA

- Standards
- Clarification documents
- Exemplars
- National Moderator's Newsletter
- Assessment Practice Tool (APT)
- External exams- specifications, exemplars, assessment reports, past exams, scholarship resources
- Guidelines for assessing against standard 91330 and 91501
- Assessor support
- Links to Level 2 and 3 TKI resources and Conditions of Assessment
- Remote assessment matrix

NCEA Education

- What is PE?
- PE Matrix
- Subject Learning Outcomes (SLOs)
- Standards
- Specifications (external standards-92018 and 92019)
- Unpacking the standard documents
- Conditions of Assessment (internal standards 92016 and 92017)
- Internal assessment activities (92016 and 92017)



Recent Changes

Level
NCEA level 1

Assessment type
Internal

Status
Registered

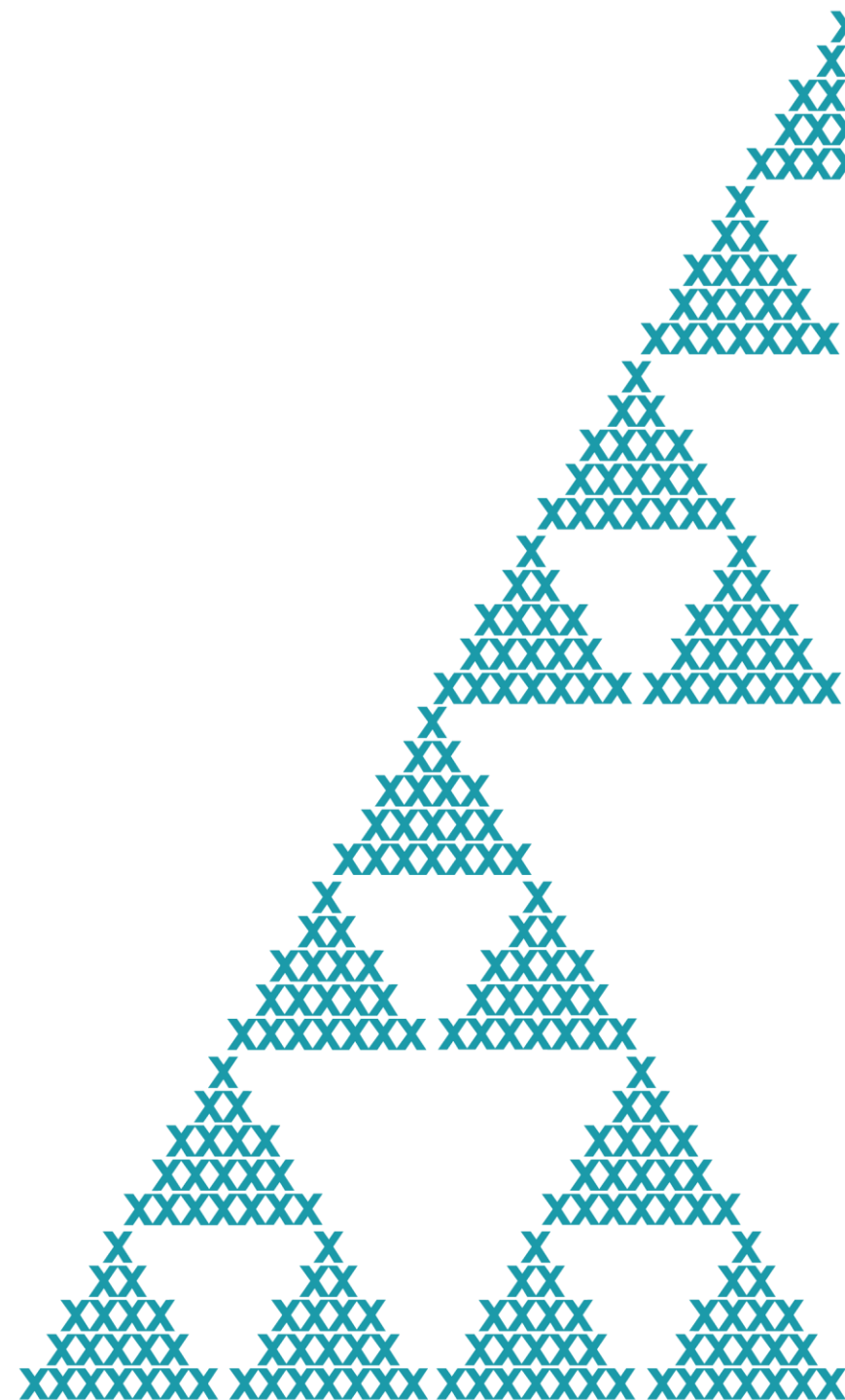
Planned review date
N/A

Date published
12 Dec 2023

Version
3

[View Previous Versions](#)

Any pātai?



Feedback



Kia ora Thank you

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