

NCEA Physical Education Remote Learning and Assessment

Subject matrices are a guide to assessment where remote teaching, learning and assessment have to take place due to a significant event leading to closure of schools over an extended period of time. For example, lockdown, natural disaster, etc.

General Guidance

Some physical activity contexts may not be suitable to be completed in the home or a local situation. For Level 2 and 3 performance standards, alternative appropriate physical activity contexts could be considered, or the unit of work revisited when it is safe for students to participate in the physical activity context in a school situation.

Due to the safety aspects surrounding the outdoor education standards, the assessment of these standards should only take place when it is safe for students to resume outdoor education activities. However, the theoretical teaching and learning aspects of these standards could be carried out on a digital platform.

For most standards, students will need access to a camera/phone and internet to upload video/photo evidence to a digital platform for assessors. This may pose issues around access and equity for some students, which you will need to consider in your programme planning.

Physical Education Matrix

COLOUR KEY: A colour-coding system to categorise standards according to the advice in this document.

Green:	These standards are suitable for remote teaching, learning and assessment.
Blue:	Teachers can facilitate assessment against these standards by remote learning with guidance (refer to General Guidance above).
Orange:	These standards are suitable for remote teaching and learning provided the candidate has access to appropriate equipment and/or technology. They are not suitable for remote assessment in their current delivery method and/or requirements. Guidance will be provided at the time as required.
Red:	The outdoor education standards are not suitable for remote teaching, learning and assessment.

Level 1	Level 2	Level 3
AS 92016 1.1 Internal (5 credits) Apply movement strategies in an applied setting Teaching and learning towards assessment of this standard is suitable remotely. The standard requires students to demonstrate a range of movement strategies in an applied setting. This will require adjusting for students' own home situation, depending on people, space and/or sporting equipment available. For example, for basketball, identifying movement strategies and practising the skill aspects of these instead of the whole movement strategy. This could be practicing shooting skills, and/or offensive and defensive strategies in modified one on one games. Evidence of the student's demonstration of movement strategies needs to be recorded. This will provide an opportunity for the assessor to provide feedback. The assessment will need to be completed in an authentic applied setting when students return to school.	AS 91327 2.1 Internal (3 credits) Examine the role and significance of physical activity in the lives of young people in New Zealand Ideal for distance learning and assessment using digital platforms for video conferencing and/or document sharing. For authenticity purposes, check points and verbal conferencing with students during the assessment period is recommended. For specific advice on how to manage authenticity when assessing during uncertain times, please see the Pūtake module: Tāku Reo, Tāku Mahi - My Voice, My Work; and Myths about NCEA Assessment: Managing authenticity accessed through the NZQA website. Further support can be found in the assessment resources on TKI and in the clarification and exemplar documents on the NZQA Physical Education page.	AS 91498 3.1 Internal (4 credits) Evaluate physical activity experiences to devise strategies for lifelong well-being Ideal for distance learning and assessment using digital platforms for video conferencing and/or document sharing. For authenticity purposes, check points and verbal conferencing with students during the assessment period is recommended. For specific advice on how to manage authenticity when assessing during uncertain times, please see the Pūtake module: Tāku Reo, Tāku Mahi - My Voice, My Work; and Myths about NCEA Assessment: Managing authenticity accessed through the NZQA website. Further support can be found in the assessment resources on TKI and in the clarification and exemplar documents on the NZQA Physical Education page.

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The Subject Learning Outcomes, standard, Unpacking, Conditions of Assessment and Assessment Activities provide guidance on the requirements of the standard. These documents can be accessed from the NCEA Physical Education page.		
AS 92017 1.2 Internal (5 credits) Demonstrate understanding of the application of strategies in group movement The movement context will require adjusting for students' own home situation depending on space and/or sporting equipment availability. The bubble members could constitute the group (3 or more people). Students could also apply their strategies with others (peers) in group movement outside of their bubble using digital platforms. A video of the student applying their strategies should be sent to the assessor. This will support the student's explanations/conclusions in the context of kotahitanga.	AS 91328 2.2 Internal (5 credits) Demonstrate understanding of how and why biophysical principles relate to learning of physical skills The physical activity contexts will require adjusting for students' own home situation depending on space and/or sporting equipment availability. A video of the student applying their biophysical principles should be sent to the assessor. This will support the student's understanding. For authenticity purposes, check points and verbal conferencing with students during the assessment period is recommended. For specific advice on how to manage authenticity when assessing during uncertain times, please see the Pūtake module: Tāku Reo, Tāku Mahi - My Voice, My Work; and Myths about NCEA	AS 91499 3.2 Internal (3 credits) Analyse a physical skill performed by self or others The physical activity contexts will require adjusting for students' own home situation depending on space and/or sporting equipment availability. A video of the student applying their biomechanical principles should be sent to the assessor. This will support the student's analysis. For authenticity purposes, check points and verbal conferencing with students during the assessment period is recommended. For specific advice on how to manage authenticity when assessing during uncertain times, please see the Pūtake module: Tāku Reo, Tāku Mahi - My Voice, My Work; and Myths about NCEA Assessment: Managing authenticity accessed through the NZQA website.

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AS 92018 1.3 External (5 credits) Demonstrate understanding of the influence of personal movement experiences on hauora Teaching and learning towards assessment of this standard is suitable remotely. Assessment is not suitable remotely. The current Assessment Specifications will continue to apply. The physical activity context will require adjusting for students' own home situation	AS 91329 2.3 Internal (4 credits) Demonstrate understanding of the application of biophysical principles to training for physical activity The physical activity contexts will require adjusting for students' own home situation depending on space and/or sporting equipment availability. A video of the student applying their biophysical principles should be sent to the	AS 91500 3.3 Internal (4 credits) Evaluate the effectiveness of a performance improvement programme The physical activity contexts will require adjusting for students' own home situation depending on space and/or sporting equipment availability. A video of the student applying their biophysical principles and socio-cultural factors should be sent to the assessor. This will support the student's evaluations.

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depending on space and/or sporting equipment availability. Evidence of the student's own participation in the movement context should be recorded.	assessor. This will support the student's understanding. For authenticity purposes, check points and verbal conferencing with students during the assessment period is recommended. For specific advice on how to manage authenticity when assessing during uncertain times, please see the Pūtake module: Tāku Reo, Tāku Mahi - My Voice, My Work; and Myths about NCEA Assessment: Managing authenticity accessed through the NZQA website. Further support can be found in the assessment resources on TKI and in the clarification and exemplar documents on the NZQA Physical Education page.	For authenticity purposes, check points and verbal conferencing with students during the assessment period is recommended. For specific advice on how to manage authenticity when assessing during uncertain times, please see the Pūtake module: Tāku Reo, Tāku Mahi - My Voice, My Work; and Myths about NCEA Assessment: Managing authenticity accessed through the NZQA website. Further support can be found in the assessment resources on TKI and in the clarification and exemplar documents on the NZQA Physical Education page.
AS 92019 1.4 External (5 credits) Demonstrate understanding of influences on movement in Aotearoa New Zealand or the Pacific Teaching and learning towards assessment of this standard is suitable remotely. Assessment is not suitable remotely. The current Assessment Specifications will continue to apply. The physical activity context will require adjusting for students' own home situation	AS 91330 2.4 Internal (4 credits) Perform a physical activity in an applied setting The physical activity context will require adjusting for students' own home situation depending on space and/or sporting equipment availability. For example, a 4km run could be considered in their immediate area. The distance running calculator to develop the times for the 4km run can be accessed	AS 91501 3.4 Internal (4 credits) Demonstrate quality performance of a physical activity in an applied setting The physical activity context will require adjusting for students' own home situation depending on space and/or sporting equipment availability. For example, a 4km run could be considered in their immediate area. The distance running calculator to develop the times for the 4km run can be accessed

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depending on space and/or sporting equipment availability. Evidence of the student's own participation in the movement context should be recorded.	from the 'Guidelines for assessing standard 91330' document on the NZQA Physical Education page. For authenticity purposes evidence of verification of the 4km course and the student's time, and a video of the student performing the physical activity in an applied setting, is required. Apps, such as Strava, could be used as supporting evidence for the verification.	from the 'Guidelines for assessing standard 91501' document on the NZQA Physical Education page. For authenticity purposes evidence of verification of the 4km course and the student's time, and a video of the student performing the physical activity in an applied setting, is required. Apps, such as Strava, could be used as supporting evidence for the verification.
	AS 91331 2.5 Internal (4 credits) Examine the significance for self, others and society of a sporting event, a physical activity, or a festival This standard is ideal for distance learning and assessment using digital platforms for video conferencing and/or document sharing. For authenticity purposes, check points and verbal conferencing with students during the assessment period is recommended. For specific advice on how to manage authenticity when assessing during uncertain times, please see the Pūtake module: Tāku Reo, Tāku Mahi - My Voice, My Work; and Myths about NCEA	AS 91502 3.5 Internal (4 credits) Examine a current physical activity event, trend, or issue and its impact on New Zealand society This standard is ideal for distance learning and assessment using digital platforms for video conferencing and/or document sharing. Students could examine a current physical activity event such as Super Rugby Pacific, AIMS Games, or the NZ Netball league, rather than a specific health issue like COVID-19. Students could also examine a current physical activity trend (e.g. home exercise) or a current physical activity issue (e.g. concussion).

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	Assessment: Managing authenticity accessed through the NZQA website. Further support can be found in the assessment resources on TKI and in the clarification and exemplar documents on the NZQA Physical Education page.	For authenticity purposes, check points and verbal conferencing with students during the assessment period is recommended. For specific advice on how to manage authenticity when assessing during uncertain times, please see the Pūtake module: Tāku Reo, Tāku Mahi - My Voice, My Work; and Myths about NCEA Assessment: Managing authenticity accessed through the NZQA website. Further support can be found in the assessment resources on TKI and in the clarification and exemplar documents on the NZQA Physical Education page.
	AS 91332 2.6 Internal (4 credits) Evaluate leadership strategies that contribute to the effective functioning of a group The physical activity context will require adjusting for students' own home situation depending on space and/or sporting equipment availability, and the number of members in their bubble. The bubble members could constitute the group (2 or more people).	AS 91503 3.6 Internal (5 credits) Evaluate the use of health promotion to influence participation in physical activity The physical activity context will require adjusting for students' own home situation depending on space and/or sporting equipment availability, and the number of members in their bubble. The student could take individual or collective action with a member(s) of their bubble.

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	Students could also lead others (peers) outside of their bubble using digital platforms. A video of the student applying their leadership strategies should be sent to the assessor. This will support the student's evaluations. For authenticity purposes, check points and verbal conferencing with students during the assessment period is recommended. For specific advice on how to manage authenticity when assessing during uncertain times, please see the Pūtake module: Tāku Reo, Tāku Mahi - My Voice, My Work; and Myths about NCEA Assessment: Managing authenticity accessed through the NZQA website. Further support can be found in the assessment resources on TKI and in the clarification and exemplar documents on the NZQA Physical Education page.	A video of the student taking action should be sent to the assessor. This will support the student's evaluations. For authenticity purposes, check points and verbal conferencing with students during the assessment period is recommended. For specific advice on how to manage authenticity when assessing during uncertain times, please see the Pūtake module: Tāku Reo, Tāku Mahi - My Voice, My Work; and Myths about NCEA Assessment: Managing authenticity accessed through the NZQA website. Further support can be found in the assessment resources on TKI and in the clarification and exemplar documents on the NZQA Physical Education page.
	AS 91333 2.7 Internal (3 credits) Analyse the application of risk management strategies to a challenging outdoor activity	AS 91504 3.7 Internal (3 credits) Analyse issues in safety management for outdoor activity to devise safety management strategies

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	Due to the safety aspects surrounding this outdoor education standard, the assessment should only take place when it is safe for students to resume outdoor education contexts.	Students could analyse, and devise strategies to address, safety management issues for an outdoor activity that they are going to participate in (or an outdoor activity they have already participated in). For authenticity purposes, check points and verbal conferencing with students during the assessment period is recommended. For specific advice on how to manage authenticity when assessing during uncertain times, please see the Pūtake module: Tāku Reo, Tāku Mahi - My Voice, My Work; and Myths about NCEA Assessment: Managing authenticity accessed through the NZQA website. Further support can be found in the assessment resources on TKI and in the clarification and exemplar documents on the NZQA Physical Education page.
	AS 91334 2.8 Internal (3 credits) Consistently demonstrate social responsibility through applying a social responsibility model in physical activity The physical activity context will require adjusting for students' own home situation depending on space and/or sporting equipment availability, and the number of	AS 91505 3.8 Internal (4 credits) Examine contemporary leadership principles applied in physical activity contexts The physical activity contexts will require adjusting for students' own home situation depending on space and/or sporting equipment availability, and the number of

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	members in their bubble. The bubble members could constitute the group (2 or more people). Students could also lead others (peers) outside of their bubble using digital platforms. A video of the student's demonstration of social responsibility (self-direction and helping others in leadership) should be sent to the assessor. For authenticity purposes, check points and verbal conferencing with students during the assessment period is recommended. For specific advice on how to manage authenticity when assessing during uncertain times, please see the Pūtake module: Tāku Reo, Tāku Mahi - My Voice, My Work; and Myths about NCEA Assessment: Managing authenticity accessed through the NZQA website. Further support can be found in the assessment resources on TKI and in the clarification and exemplar documents on the NZQA Physical Education page.	members in their bubble. The bubble members could constitute the group (2 or more people). Previous leadership experiences, such as sports coaching or leading an outdoor activity on a school camp could be used (or how others have applied these contemporary principles). Also, students could apply contemporary leadership principles using their bubble members, or others (peers) outside of their bubble using digital platforms. For authenticity purposes, check points and verbal conferencing with students during the assessment period is recommended. For specific advice on how to manage authenticity when assessing during uncertain times, please see the Pūtake module: Tāku Reo, Tāku Mahi - My Voice, My Work; and Myths about NCEA Assessment: Managing authenticity accessed through the NZQA website. Further support can be found in the assessment resources on TKI and in the clarification and exemplar documents on the NZQA Physical Education page.
	AS 91335 Internal (3 credits)	AS 91789 Internal (4 credits)
	2.9	3.9

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	Examine the implementation and outcome(s) of a physical activity event or opportunity The physical activity context will require adjusting for students' own home situation depending on space and/or sporting equipment availability, and the number of members in their bubble. The student could provide a physical activity opportunity/event for the members of their bubble, or for others outside their bubble using a digital platform. A video of the physical activity opportunity/event should be sent to the assessor. This will support the student's examination. For authenticity purposes, check points and verbal conferencing with students during the assessment period is recommended. For specific advice on how to manage authenticity when assessing during uncertain times, please see the Pūtake module: Tāku Reo, Tāku Mahi - My Voice, My Work; and Myths about NCEA Assessment: Managing authenticity accessed through the NZQA website. Further support can be found in the assessment resources on TKI and in the	Devise strategies for a physical activity outcome The physical activity context will require adjusting for students' own home situation depending on space and/or sporting equipment availability. A video of the student trialling their strategies should be sent to the assessor. This will support their devising strategies. For authenticity purposes, check points and verbal conferencing with students during the assessment period is recommended. For specific advice on how to manage authenticity when assessing during uncertain times, please see the Pūtake module: Tāku Reo, Tāku Mahi - My Voice, My Work; and Myths about NCEA Assessment: Managing authenticity accessed through the NZQA website. Further support can be found in the assessment resources on TKI and in the clarification and exemplar documents on the NZQA Physical Education page.

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	clarification and exemplar documents on the NZQA Physical Education page.	
	AS 91336 2.10 Internal (3 credits) Analyse group processes in physical activity The physical activity context will require adjusting for students' own home situation depending on space and/or sporting equipment availability, and the number of members in their bubble. The bubble members could constitute the group (2 or more people). Video evidence of the group process experiences should be included in the student's ongoing reflections. This will support the students' analysis. For authenticity purposes, check points and verbal conferencing with students during the assessment period is recommended. For specific advice on how to manage authenticity when assessing during uncertain times, please see the Pūtake module: Tāku Reo, Tāku Mahi - My Voice, My Work; and Myths about NCEA Assessment: Managing authenticity accessed through the NZQA website.	

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