



NEW ZEALAND QUALIFICATIONS AUTHORITY
MANA TOHU MĀTAURANGA O AOTEAROA

National Qualifications Framework Levels 1–3, 2008

Physical Education

National Moderator's Report

National Moderator’s Report for Physical Education

General Guidance for Assessors of Achievement and Unit Standards

The purpose of external moderation is to provide assurance that teacher judgments are at the national standard and are made on the basis of assessment materials that are fair and valid.

All assessment materials are expected to:

- give the student the opportunity to meet the requirements of the standard
- include an assessment schedule that provides examples of appropriate student responses and clear judgements that describe the standard required to gain credit at each level

The Ministry of Education contracted subject experts to write assessment resources for achievement standards. These are not pre-moderated. The intention is that they are modified as required to suit teaching programmes and student needs. Instead of providing ‘rules’, they suggest different ways of assessing to the national standard.

General Overall Comment

Assessment consistency:

Achievement standard assessment is generally consistent with the national standard. While achievement standards assessment materials available at www.tki.org.nz have been most frequently used, there has been an increase in modified assessments and development by teachers of their own assessment materials. When creating their own assessments for achievement or unit standards, teachers should develop exemplars of student performance. Teachers should note that TKI exemplars include specific examples of student performance and may be used as models when further assessment materials are being developed.

The clarification document and moderator newsletters for Physical Education on the NZQA web site give further guidance concerning issues noted by moderators.

Safety Guidelines

Boards of Trustees are required to provide a safe physical and emotional environment for students. Boards need to ensure that all practicable steps have been taken to identify, assess, minimise and manage risks and hazards. All Education Outside the Classroom (EOTC) programmes must comply with school and Ministry of Education guidelines for EOTC. Principals and staff involved with EOTC activities have exclusive responsibility for ensuring that the Board’s EOTC policy is followed.

Students with Disabilities

Physical Education performance standards are written for able-bodied persons. Teachers with students who have a disability and who are performing a physical activity within specified limitations, for example wheelchair basketball, should modify or set appropriate new performance requirements. Learning programmes and assessment tasks should be developed with the support of appropriate regional sports trust representatives and regional advisors.

Injury or illness

Providers should have their own policies for managing situations where students are unable to participate in performance assessment. In most cases, where manageable, an additional assessment opportunity should be provided. When this is not possible and sufficient evidence is available from the students' participation in the relevant module, the provider may use his or her professional judgement. In such cases, judgements made should tend to be conservative in nature.

Specific Standards

Standards that involve collecting evidence of students' practical performance

Collecting evidence of practical performance is an important part of assessing physical education and is inherent in many of the standards. Moderators have noted an issue concerning the submission of evidence for practical application. This section of the annual report clarifies what evidence is required to verify practical performance.

90067: Participate in physical activities and describe how this influences well-being

Students are required to participate actively in a variety of physical activities. Evidence should show a differentiation between achievement/merit ('participate actively') and excellence ('consistently display a high level of effort'). In order to verify teacher judgements, evidence should be collected over a period of time.

Examples of ways to collect evidence include, but are not limited to, teacher recording sheets, teacher verification of self or peer evaluation and teacher observation checklists.

90071: Demonstrate interpersonal skills and describe their effects on the functioning of a group or team

Students are required to demonstrate interpersonal skills in a group or team situation. Evidence should show a differentiation between achievement ('demonstrate interpersonal skills'), merit ('demonstrate effective interpersonal skills') and excellence ('consistently demonstrate effective interpersonal skills'). In order to verify teacher judgements, evidence should be collected over a period of time.

Examples of ways to collect evidence include, but are not limited to, teacher recording sheets, teacher verification of self or peer evaluation and teacher observation checklists.

90434: Examine the principles and methods of training in relation to participation in physical activity

Students are required to apply the principles and methods of training when participating in a physical activity. Logs are required as evidence of application and should be verified by the teacher.

90435: Examine skill-learning principles and psychological skills in relation to physical activity

Students are required to apply skill-learning principles and psychological skills when participating in a physical activity. Logs are required as evidence of application and should be verified by the teacher.

90438: Plan, apply and review leadership strategies in a group or team physical activity

Students are required to plan and apply appropriate strategies for a chosen leadership role. Evidence should show a differentiation between achievement (‘plan and apply appropriate strategies’), merit (‘strategies used contribute to the effective functioning of the group or team’), and excellence (‘strategies used contribute to and improve the effective functioning of the group or team’).

Examples of ways to collect evidence include, but are not limited to, teacher recording sheets, teacher verification of self or peer evaluation and teacher observation checklists.

90439: Demonstrate knowledge of safety issues and apply safety management procedures in a physical activity

Students are required to put into action safety management procedures for self and others in a physical activity. Evidence should show a differentiation between achievement (‘put into action safety management procedures’) and merit/excellence (‘competently put into action safety management procedures’).

Examples of ways to collect evidence include, but are not limited to, teacher recording sheets, teacher verification of self or peer evaluation and teacher observation checklists.

Performance Standards

90524: Demonstrate quality movement in the performance of a physical activity

90436: Perform a physical activity to meet the Physical Education Performance Standards for Level 2

90742: Perform a physical activity to nationally developed performance standards

In performance standards where consistency and effectiveness must be demonstrated, evidence should be collected over a period of time. Appropriate evidence will include mark sheets and recording sheets as well as the rubric. See the Level 3 badminton performance standard on the [TKI](#) web site for an example

Unit and Achievement Standards:

Level One

90067: Participate in physical activities and describe how this influences well-being

This standard involves participating in a variety of physical activities and *describing/explaining/evaluating* the influences that participation has on well-being. The intention of the standard is that students participate in a programme that includes a variety of activities so that comparing and contrasting activities can take place. This could take place over the whole year but should not be less than a term.

Students should record influences on well-being at the time of participation (by using logs, self review sheets, etc.) so they can use this information to *evaluate* all activities at the conclusion of the programme.

There is a difference between levels of participation required for achievement, merit and excellence. Evidence of participation must be submitted for all students and moderators cannot confirm teacher judgements without this.

To achieve with merit and excellence, statements should be justified with specific examples. To achieve with excellence the student must show the relationships between the dimensions of well-being/hauora.

90068: Demonstrate knowledge of body structure and function related to performance of physical activity

This standard involves exploring knowledge of body structure and function in a physical activity context. The intent of the standard is for students to *describe* and *explain* anatomical, biomechanical and physiological relationships to large muscle loco motor activities.

Identifying muscles and bones out of context is not the intent of this standard. Students are required to relate their descriptions back to performance of a physical activity and tasks should reflect this.

There must be opportunity in the assessment tasks for the students to *explain* and *explain in detail*. In some instances this year it was apparent that short answer questions were the focus of the task and there were no merit and excellence level questions. Assessment schedules should contain judgement statements that reflect all three levels of achievement.

Note: Exemplars on the TKI web site have been updated for this standard.

90524: Demonstrate quality movement in the performance of a physical activity

This standard involves *demonstrating quality movement* in the performance of a physical activity. It is the intent of this standard that it is used in conjunction with AS 90525 and therefore the programme needs to take place over a period of time.

Demonstrate quality movement is judged according to the performance of the appropriate factors/skill(s) nominated for the activity. Both objective and professional judgement can be used to assess the quality and consistency of movement. Evidence is primarily gathered through summative assessment. However additional evidence may be gathered throughout the programme of learning.

National Qualifications Framework Levels 1–3 (Physical Education) 2007 states on page 4 that, as a guideline, *Demonstrate quality movement* for achievement should be attainable to students who apply themselves fully to the associated physical education learning programme. *Consistently demonstrate high quality movement* for achievement with excellence should require a standard that would challenge the best Level 1 students nationally.

Professional judgement is an important part of judging most performance situations. Factors to consider for this achievement standard include:

- the selection of activity/activities where the teacher has appropriate prior knowledge and experience or has suitable experts to guide their judgements
- formative, quantitative skill based test results, such as a skills circuit, to provide additional evidence
- validated self and peer observation sheets as additional evidence to support judgements
- the student's level of performance, as demonstrated over the entire module, to confirm a judgement
- video analysis may be useful, where appropriate and manageable. eg an aerobics routine in a competition

- the confirmation of teacher judgements made at a national level may be gained through communication with other professionals, for example national/regional sports bodies and coaches, PENZ clusters, advisory service
- structure teams and/or vary competition to provide adequate and fair opportunity for all players to demonstrate their ability considering the effects of changing environments when assessing outdoor activities, such as wind strength, heat and sun, water flow, terrain, tides, etc. Conditions should be consistent and provide equal and appropriate opportunities for all students to achieve all grades
- in assessment conditions that are obviously affecting performance, it would be sensible to use professional judgement and conservatively adjust performance standards in light of the conditions.

Moderation submissions require details regarding the conditions of assessment and must include relevant recording sheets and any other information available that provide evidence for the teacher judgements.

90525: Examine the quality of movement in performance of a physical activity

This standard involves *describing/explaining/evaluating* how factors affect the quality of movement after a programme of practice. It is the intent of this standard that students implement a programme of practice and compare and contrast pre- and post-performance.

Note: More than one factor must be discussed. Two aspects of technique are not appropriate. If no changes have occurred, reasons for this must be clearly justified.

Identification of factors influencing performance needs to occur prior to the programme of practice and should be specific to the student. Post testing is also required so that a comparison can be made. Reference must be made to specific examples from pre- and post-tests. For achievement with merit, practice plans, logs, etc. must be used to explain changes in performance.

To achieve with excellence judgements should be made on changes in performance. Comparisons between pre- and post-tests must be clearly evaluated.

90070: Explore how the body is portrayed in physical activity

This standard involves exploring different ways the body is portrayed in physical activity and how these portrayals are valued by self, others and society. It is the intent of this standard to focus specifically on the body rather than generalised themes in physical activity.

Demonstration of critical thinking skills is required by the standard. This includes why groups or individuals choose to portray the body in particular ways, who is advantaged/disadvantaged and how our thoughts are manipulated by these portrayals.

Issues have arisen where students focus on the theme (for example, violence) rather than how the body has been portrayed, for example position of the body, facial expressions, body language, body types, sex, etc. Generalised statements and assumptions are sometimes provided as evidence rather than what is being specifically portrayed.

90071: Demonstrate interpersonal skills and describe their effects on the functioning of a group or team

This standard involves demonstrating interpersonal skills and *describing/explaining/evaluating* the effects of these on the functioning of the group or team. It is the intent of this standard that students participate over a period of time.

Specific examples of the effects the use of interpersonal skills had on the functioning of the group or team are required for credit with merit and excellence. To achieve with excellence an overall judgement should be made and positives and negatives should be discussed as well as considerations for future improvement.

The teacher may consider requiring validated self and peer observation sheets as additional evidence to support judgments.

Issues have arisen where there has been no submission of evidence relating to the practical application of this standard. The teacher judgements cannot be confirmed without this. Generalised statements about fair play, etc, that are not specific to what actually happened in the group or team should be avoided.

Level Two:

90432: Examine the relationship between physical activity and health, and implications for self and society

This standard involves examining the relationship between physical activity and health and discussing the implications for the individual and society. It is the intent of this standard that students will participate in physical activity and use this experience and further research to provide the basis of their discussion.

To achieve with merit, discussion should include specific examples and consider a range of views. At excellence level, critical discussion includes challenging bias and assumptions, analysis of who is advantaged and disadvantaged and asking questions and gathering evidence to support these questions. Collection of evidence beyond participation, for example, in a log, is required. This may take the form of observations, texts, internet, etc.

Issues have arisen where students have focussed on self and not included others' perspectives. Assumptions about the relationship between physical activity and health should be avoided in student work.

90433: Describe how functional anatomy and biomechanical principles relate to performing physical activity

This standard involves *describing/explaining* functional anatomy and biomechanical principles and how they relate to physical activity. It is the intent of this standard that students will participate in and/or observe physical activity so that the context is applied in the theory.

Students are expected to conduct physical activity experiments and/or make observations of these.

To gain achievement with merit and excellence specific examples taken from participation and/or observation in physical activity should be used in the explanation of

how the principles relate to performance. To gain achievement with excellence explanation of the interrelationship between a wide range of biomechanical and anatomical principles is expected.

There must be opportunity in the assessment tasks for the students to *explain* and *explain in detail*. In some instances during this year it was apparent that short answer questions were the focus of the task to the exclusion of merit and excellence level questions. Assessment schedules should contain judgement statements that reflect all three levels of achievement. Holistic judgements should be made against the standard.

Issues have arisen with tasks assessing the shoulder joint. This is a difficult joint to assess, as there are movements in both the shoulder joint and the shoulder girdle. Students may have greater opportunity to gain credit for the standard if alternative joints are assessed. Another issue has been the lack of application to a physical activity context. Labelling stationary skeletons, muscles, etc. is not appropriate.

90434: Examine the principles and methods of training in relation to participation in physical activity

This standard involves applying principles and methods of training to participation in physical activity.

To achieve with merit an explanation using specific examples from participation and other supporting evidence is required. To achieve with excellence an in-depth explanation of how principles and methods are interrelated is required.

Issues have arisen where teachers do not submit application of training principles or evidence of application that students originally submitted in logs. The focus in student evidence is sometimes, wrongly, on definitions of principles and methods rather than application of these to participation.

90435: Examine skill-learning principles and psychological skills in relation to physical activity

This standard involves applying skill-learning principles and psychological skills to participation in physical activity. It is the intent of this standard that the description/explanation specifically relates to the student's participation.

An explanation using specific examples from participation and other supporting evidence is required to achieve with merit. To achieve with excellence judgements about the reliability and usefulness of evidence obtained need to be explained in detail.

If using tasks from the TKI web site the logs and data recording sheets should be verified and submitted as evidence of participation. Teachers should ensure that students have focused on the effects of applying the skill-learning principles and psychological skills rather than definitions of these.

90436: Perform a physical activity to meet the Physical Education Performance Standards for Level 2

This standard involves demonstrating quality movement in the performance of an applied physical activity.

NB: Generic standards found in the appendix of this standard are for developing specific game assessments. Once these have been made specific to the physical activity

they must then be sent to NZQA for approval (PEAssessment@nzqa.govt.nz). To ensure the performance standard is specific and set at the right level, regional/national sporting organisations should be contacted for support in writing these.

Evidence of performance could be in the form of teacher recording sheets, marked checklists, marked rubrics. Note: A tick on a marking cover sheet is not sufficient evidence for moderation purposes.

National Qualifications Framework Levels 1–3 (Physical Education) 2007 states on page 4 that, as a guideline, *Demonstrate quality movement* for achievement should be attainable to students who apply themselves fully to the associated physical education learning programme. *Consistently demonstrate high quality movement* for achievement with excellence should require a standard that would challenge the best of Level 1 students nationally.

Professional judgement is an important part of judging most performance situations. Factors to consider for this achievement standard include:

- the selection of activity/activities where the teacher has an appropriate prior knowledge and experience or have suitable experts to guide their judgements
- formative, quantitative skill based test results, such as a skills circuit, to provide additional evidence
- validated self and peer observation sheets as additional evidence to support judgements
- the student's level of performance, as demonstrated over the entire module, to confirm a judgement
- video analysis may be useful, where appropriate and manageable. e.g. an aerobics routine in a competition
- the confirmation of teacher judgements made at a national level may be gained through communication with other professionals, for example national/regional sports bodies and coaches, PENZ clusters, advisory service
- structuring teams and/or varying competition to provide adequate and fair opportunity for all players to demonstrate their ability considering the effects of changing environments when assessing outdoor activities, such as: wind strength, heat and sun, water flow, terrain, tides, etc. Conditions should be consistent and provide equal and appropriate opportunities for all students to achieve all grades
- 'in assessment conditions' that obviously affect performance. It would be sensible to use professional judgement and conservatively adjust performance standards in light of the conditions.

Moderation submissions require details regarding the conditions of assessment and must include relevant recording sheets and any other information available that provide evidence for the teacher judgements.

90437: Investigate the sociological significance of a sporting event, physical activity or festival

This standard involves discussing the sociological significance of a sporting event, physical activity or festival, and how it impacts on self, others and society. The intent of this standard is to consider personal reflection, friends and family and larger societal groups, for example, iwi. The significance of the event should relate to relevant societal, political, economical, environmental, cultural and historical factors.

To achieve with merit discussion needs to include specific examples and consider a range of views. To achieve with excellence critical discussion should include challenging bias and assumptions, analysis of who is advantaged and disadvantaged, asking questions and gathering evidence to support these questions. Likely and future implications should also be addressed.

Issues have arisen where students have not collected evidence from a wide range of sources. In addition, students' discussion evidence sometimes focuses on self and does not include others' perspectives.

90438: Plan, apply and review leadership strategies in a group or team physical activity

This standard involves planning and applying leadership strategies and reviewing how these strategies contributed to the effective functioning of the group or team.

For achievement at merit or excellence levels specific examples need to be provided that show patterns of influence on the effective functioning of the team. To achieve with excellence an evaluation should make a judgement and justify with reasons the effectiveness of the strategies implemented. Students should look at positives and negatives, reflect on what occurred and compare and contrast strategies used. Students should also show flair, initiative, innovation, independence and excellent rapport with the group when applying leadership strategies.

Issues arising from this standard occur where students focus on the strategies in general, rather than on how the strategies influence the effective functioning of the team.

90439: Demonstrate knowledge of safety issues and apply safety management procedures in a physical activity

This standard requires students to demonstrate knowledge of safety issues and apply safety management procedures in a physical activity. Teacher verification that students have put into action safety management procedures is required. Teacher judgements on the standard cannot be confirmed without this.

Note: There is a difference between expectations for achievement and merit/excellence levels in this standard concerning practical application. Therefore evidence submitted should differentiate between the different levels of achievement for practical application.

Level Three:

90739: Apply knowledge to plan a physical activity programme or experience

This standard involves applying knowledge to produce a plan for a physical activity programme or experience. It is the intent of this standard that the plan produced is workable and able to be put in place by the student. Another person should be able to pick it up and use it in its existing form.

This standard can also be used in conjunction with 90740. Therefore, more than just lists or definitions are required. A consideration of biophysical principles and socio-cultural factors should also be included.

Consistency between the application of knowledge and the plan is required i.e. progressive overload is applied in the plan not just discussed in the supporting material.

To achieve with merit and excellence, in-depth knowledge must be applied to the plan. If using an outdoor education context, most logistical factors must be considered and applied. If using a physical activity programme context, most training principles and methods need to be considered and applied. To achieve with excellence, comprehensive knowledge must be applied to the plan. This should include a full understanding of a wide range of contributing issues or factors that may influence the programme or experience and a consideration of possible alternatives to the plan.

Issues with teacher judgements have arisen when generalised plans are produced. These plans lack evidence of knowledge of principles and methods of training. For example, student work might state rugby, run, swim etc. but there is no supporting material on the methods or principles being applied.

90740: Explain, with evidence, the effectiveness of a physical activity programme and its influence on hauora/well-being

This standard involves participating in a physical activity programme and explaining/evaluating its influence on hauora/well-being. The programme may be developed by the student or provided for them. This standard may be used in conjunction with 90739.

For all levels of achievement, conclusions, justified with supporting evidence, are required on how effective the physical activity programme was in influencing personal hauora/wellbeing. In addition, a focus is expected on the influence the programme has had on hauora/well-being and the interrelatedness between the dimensions. To achieve with excellence a critical evaluation must examine, question, evaluate and challenge assumptions about issues and practices that are taken for granted.

Supporting evidence could include, but is not limited to, observations, logs, physiological responses, etc.

90741: Appraise performance and review a programme for performance improvement for self or others

This standard involves appraising performance before and after a programme and reviewing the effectiveness of the programme. It is the intent of this standard that students will implement the programme.

Appraisal before and after the programme, should include a range of quantitative and qualitative data. Inherent in this is biomechanical analysis, but it may also include comparative analysis, fitness appraisal, tactic and game strategy analysis etc. A programme must be implemented otherwise a review cannot occur. Application of knowledge in the review should come from areas such as motor learning principles or sports psychology.

To achieve with merit judgements about the effectiveness of the programme should be justified with specific examples. Positives and negatives must be considered when reflecting. To achieve with excellence critical evaluation must examine, question, evaluate and challenge assumptions that are taken for granted concerning issues and practices involved in programmes for performance improvement.

90742: Perform a physical activity to nationally developed performance standards

This standard involves demonstrating quality movement in the performance of an applied physical activity.

NB: Generic standards found in the appendix of this standard are for developing specific game assessment tasks. Once these have been made specific to the physical activity they must then be sent to NZQA for approval (PEAssessment@nzqa.govt.nz). To ensure the performance standard is specific and set at the right level, regional/national sporting organisations should be contacted for support in writing these.

Evidence of performance could be in the form of teacher recording sheets, marked checklists, marked rubrics. Note: A tick on a marking cover sheet is not sufficient evidence for the purposes of moderation.

The National Qualifications Framework Levels 1–3 (Physical Education) 2007 document states on page 4 that, as a guideline, *Demonstrate quality movement* for achievement should be attainable to students who apply themselves fully to the associated physical education learning programme. *Consistently demonstrate high quality movement* for achievement with excellence should require a standard that would challenge the best of Level 1 students nationally.

Professional judgement is an important part of judging most performance situations. Factors to consider for this achievement standard include:

- the selection of activity/.activities where the teacher has an appropriate prior knowledge and experience or has suitable experts to guide their judgements
- formative, quantitative skill based test results, such as a skills circuit, to provide additional evidence
- validated self and peer observation sheets as additional evidence to support judgements
- the student's level of performance, as demonstrated over the entire module, to confirm a judgement
- video analysis which may be useful, where appropriate and manageable. eg an aerobics routine in a competition
- the confirmation of teacher judgements made at a national level which may be gained through communication with other professionals, for example national/regional sports bodies and coaches, PENZ clusters, advisory service
- structuring teams and/or varying competition to provide adequate and fair opportunity for all players to demonstrate their ability considering the effects of changing environments when assessing outdoor activities, such as wind strength, heat and sun, water flow, terrain, tides, etc. Conditions should be consistent and provide equal and appropriate opportunities for all students to achieve all grades
- 'in assessment conditions' that obviously affect performance, It would be sensible to use professional judgement and conservatively adjust performance standards in light of the conditions.

Moderation submissions require details regarding the conditions of assessment and must include relevant recording sheets and any other information available that provide evidence for the teacher judgements.

Teacher verification of the level of performance should be maintained over a period of time to show consistency of quality movement.

Evidence of performance could be in the form of teacher recording sheets, marked checklists, marked rubrics. Note: A tick on a marking cover sheet is not sufficient evidence for the purposes of moderation.

90743: Examine a current physical activity event, trend or issue impacting on New Zealand society

This standard involves examining a current physical activity event, trend or issue. It is the intent of this standard that students will research and analyse the event, trend or issue from a wide range of sources. Relevant research should be gathered and an analysis of the impact on New Zealand society should occur.

To achieve with merit greater depth or breadth of knowledge than is required at achievement level needs to be provided, looking wider than the student's own perspective. To achieve with excellence critical examination should include challenging bias and assumptions, analysis of who is advantaged and disadvantaged, asking questions and gathering evidence to support these questions. A variety of perspectives on the issue should be covered with synthesis of ideas where research is used to back up the judgments on the issue.

Problems that have arisen involve authenticity issues such as copying and pasting from the internet and lack of referencing. Student work sometimes does not consider the impact on New Zealand society. This is required to meet the standard at all levels. A lack of sources can lead students into covering only one side of the issue.

90744: Examine physical activity and take action to influence the participation of others

This standard involves examining physical activity and taking action to promote physical activity in the community. There are three criteria that must be met within this standard and therefore consistency across the standard is required.

The first criterion requires collection of evidence from a variety of sources. This could include target population surveys, national statistics and reports, books and other relevant literature. Explanation/analysis of the evidence is required rather than just submission of the evidence.

Explanation of the proposed action and how it will minimise barriers, influence participation and contribute to health promotion is required in the second achievement criterion. This is often where student work is lacking. This impacts on the students' achievement at higher levels in this standard. Students describe the action rather than explaining it and explaining how it minimises barriers and influences participation. Lists or bullet points are not sufficient. Students often fail to explain how this contributes to health promotion.

In the third achievement criterion, explanation/evaluation of the effectiveness of the action taken should occur. To achieve with merit students should make judgements about the effectiveness of the action taken and should consider the process taken, justifying this with specific examples. Positives and negatives of the process need to be considered when reflecting. For students to achieve with excellence critical examination

should include analysing who has been advantaged and disadvantaged by the action, challenging bias and assumptions, asking questions and gathering evidence to support these questions. Synthesis of ideas should be shown, where research is used to back up the judgments on the issue. The long term impacts of the action taken need to be considered by the student. Students are not achieving at the higher levels because they evaluate the process without considering the long term impact of the action and how it contributes to health promotion.

Unit Standards

There is concern that some responses to Physical Education unit standards do not match the academic level expected in the corresponding achievement standards. The student work should still be reflective of the curriculum level expectations and objectives.