

Achievement Standard

Subject Reference	Physical Education 1.4		
Title	Demonstrate understanding of societal influences on physical activity and the implications for self and others		
Level	1	Credits	4
		Assessment	Internal
Subfield	Health and Physical Education		
Domain	Physical Education		
Status	Registered	Status date	17 December 2010
Planned review date	31 December 2019	Date version published	20 November 2014

This achievement standard involves demonstrating understanding of societal influences on physical activity and the implications of these influences for self and others.

Achievement Criteria

Achievement	Achievement with Merit	Achievement with Excellence
<ul style="list-style-type: none"> Demonstrate understanding of societal influences on physical activity and the implications for self and others. 	<ul style="list-style-type: none"> Demonstrate in-depth understanding of societal influences on physical activity and the implications for self and others. 	<ul style="list-style-type: none"> Demonstrate comprehensive understanding of societal influences on physical activity and the implications for self and others.

Explanatory Notes

- 1 This achievement standard is derived from *The New Zealand Curriculum*, Learning Media, Ministry of Education, 2007. It is aligned with Level 6 Achievement Objectives A4 (Personal identity), B4 (Challenges and social and cultural factors), and D1 (Societal attitudes and values) and the material in the *Teaching and Learning Guide for Physical Education*, Ministry of Education, 2010 at <http://seniorsecondary.tki.org.nz>. Assessment will be consistent with and reflect the underlying and interdependent concepts of the Health and Physical Education Learning Area; Hauora, socio-ecological perspective, health promotion, and attitudes and values. (*The New Zealand Curriculum*, Learning Media, Ministry of Education, 2007, p22.)

This standard is also derived from Te Marautanga o Aotearoa. For details of Te Marautanga o Aotearoa achievement objectives to which this standard relates, see the [Papa Whakaako](#).

- 2 *Demonstrate understanding* involves providing information and details of societal influences on physical activity and the implications of these for self and others.

Demonstrate in-depth understanding involves explaining how and why societal influences impact on physical activity and the implications of these influences for self and others.

Demonstrate comprehensive understanding involves an explanation that has both depth or breadth or both. It may also involve some level of critical thinking that asks questions of and challenges assumptions in relation to the societal influences and implications.

Societal influences may include but are not limited to:

- media
- advertising
- popular view
- policy
- social marketing
- peers.

From these *societal influences* some themes that may be explored include, but are not limited to:

- sexism
- healthism
- commodification
- school culture
- youth culture
- the body.

- 3 Conditions of Assessment related to this achievement standard can be found at <http://ncea.tki.org.nz/Resources-for-Internally-Assessed-Achievement-Standards>.

Quality Assurance

- 1 Providers and Industry Training Organisations must have been granted consent to assess by NZQA before they can register credits from assessment against achievement standards.
- 2 Organisations with consent to assess and Industry Training Organisations assessing against achievement standards must engage with the moderation system that applies to those achievement standards.

Consent and Moderation Requirements (CMR) reference

0233