

## Achievement Standard

<b>Subject Reference</b>	Physical Education 1.1		
<b>Title</b>	Participate actively in a variety of physical activities and explain factors that influence own participation		
<b>Level</b>	1	<b>Credits</b>	5
		<b>Assessment</b>	Internal
<b>Subfield</b>	Health and Physical Education		
<b>Domain</b>	Physical Education		
<b>Status</b>	Registered	<b>Status date</b>	17 December 2010
<b>Planned review date</b>	31 December 2014	<b>Date version published</b>	17 December 2010

This achievement standard involves participating actively in a variety of physical activities and explaining factors that influence own participation.

### Achievement Criteria

Achievement	Achievement with Merit	Achievement with Excellence
<ul style="list-style-type: none"> <li>Participate actively in a variety of physical activities and explain factors that influence own participation.</li> </ul>	<ul style="list-style-type: none"> <li>Participate actively in a variety of physical activities with a high level of effort and engagement, and explain factors that influence own participation.</li> </ul>	<ul style="list-style-type: none"> <li>Participate actively in a variety of physical activities with a consistently high level of effort and engagement, and explain factors that influence own participation.</li> </ul>

### Explanatory Notes

- This achievement standard is derived from *The New Zealand Curriculum*, Learning Media, Ministry of Education, 2007. It is aligned with Level 6 Achievement Objectives A1 (Personal growth and development), A2 (Regular physical activity), A3 (Safety management), A4 (Personal identity), B1 (Movement skills), B2 (Positive attitudes), 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, the socio-ecological perspective, health promotion, and attitudes and values. (*The New Zealand Curriculum*, Learning Media, Ministry of Education, 2007, p22.)
- Participate actively* involves being both active and involved in most of the physical activity sessions used to contribute towards assessment against this achievement standard. Active participation in a variety of physical activities is essential.

*Participate actively* may include:

- practising to improve
- involving self in activity for enjoyment, fun and challenge
- contributing in team activities
- relating to others in activities requiring interaction
- reflecting on involvement and performance
- participating in some way or contributing despite injury.

Displaying a *high level of effort and engagement* involves full and positive participation in physical activities, along with contributions to support others to be active and/or showing effort to improve over time. This may include:

- participating in the strategies, skills, and aim of the game
- participating to develop skills of the activity
- participating to develop, maintain and improve fitness
- participating to maintain or improve well-being
- participating to enjoy the intent of the activity
- supporting, encouraging, and organising of others with the aim of getting them to participate
- any combination of the above.

Displaying a *consistently high level of effort and engagement* involves full and positive participation in physical activities, along with regular contributions to support others to be active and/or showing sustained effort to improve over time.

*Explain* involves saying how and/or why a range of factors influence the student's own participation. The explanation is expected to be a result of ongoing reflection.

*Factors* that influence participation could include but are not limited to:

- well-being
- fun and enjoyment
- challenge
- sense of achievement
- social factors eg able to do physical activity with friends, able to choose my own group
- aesthetic appeal
- pushes the body to physical and/or mental limits
- being able to go at own pace
- cost
- accessibility
- environmental appreciation
- technology
- equipment needed.

3 It is expected that students will participate in a variety of physical activities throughout a full teaching and learning programme. The activities may include but are not limited to:

- fitness
- dance
- outdoor education
- adventure-based learning

- games
- team-based sport
- te ao kori
- aquatic activities
- leisure-based activities.

See further details in the curriculum statement

[http://www.tki.org.nz/r/health/curriculum/statement/toc\\_e.php](http://www.tki.org.nz/r/health/curriculum/statement/toc_e.php).

- 4 Conditions of Assessment related to this achievement standard can be found at [www.tki.org.nz/e/community/ncea/conditions-assessment.php](http://www.tki.org.nz/e/community/ncea/conditions-assessment.php).
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### **Replacement Information**

This achievement standard replaced unit standard 12527 and AS90067.

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### **Quality Assurance**

- 1 Providers and Industry Training Organisations must be accredited by NZQA before they can register credits from assessment against achievement standards.
- 2 Accredited providers and Industry Training Organisations assessing against achievement standards must engage with the moderation system that applies to those achievement standards.

Accreditation and Moderation Action Plan (AMAP) reference

0233