

## Achievement Standard

<b>Subject Reference</b>	Physical Education 1.4		
<b>Title</b>	Demonstrate understanding of societal influences on physical activity and the implications for self and others		
<b>Level</b>	1	<b>Credits</b>	4
		<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 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"> <li>• Demonstrate understanding of societal influences on physical activity and the implications for self and others.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate in-depth understanding of societal influences on physical activity and the implications for self and others.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate comprehensive understanding of societal influences on physical activity and the implications for self and others.</li> </ul>

### 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.)
- 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 [www.tki.org.nz/e/community/ncea/conditions-assessment.php](http://www.tki.org.nz/e/community/ncea/conditions-assessment.php).
- 

## 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