

## Achievement Standard

<b>Subject Reference</b>	Physical Education 1.9		
<b>Title</b>	Demonstrate self management strategies and describe the effects on participation in physical activity		
<b>Level</b>	1	<b>Credits</b>	3
		<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 self management strategies and describing the effects on participation in physical activity.

### Achievement Criteria

Achievement	Achievement with Merit	Achievement with Excellence
<ul style="list-style-type: none"> <li>Demonstrate self management strategies and describe the effects on participation in physical activity.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate self management strategies and describe, in depth, the effects on participation in physical activity.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate self management strategies and describe, comprehensively, the effects on participation in physical activity.</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), B2 (Positive attitudes) and C2 (Identity, sensitivity, and respect) 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.)
- Describe* involves giving an account of and/or providing details of the effects the self management strategies had on participation in physical activity. In order to do this, students first need to demonstrate the self management strategies.

*Describe, in depth*, involves explaining how and why self management strategies affected participation in physical activity. In order to do this, students first need to demonstrate the self management strategies.

*Describe, comprehensively*, involves considering how and why the self management strategies did or did not result in changes to participation in physical activity. These judgements are supported with explanation and examples or evidence. Future changes in self management strategies in participation in physical activity are considered. In order to do this, students first need to demonstrate the self management strategies.

*Self management strategies* may include – strategies for being a successful learner, seeking knowledge, seeking feedback and/or feed forward, meeting challenge, becoming more resourceful, becoming more reliable, goal setting, time management, stress management, adaptability, self control, risk management, resiliency, motivation, perseverance, dealing with success and disappointment.

- 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).
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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