

## Achievement Standard

<b>Subject Reference</b>	Physical Education 2.1		
<b>Title</b>	Examine the role and significance of physical activity in the lives of young people in New Zealand		
<b>Level</b>	2	<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 November 2011
<b>Planned review date</b>	31 December 2014	<b>Date version published</b>	17 November 2011

This achievement standard involves examining the role and significance of physical activity in the lives of young people in New Zealand.

### Achievement Criteria

Achievement	Achievement with Merit	Achievement with Excellence
<ul style="list-style-type: none"> <li>Examine the role and significance of physical activity in the lives of young people in New Zealand.</li> </ul>	<ul style="list-style-type: none"> <li>Examine, in-depth, the role and significance of physical activity in the lives of young people in New Zealand.</li> </ul>	<ul style="list-style-type: none"> <li>Examine critically the role and significance of physical activity in the lives of young people in New Zealand.</li> </ul>

### Explanatory Notes

- This achievement standard is derived from *The New Zealand Curriculum*, Learning Media, Ministry of Education, 2007, Health and Physical Education learning area Level 7 achievement objectives (relevant to the context used), and is related to the material in the *Teaching and Learning Guide for Health and Physical Education*, Ministry of Education, 2011, 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, attitudes and values, the socio-ecological perspective, and health promotion (*The New Zealand Curriculum*, Learning Media, Ministry of Education, 2007, p22).

- Examine* involves explaining how and why physical activity has a role and has significance in the lives of young people in New Zealand.

*Examine, in-depth*, involves giving full and thorough explanations of how and why physical activity has a role and has significance in the lives of young people. This includes consideration of a range of points of view that contribute to the understanding of the role and significance of physical activity, and how these interrelate.

*Examine critically* involves explaining the interrelationship between the role and significance of physical activity in the lives of young people in New Zealand by:

- identifying assumptions
- identifying who is advantaged and disadvantaged
- considering pros and cons
- making judgements and providing supporting evidence.

3 *The role of physical activity* may include but is not limited to enabling:

- fun and enjoyment
- competition
- challenge
- social contact
- health maintenance or improvement
- development of team work
- development of perseverance
- goal setting
- cohesiveness
- a sense of belonging
- appreciation of New Zealand's outdoor environments.

4 *Significance of physical activity* may include but is not limited to societal and cultural significance, for example:

- the importance of physical activity in a young person's life
- how young people view the relationship between health and physical activity
- how young people view the relationship between physical activity and entertainment
- the amount of time a young person spends involved in physical activity
- how physical activity is prioritised in a young person's life
- what influences young people when making decisions about physical activity
- who influences young people when making decisions about physical activity
- the significance of physical activity for young people across areas such as cultures and gender.

5 *Young people* refers to people aged 16-20.

6 It is expected that students will have experienced physical activity opportunities in order to provide a context for personal reflection and explanation.

7 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 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