

## Achievement Standard

<b>Subject Reference</b>	Physical Education 1.2		
<b>Title</b>	Demonstrate understanding of the function of the body as it relates to the performance of physical activity		
<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 2016	<b>Date version published</b>	18 December 2013

This achievement standard involves relating knowledge of basic body function to the performance of physical activity.

### Achievement Criteria

Achievement	Achievement with Merit	Achievement with Excellence
<ul style="list-style-type: none"> <li>Demonstrate understanding of the function of the body as it relates to the performance of physical activity.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate in-depth understanding of the function of the body as it relates to the performance of physical activity.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate comprehensive understanding of the function of the body as it relates to the performance of 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 Objective B3 (Science and technology) 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 Teachers must offer a choice of suitable large muscle locomotor-type physical activities so that students can relate the knowledge of the body function and the resulting movement/performance. 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).

- 3 *Function of the body* involves how the human body works in relation to physical activity. This may include but is not limited to:
- basic functional anatomy e.g. anatomical movement, bones and muscles involved in the movement, agonists, antagonists
  - basic principles of biomechanics (depending on the context used) e.g. stability, force summation, levers
  - basic physiological responses to large muscle locomotor-type activities (depending on the context used) for example, acute and chronic response to training, energy systems.

*Demonstrate understanding* involves giving an account of, and/or giving details of, characteristics. For example, anatomical movement is considered a description of the way the joint moves.

*Demonstrate in-depth understanding* involves explaining how and why the function of the body is related to the performance of the physical activity.

*Demonstrate comprehensive understanding* involves depth and/or breadth of knowledge, including:

- the relationship between anatomical structure and the performance of a physical activity
  - the use of biomechanical principles to explain the performance of a physical activity
  - the relationship of physiological responses to the intensity of a physical activity.
- 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 12540 and AS90068.

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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