

Achievement Standard

Subject Reference	Physical Education 3.1		
Title	Evaluate physical activity experiences to devise strategies for lifelong well-being		
Level	3	Credits	4
		Assessment	Internal
Subfield	Health and Physical Education		
Domain	Physical Education		
Status	Registered	Status date	4 December 2012
Planned review date	31 December 2019	Date version published	17 November 2016

This achievement standard involves evaluating physical activity experiences to devise strategies for lifelong well-being.

Achievement Criteria

Achievement	Achievement with Merit	Achievement with Excellence
<ul style="list-style-type: none"> Evaluate physical activity experiences to devise strategies for lifelong well-being. 	<ul style="list-style-type: none"> Evaluate, in depth, physical activity experiences to devise strategies for lifelong well-being. 	<ul style="list-style-type: none"> Critically evaluate physical activity experiences to devise strategies for lifelong well-being.

Explanatory Notes

- This achievement standard is derived from the Health and Physical Education learning area in *The New Zealand Curriculum*, Learning Media, Ministry of Education, 2007; Level 8 Achievement Objectives (relevant to the context used), and is related to the material in the latest version of the *Teaching and Learning Guide for Health and Physical Education*, Ministry of Education at <http://seniorsecondary.tki.org.nz>.

Assessment is consistent with and reflects the underlying concepts (hauora, socio-ecological perspective, health promotion, attitudes and values) of the Health and Physical Education learning area in *The New Zealand Curriculum*, page 22.

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](#) for the relevant learning area.

- Evaluate physical activity experiences to devise strategies for lifelong well-being* involves:
 - examining personal physical activity experiences to date

- considering the influences on and reasons for participation in physical activity experiences
- making judgements about the relationship between the experiences; and the potential impact of the experiences on lifelong well-being
- using the judgements as a basis for devising strategies for lifelong well-being.

Evaluate, in depth, physical activity experiences to devise strategies for lifelong well-being involves:

- comprehensively examining personal physical activity experiences to date
- making coherent judgements about the relationship between the experiences; and the potential impact of the experiences on lifelong well-being.

Critically evaluate physical activity experiences to devise strategies for lifelong well-being involves:

- questioning and challenging assumptions about the relationship between the experiences; and the potential impact of the experiences on lifelong well-being
- making coherent and insightful judgements that build on the questions and challenges.

- 3 *Physical activity experiences* are those experiences from the student's life to date. These may include: childhood play, games and pastimes, sport, fitness, recreation, outdoor pursuits, aquatics, dance, kapa haka, cultural festival performances.
- 4 *Well-being* refers to a notion of a healthy lifestyle in which all the dimensions of hauora are included. An inter-relatedness of the dimensions is a part of evaluation and critical evaluation. It is suggested that well-being be explored through the concept of hauora as described by the whare tapa whā model (Durie, M. (1994): *Whaiora - Maori Health Development*. Auckland: Oxford University Press).
- 5 *Lifelong well-being* refers to life beyond school, future well-being needs, and the role and place of physical activity within these.
- 6 *Devise strategies* involves considering what plans may need to be put into place to be proactive in ensuring that physical activity continues to be a part of the life of the student. Strategies will be informed by prior physical activity experiences and knowledge of anticipated future well-being needs.
- 7 Conditions of Assessment related to this achievement standard can be found at www.tki.org.nz/e/community/ncea/conditions-assessment.php.

Replacement Information

This achievement standard replaced AS90740 and unit standard 12528.

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