

## Achievement Standard

<b>Subject Reference</b>	Physical Education 3.6		
<b>Title</b>	Evaluate the use of health promotion to influence participation in physical activity		
<b>Level</b>	3	<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>	4 December 2012
<b>Planned review date</b>	31 December 2020	<b>Date version published</b>	17 November 2016

This achievement standard involves evaluating the use of health promotion to influence participation in physical activity.

### Achievement Criteria

Achievement	Achievement with Merit	Achievement with Excellence
<ul style="list-style-type: none"> <li>Evaluate the use of health promotion to influence participation in physical activity.</li> </ul>	<ul style="list-style-type: none"> <li>Evaluate, in depth, the use of health promotion to influence participation in physical activity.</li> </ul>	<ul style="list-style-type: none"> <li>Critically evaluate the use of health promotion to influence participation in physical activity.</li> </ul>

### 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 the use of health promotion to influence participation in physical activity* involves:
  - reviewing the steps in a health promotion process and their implementation

- making judgements about the impact of the process on participation
- providing supporting examples.

*Evaluate, in depth, the use of health promotion to influence participation in physical activity* involves:

- reviewing in detail the steps in a health promotion process and their implementation
- making coherent judgements about the impact of the process on participation.

*Critically evaluate the use of health promotion to influence participation in physical activity* involves:

- questioning and challenging assumptions about a health promotion process to make coherent and insightful judgements about the impact of the process on participation
- using those judgements to identify and justify how the use of the health promotion process may be improved.

- 3 Contexts for the health promotion process may include working with individuals or groups in: lunchtime activities, outdoor education experiences, leisure activities, recreation activities, festival groups, coaching a team, and adapted physical activity programmes.
- 4 A health promotion process involves taking individual and collective action over a period of time, rather than a one-off event or opportunity, to make a positive contribution to their own well-being and that of their communities and environments. Health promotion helps to create supportive physical and emotional environments in classrooms, whole schools, communities, and society. It is suggested that the Action Competence Learning Process is used. This can be found on [http://www.tki.org.nz/r/health/cia/make\\_meaning/teach\\_learnappr\\_proc\\_e.php](http://www.tki.org.nz/r/health/cia/make_meaning/teach_learnappr_proc_e.php).
- 5 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 AS90744.

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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