

## Achievement Standard

<b>Subject Reference</b>	Health 3.4		
<b>Title</b>	Analyse a contemporary ethical issue in relation to well-being		
<b>Level</b>	3	<b>Credits</b>	4
		<b>Assessment</b>	Internal
<b>Subfield</b>	Health and Physical Education		
<b>Domain</b>	Health Education		
<b>Status</b>	Registered	<b>Status date</b>	4 December 2012
<b>Planned review date</b>	31 December 2016	<b>Date version published</b>	4 December 2012

This achievement standard involves analysing a contemporary ethical issue in relation to well-being.

### Achievement Criteria

Achievement	Achievement with Merit	Achievement with Excellence
<ul style="list-style-type: none"> <li>• Analyse a contemporary ethical issue in relation to well-being.</li> </ul>	<ul style="list-style-type: none"> <li>• Analyse, in depth, a contemporary ethical issue in relation to well-being.</li> </ul>	<ul style="list-style-type: none"> <li>• Analyse, perceptively, a contemporary ethical issue in relation to well-being.</li> </ul>

### Explanatory Notes

- 1 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 *Teaching and Learning Guide for Health and Physical Education*, Ministry of Education, 2012 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.

- 2 *Analyse* involves providing a critical account of the ethical issue through:
  - explaining the differing and opposing perspectives on the issue, and the reasons for these different perspectives
  - explaining the implications of current related health practices for the well-being of those directly affected by the issue, others associated with those people, and the well-being of people and society.

*Analyse, in depth*, involves providing a balanced view of the differing and opposing perspectives with some reference to underlying health concepts (hauora, socio-ecological perspective, health promotion, attitudes and values).

*Analyse, perceptively*, involves:

- examining the perspectives on the issue with insight into the reasons for these differing perspectives and their ethical foundations
- linking the examination to underlying health concepts.

3 A *contemporary ethical issue* is a health-related issue of current public concern and where there are differing perspectives held by individuals and groups of people. The nature of these different perspectives presents a dilemma for people and society (irrespective of any legal position that may determine current practice in relation to the issue). Health-related ethical issues may be derived from:

- euthanasia
- immunisation
- organ donation
- access to fertility treatment
- reproductive technologies
- access to elective cosmetic or other surgery
- pornography
- abortion
- access to contemporary medical technologies
- dress codes related to cultural or religious beliefs
- parental rights and the treatment of children
- privacy in the digital age.

4 Perspectives are the attitudes, values, and/or beliefs of individuals and groups that shape and determine the ethical issue and the nature of the debate.

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 AS90711 and unit standard 14243.

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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