Field Māori Humanities

New *Hauora* achievement standards and revision of *Health, Home Economics,* and *Physical Education* achievement standards

New achievement standards

Domain	ID	Subject reference
Hauora - Wāhanga Ako	91790-91794	Hauora 2.1-2.5

Revised achievement standards

Domain ID Subject reference		Subject reference
Health Education	91235-91239	Health 2.1-2.5
Home Economics	91299-91304	Home Economics 2.1-2.6
Physical Education	91327-91336	Physical Education 2.1-2.10

The Ministry of Education has developed the new Māori medium achievement standards listed above and revised the English medium standards to indicate that they also derive from Te Marautanga o Aotearoa achievement objectives. The report relating to the revised English medium standards may be accessed at http://www.nzqa.govt.nz/ngfdocs/summaries/2014/nov14/revsumnov14-01.pdf.

New Registration date

November 2015

December 2015

Date new versions published

Planned review date

December 2018

Summary of review and consultation process

In 2010 the Ministry of Education, in association with the New Zealand Qualifications Authority and subject working groups, began to develop achievement standards derived from outcomes in *Te Marautanga o Aotearoa* (TMoA). This development also addressed duplication of outcomes, credit parity, fairness, consistency and coherence. The development was guided by the direction of *Te Marautanga o Aotearoa* and the Standards Review Guidelines. A copy of TMoA is available at: <u>http://tmoa.tki.org.nz/Nga-Marautanga-o-Aotearoa/Te-Marautanga-o-Aotearoa.</u>

Draft achievement standards were developed with the involvement of teacher subject working groups. The draft achievement standards were the focus of wide consultation, especially with kaiako (teachers) in wharekura (secondary programmes in Māori-medium schools). Resources were also developed to support these standards.

The English-language Health and Physical Education learning area achievement standards listed above were revised to show that they also align with outcomes in Te Marautanga o Aotearoa.

Main changes resulting from the review

• All TMoA Level 7 (NZQF Level 2) Hauora outcomes are now assessed using achievement standards.

- Grading criteria for achievement standards were reviewed in accordance with the Standards Review Guidelines.
- Five new standards were created for Hauora that align to TMoA outcomes.
- NZC-derived English-language achievement standards relating to the Health and Physical Education learning area that were identified as meeting the outcomes in TMoA amended to show that they also derive from TMoA Whāinga Paetae, and their review date was changed to December 2020.
- All the Level 2 Hauora achievement standards contribute to NCEA literacy requirements.

For a detailed description of the development of the **Hauora** standards see the **Revised Achievement standards**

ID	Ministry reference	Title	Level	Credit
91235	Health 2.1	Analyse an adolescent health issue	2	5
91236	Health 2.2	Evaluate factors that influence people's ability to manage change	2	5
91237	Health 2.3	Take action to enhance an aspect of people's well-being within the school or wider community	2	5
91238	Health 2.4	Analyse an interpersonal issue(s) that places personal safety at risk	2	4
91239	Health 2.5	Analyse issues related to sexuality and gender to develop strategies for addressing the issues	2	5

Humanities > Health and Physical Education > Health Education

Humanities >Health and Physical Education > Home Economics

ID	Ministry reference	Title	Level	Credit
91299	Home Economics 2.1	Analyse issues related to the provision of food for people with specific food needs	2	5
91300	Home Economics 2.2	Analyse the relationship between well- being, food choices and determinants of health	2	4
91301	Home Economics 2.3	Analyse beliefs, attitudes and practices related to a nutritional issue for families in New Zealand	2	5
91302	Home Economics 2.4	Evaluate sustainable food related practices	2	5
91303	Home Economics 2.5	Analyse practices to enhance well-being used in care provision in the community	2	5
91304	Home Economics 2.6	Evaluate health promoting strategies designed to address a nutritional need	2	4

Humanities > Health and Physical Education > Physical Education

ID	Ministry	Title	Level	Credit
	reference			
91327	Physical Education 2.1	Examine the role and significance of physical activity in the lives of young people in New Zealand	2	3
91328	Physical Education 2.2	Demonstrate understanding of how and why biophysical principles relate to the learning of physical skills	2	5
91329	Physical Education 2.3	Demonstrate understanding of the application of biophysical principles to training for physical activity	2	4
91330	Physical Education 2.4	Perform a physical activity in an applied setting	2	4
91331	Physical Education 2.5	Examine the significance for self, others and society of a sporting event, a physical activity, or a festival	2	4
91332	Physical Education 2.6	Evaluate leadership strategies that contribute to the effective functioning of a group	2	4
91333	Physical Education 2.7	Analyse the application of risk management strategies to a challenging outdoor activity	2	3
91334	Physical Education 2.8	Consistently demonstrate social responsibility through applying a social responsibility model in physical activity	2	3
91335	Physical Education 2.9	Examine the implementation and outcome(s) of a physical activity event or opportunity	2	3
91336	Physical Education 2.10	Analyse group processes in physical activity	2	3

Appendix at the end of this report.

Impact on Consent and Moderation Requirements (CMR)

All new achievement standards have been registered on CMR 0233.

Impact of changes on Exclusions List

None.

Detailed list of achievement standards – classification, title, level, and credits

New achievement standards

ID	Ref	Title	Level	Credit
91790	2.1	Te whakaahua i tētahi āhuatanga matatika me te pānga ki te hunga taiohi	2	4
91791	2.2	Te whakaatu māramatanga ki ngā kai taketake me te pānga ki te oranga tangata	2	4

Māori > Te Marautanga o Aotearoa > Hauora – Wāhanga Ako

ID	Ref	Title	Level	Credit
91792	2.3	Te arotake i tētahi kaupapa tiaki taiao i runga i te tirohanga Māori	2	5
91793	2.4	Te whakaatu māramatanga ki te pānga o te whakawhanaungatanga ki te oranga tangata	2	4
91794	2.5	Te tātari i te pānga o ngā uara o te porihanga ki te oranga tangata	2	4

Revised Achievement standards

Humanities > Health and Physical Education > Health Education

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91235	Health 2.1	Analyse an adolescent health issue	2	5
91236	Health 2.2	Evaluate factors that influence people's ability to manage change	2	5
91237	Health 2.3	Take action to enhance an aspect of people's well-being within the school or wider community	2	5
91238	Health 2.4	Analyse an interpersonal issue(s) that places personal safety at risk	2	4
91239	Health 2.5	Analyse issues related to sexuality and gender to develop strategies for addressing the issues	2	5

Humanities >Health and Physical Education > Home Economics

ID	Ministry	Title	Level	Credit
	reference			
91299	Home	Analyse issues related to the provision of	2	5
	Economics 2.1	food for people with specific food needs		
91300	Home	Analyse the relationship between well-	2	4
	Economics 2.2	being, food choices and determinants of		
		health		
91301	Home	Analyse beliefs, attitudes and practices	2	5
	Economics 2.3	related to a nutritional issue for families in		
		New Zealand		
91302	Home	Evaluate sustainable food related	2	5
	Economics 2.4	practices		
91303	Home	Analyse practices to enhance well-being	2	5
	Economics 2.5	used in care provision in the community		
91304	Home	Evaluate health promoting strategies	2	4
	Economics 2.6	designed to address a nutritional need		

Humanities > Health and Physical Education > Physical Education

ID	Ministry reference	Title	Level	Credit
91327	Physical Education 2.1	Examine the role and significance of physical activity in the lives of young people in New Zealand	2	3

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91336	Physical Education 2.10	Analyse group processes in physical activity	2	3

Development of Hauora – Wāhanga Ako Level 2 Achievement Standards

Process of aligning standards with Te Marautanga o Aotearoa (TMoA)

The process of aligning achievement standards with Te Marautanga o Aotearoa (TMoA) was informed by a series of audits across all learning areas conducted by Māori-medium subject specialists. These audits assessed the extent to which the existing achievement standards met the whāinga paetae (achievement objectives) within the Hauora learning area of TMoA.

The audit of the current standards against the Hauora learning area of TMoA found that while some current standards aligned or partially aligned, new standards were required to reflect the unique aspects of the TMoA whāinga paetae, especially in the areas of Waiora, Taiao and Tangata. The whāinga paetae within the Koiri strand were already reflected within the NZC Physical Education standards.

A panel of subject specialists working in wharekura was convened by the Ministry of Education to develop the new achievement standards. They developed five Hauora-specific achievement standards at Level 2 (AS91790 2.1–AS91974 2.5) to align with the whāinga paetae within the Level 7 Waiora (Personal Health and Development), Taiao (Health and the Environment) and Tangata (People and Relationships) strands of the Hauora learning area of TMoA.

The English-medium Health and Physical Education Learning Area achievement standards that align with Te Marautanga o Aotearoa whāinga paetae have been revised to indicate this relationship. In addition, as noted in the Level 1 Hauora – Wāhanga Ako change report, new reo Māori assessment tasks will be developed for the English-medium standards that are directly applicable to Māori-medium settings, in particular the NZC Physical Education standards.

Conditions of Assessment have been developed to assist in the interpretation of achievement standards and the development of teaching and learning programmes.

Addressing duplication

To avoid duplication the achievement standards were compared in detail with the General Education – Oranga unit standards; the English-medium standards for Physical Education, Health and Home Economics; and the new achievement standards under development for Hangarau, Pūtaiao and Tikanga ā-Iwi.

While Hauora 2.1 *Te whakaahua i tētahi āhuatanga matatika me te pānga ki te hunga taiohi* has some similarities to Level 3 Health 3.4 AS91464, *Analyse a contemporary ethical issue in relation to well-being*, Hauora 2.1 is a youth-specific standard, whereas the Level 3 Health standard explores the issues at a macro level.

Addressing credit parity

The credits allocated to the standards reflect the time required for the teaching and learning involved.

External and internal assessment

The mode of assessment for each standard best reflects the teaching and learning involved for each standard.

What has changed (summary)?

A new set of five achievement standards at Level 2 (Hauora 2.1–2.5, AS91790–AS91974), derived from outcomes in Te Marautanga o Aotearoa, is now available for the assessment of aspects of Hauora programmes in Māori-medium settings.

The standards can be broadly grouped into four areas: Te Whare o Rongo (2.1), Te Haumarutanga (2.2), Te Taiao (2.3) and Te Whanaungatanga (2.4 & 2.5).

Hauora 2.1 *Te whakaahua i tētahi āhuatanga matatika me te pānga ki te hunga taiohi* requires ākonga to provide evidence of their understanding of an ethical issue through describing the issue and its impact on young people.

Hauora 2.2 *Te whakaatu māramatanga ki ngā kai taketake me te pānga ki te oranga tangata* requires ākonga to demonstrate understanding of traditional food and its impact on people's wellbeing.

Hauora 2.3 *Te arotake i tētahi kaupapa tiaki taiao i runga i te tirohanga Māori* requires ākonga to provide evidence of an analysis of an environmental project from a Māori viewpoint.

Hauora 2.4 *Te whakaatu māramatanga ki te pānga o te whakawhanaungatanga ki te oranga tangata* requires ākonga to demonstrate their understanding of the impact of whakawhanaungatanga (people and relationships) on people's wellbeing.

Hauora 2.5 *Te tātari i te pānga o ngā uara o te porihanga ki te oranga tangata* requires ākonga to provide evidence of their analysis of the impact of societal values on people's wellbeing.