

## Achievement Standard

<b>Subject Reference</b>	Health 3.2		
<b>Title</b>	Analyse an international health issue		
<b>Level</b>	3	<b>Credits</b>	5
<b>Assessment</b>	External		
<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 an international health issue.

### Achievement Criteria

Achievement	Achievement with Merit	Achievement with Excellence
<ul style="list-style-type: none"><li>Analyse an international health issue.</li></ul>	<ul style="list-style-type: none"><li>Analyse, in depth, an international health issue.</li></ul>	<ul style="list-style-type: none"><li>Analyse, perceptively, an international health issue.</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 applying a critical perspective to an international health issue through:
- explaining the nature of the international health issue and its implications on the well-being of people and society
  - explaining how the major determinants of health influence the issue
  - recommending strategies to bring about more equitable outcomes in relation to the health issue.

The analysis is supported by evidence.

*Analyse, in depth*, involves recommending strategies for addressing the health issue that take account of:

- the influence of the major determinants of health on the issue
  - the impact of the major determinants of health on well-being.
- The in-depth analysis is supported by detailed evidence.

*Analyse, perceptively*, involves recommending strategies based on a coherent explanation that connects the international health issue and the influence of the determinants of health on the issue to the underlying health concepts (hauora, socio-ecological perspective, health promotion, and attitudes and values).

The perceptive analysis is supported by the coherent and consistent use of evidence.

- 3 *An international health issue* is one currently affecting the well-being of significant numbers of people in a country (or countries) other than, or as well as, New Zealand, and which is a matter of public concern. Health-related issues may be derived from:
  - culture and gender
  - sexual and reproductive health
  - disease
  - immunisation
  - life expectancy
  - drug use
  - colonisation and the health of indigenous peoples
  - globalisation and health.
- 4 Supported by evidence refers to the use of specific and relevant details to support an analysis. Supporting evidence may include examples, quotations and/or data from credible and current sources such as government ministry websites, recognised nongovernment organisations (NGOs), research journals, and other publications. Generally, current research means data or theories published within the last five years.
- 5 Assessment Specifications for this achievement standard can be accessed through the Health Resources page found at <http://www.nzqa.govt.nz/qualifications-standards/qualifications/ncea/subjects/>.

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### Replacement Information

This achievement standard replaced AS90709.

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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.