Achievement Standard

Subject Reference  Health 3.5
Title  Evaluate models for health promotion
Level  3  Credits  5  Assessment  External
Subfield  Health and Physical Education
Domain  Health Education
Status  Registered  Status date  4 December 2012
Planned review date  31 December 2016  Date version published  4 December 2012

This achievement standard involves evaluating models for health promotion.

Achievement Criteria

<table>
<thead>
<tr>
<th>Achievement</th>
<th>Achievement with Merit</th>
<th>Achievement with Excellence</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Evaluate models for health promotion.</td>
<td>• Evaluate, in depth, models for health promotion.</td>
<td>• Evaluate, perceptively, models for health promotion.</td>
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</tbody>
</table>

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 Evaluate involves considering the implications for people’s well-being of models of health promotion by:
   • comparing and contrasting models for health promotion
   • explaining advantages and disadvantages of models for health promotion
   • drawing conclusions about the effectiveness of the models.

Evaluate, in depth, involves:
   • exploring links between models for health promotion and their use for improving people’s well-being in given situation(s)
   • drawing reasoned conclusions about the effectiveness of the models.
Evaluate, perceptively, involves:

- showing insight about how the models for health promotion relate to the underlying health concepts (hauora, socio-ecological perspective, health promotion, and attitudes and values)
- drawing conclusions informed by the relationship of the models to these concepts.

3 Models for health promotion that use Health Education concepts and terms may include behavioural change, self-empowerment and collective action models, supported by documents such as the Ottawa Charter, the Bangkok Charter and Te Tiriti o Waitangi. For information on the Health Education models of health promotion, see *Making Meaning: Making a Difference*, Learning Media, Ministry of Education, 2004, pp.14-15 ([http://www.tki.org.nz/r/health/cia/make_meaning/index_e.php](http://www.tki.org.nz/r/health/cia/make_meaning/index_e.php)).


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**Replacement Information**

This achievement standard replaced AS90712.

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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