

## Achievement Standard

**Subject Reference** Health 1.4

**Title** Demonstrate understanding of interpersonal skills used to enhance relationships

**Level** 1      **Credits** 5      **Assessment** Internal

**Subfield** Health and Physical Education

**Domain** Health Education

**Status** Registered      **Status date** 30 November 2010

**Planned review date** 31 December 2020      **Date version published** 20 November 2014

This achievement standard involves demonstrating understanding of interpersonal communication skills used to enhance relationships.

### Achievement Criteria

Achievement	Achievement with Merit	Achievement with Excellence
<ul style="list-style-type: none"> <li>Demonstrate understanding of interpersonal skills used to enhance relationships.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate in-depth understanding of interpersonal skills used to enhance relationships.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate comprehensive understanding of interpersonal skills used to enhance relationships.</li> </ul>

### Explanatory Notes

- This achievement standard is derived from the Health and Physical Education learning area in *The New Zealand Curriculum*, Ministry of Education, 2007, and is related to the material in the *Teaching and Learning Guide for Health*, Ministry of Education, 2010 at <http://seniorsecondary.tki.org.nz>. Depending on the context(s) selected, learning resulting from a combination of the Level 6 achievement objectives A1, A3, A4, C1, C2 and C3 may be assessed.

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](#).

- Students will demonstrate understanding of interpersonal skills in a range of health-related contexts. *Understanding* of the skills is demonstrated by making connections between these interpersonal skills and the ways these skills enhance relationships. Knowledge of each of the following four skill areas, including the components of the skills, must be demonstrated:

- listening skills, which include non-verbal communication and verbal communication
- assertiveness skills
- problem-solving skills for solving individual problems and joint problems
- skills for maintaining, managing changes to, and enhancing relationships.

Relationships can be any of:

- intimate relationships where there are very close bonds between people, and typically, but not necessarily, where people feel and express love for each other e.g. between friends, siblings, parents and children (or any other family members), a couple in a sexual or non-sexual relationship
- less intimate relationships between people who are known to each other, who interact and communicate e.g. peers at school, work colleagues, members of a team or club, neighbours.

In conjunction with this demonstration of knowledge, practical demonstration of skills in a contrived situation is required for:

- listening skills (e.g. in contexts which also relate to the skills for enhancing relationships)
- assertiveness skills (e.g. in contexts which also relate to the skills for problem solving).

- 3 *Demonstrate understanding* means to describe knowledge of interpersonal skills and how aspects of them can enhance relationships, and to demonstrate practical application of the components of the skills in specific situations.

*Demonstrate in-depth understanding* means to explain knowledge of skills and how their use enhances relationships, and to demonstrate detailed and coherent application of the skills in specific situations.

*Demonstrate comprehensive understanding* means to explain critical knowledge of the skills and the way they enhance relationships, and demonstrate highly effective application of these skills in specific situations. Critical explanations make explicit links between the components of the skills and how these enhance relationships. Highly effective use of the skills means, for example, to listen in a way that encourages the speaker to keep talking, or to give an assertive response that results in an enhancement of the relationship.

- 4 Conditions of Assessment related to this achievement standard can be found at <http://ncea.tki.org.nz/Resources-for-Internally-Assessed-Achievement-Standards>.

**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