

## Achievement Standard

**Subject Reference** Health 1.3

**Title** Demonstrate understanding of ways in which well-being can change and strategies to support well-being

**Level** 1      **Credits** 4      **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 ways in which well-being can change, and strategies to support well-being.

### Achievement Criteria

Achievement	Achievement with Merit	Achievement with Excellence
<ul style="list-style-type: none"> <li>Demonstrate understanding of ways in which well-being can change, and strategies to support well-being.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate in-depth understanding of ways in which well-being can change, and strategies to support well-being.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate comprehensive understanding of ways in which well-being can change, and strategies to support well-being.</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 change context(s) selected, learning resulting from a combination of the Level 6 achievement objectives A1, A3, A4, C1, C2, C3 and D4 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](#).

- 2 The focus of this achievement standard is on changes to well-being caused by one or more factors that:
- are potentially health harming, such as illness, injury, separation, discrimination, disappointment and grief
  - result in aspects of well-being being different to what they were before, such as changes resulting from growth and maturation
  - are potentially health enhancing, such as lifestyle changes.
- Please note, a focus on suicide and other forms of self-harm as a response to change is not appropriate.

- 3 The understanding demonstrated must be considered in relation to each dimension of hauora and include likely feelings and responses of the individuals who have experienced the change, and other people they interact with.

*Strategies to support well-being* must be considered at personal, interpersonal and societal levels. Societal strategies are those strategies that involve school or community systems that support well-being.

- 4 *Demonstrate understanding* means to describe ways in which well-being can change in a specific situation, the likely feelings and responses of individuals and others to change, and to provide an account of strategies to support well-being during times of change.

*Demonstrate in-depth understanding* means to give explanations of the interconnected ways in which well-being can change in a specific situation, the likely consequent feelings and responses of individuals and others to these changes, and to provide explanations of strategies to support well-being during times of change.

*Demonstrate comprehensive understanding* means to explain, with insight, the interconnected ways in which well-being can change in a specific situation and the likely consequent feelings and responses of individuals and others to these changes, and to provide insightful explanations of critical strategies to support well-being during times of change. Insightful explanations will explicitly consider how the dimensions of well-being are inter-related in change situations, and include positive and negative feelings and responses. Explanations of *critical* strategies give a justification for the strategy and purposefully address the aspect(s) of well-being impacted upon by the change situations.

- 5 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