

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 2020	Date version published	17 November 2016

This achievement standard involves evaluating models for health promotion.

Achievement Criteria

Achievement	Achievement with Merit	Achievement with Excellence
<ul style="list-style-type: none"> Evaluate models for health promotion. 	<ul style="list-style-type: none"> Evaluate, in depth, models for health promotion. 	<ul style="list-style-type: none"> Evaluate, perceptively, models for health promotion.

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.

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](#) for the relevant learning area.

- 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).

4 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/>.

Replacement Information

This achievement standard replaced AS90712.

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