

## Achievement Standard

**Subject Reference** Health Studies 1.3

**Title** Demonstrate understanding of factors that influence hauora

**Level** 1      **Credits** 5      **Assessment** External

**Subfield** Health and Physical Education

**Domain** Health Education

**Status** Approved      **Status date** December 2023

**Planned review date** December 2028      **Date version published** December 2023

### Purpose Statement

Students are able to demonstrate understanding of factors that influence hauora.

### Achievement Criteria

Achievement	Achievement with Merit	Achievement with Excellence
<ul style="list-style-type: none"> <li>Demonstrate understanding of factors that influence hauora</li> </ul>	<ul style="list-style-type: none"> <li>Explain factors that influence hauora</li> </ul>	<ul style="list-style-type: none"> <li>Evaluate factors that influence hauora</li> </ul>

### Explanatory Notes

1 *Demonstrate understanding of factors that influence hauora* involves:

- identifying and describing a variety of factors that influence hauora
- describing how the factors influence hauora, using examples.

*Explain factors that influence hauora* involves:

- discussing how and why the factors interrelate to influence hauora, using examples.

*Evaluate factors that influence hauora* involves:

- drawing conclusions about the implications of the factors, in relation to how they influence hauora.

2 For the purposes of this standard, a *factor* is a circumstance, fact, or influence relevant to a context. Factors can be personal, interpersonal, and societal. The nature of factors can be economic, social, cultural, lifestyle-related, political, or environmental.

Examples include:

- knowledge, beliefs, and values
- whānau relationships, vā, and peer pressure
- laws, iwi structures, cultural norms, and media.

3 A *context* is related to any of the Key Areas of Learning:

- Food and Nutrition
- Mental Health
- Relationships and Sexuality.

4 For the purpose of this achievement standard, *implications* are wider considerations, flow-on effects, or potential impacts of the factors in the context, for an individual, group, or society.

Examples include:

- the significance of some factors compared to others
- the extent to which factors can or cannot be controlled
- short and long-term effects
- secondary or unintended consequences.

5 Refer to the NCEA [glossary](#) for Māori, Pacific, and further subject-specific terms and concepts.

6 This achievement standard is derived from the Health and Physical Education Learning Area at Level 6 of *The New Zealand Curriculum: Learning Media*, Ministry of Education, 2007.

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## Replacement Information

This achievement standard, AS92008, AS92009, and AS92011 replaced AS90956-AS90961, AS90971-AS90975, and AS91097.

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## Quality Assurance

- 1 Schools and institutions must have been granted consent to assess by NZQA before they can register credits from assessment against achievement standards.
- 2 Schools and institutions with consent to assess must engage with the moderation system that applies to those achievement standards.

Consent and Moderation Requirements (CMR) reference 0233

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