

Assessment Schedule – 2020**Health: Evaluate models for health promotion (91465)****Assessment Criteria**

Achievement	Achievement with Merit	Achievement with Excellence
The candidate evaluates models for health promotion.		
<p><i>Evaluation</i> involves considering the implications for people's well-being by:</p> <ul style="list-style-type: none"> • comparing and contrasting models for health promotion • explaining advantages and disadvantages of models for health promotion • drawing conclusions about the effectiveness of the models. 	<p><i>In-depth evaluation</i> involves considering the implications for people's well-being by:</p> <ul style="list-style-type: none"> • exploring links between models for health promotion and their use for improving well-being in a given situation(s) • drawing reasoned conclusions about the effectiveness of the models. 	<p><i>Perceptive evaluation</i> involves considering the implications for people's well-being by:</p> <ul style="list-style-type: none"> • showing insight about how the models for health promotion relate to the underlying health concepts (hauora, socioecological perspective, health promotion, and attitudes and values) • drawing conclusions informed by the relationship of the models to these concepts.

Cut Scores

Not Achieved	Achievement	Achievement with Merit	Achievement with Excellence
0 – 2	3 – 4	5 – 6	7 – 8

Sample Evidence

Question	Sample Evidence
(a)	<p><i>Possible evidence discussing Hartland High School's healthy-eating strategies, including the advantages and disadvantages of two models for health promotion, and the well-being of the students, the school and the local community in relation to healthy eating.</i></p> <p><i>Behavioural change</i></p> <p>Behavioural change provides information about healthy eating to a large number of students relatively inexpensively. However, not all students may identify that they have unhealthy eating habits, so may not take any action to change. Their well-being in relation to healthy eating would not be improved.</p> <p><i>Self-empowerment Model</i></p> <p>Students can access information and support around healthy eating from teachers through their health class. However, they may be too embarrassed to do this because of feeling that it is their fault that they are eating badly. This could impact on the well-being of students within the school who feel embarrassed and ashamed.</p>
(b)	<p><i>Possible evidence explaining aspects of the Treaty of Waitangi and the Bangkok Charter for Health Promotion that are present in the healthy eating strategies of Hartland High School, and how these could lead to improved well-being for the students, the school, and the local community.</i></p> <p><i>Treaty of Waitangi</i></p> <p>Including the Māori community as stakeholders improves the well-being of all students, as Māori input is seen as valued and important. This links to the principal of participation where communities are encouraged to develop networks representative of all sectors. This improves the well-being of all by ensuring the ideas of all people are encouraged and valued.</p> <p><i>Bangkok Charter</i></p> <p>Building capacity through creating sustainable actions that the school community can ensure continues, such as, the school horticultural class growing fruit and vegetables, which are then donated to those in need within the local community. This encourages the building of networks within the community and provides a raising of awareness for students around those in need. This improves the social cohesiveness of the whole community.</p> <p><i>Other responses possible.</i></p>

N1	N2	A3	A4	M5	M6	E7	E8
Partial answer, but does not evaluate the models for health promotion.	Insufficient evidence to meet the requirements for Achievement.	All responses are at Achievement level. The evaluation generally meets the requirements for Achievement, but the quality may be inconsistent across the criteria.	All responses are at Achievement level. The evaluation consistently meets the requirements for Achievement.	All responses are at Merit level. The in-depth evaluation meets the requirements for Merit, but one of the aspects of the answer may be inconsistent across the criteria.	All responses are at Merit level. The in-depth evaluation consistently meets the requirements for Merit.	All responses are at Excellence level. The perceptive evaluation meets the requirements for Excellence. However, some of the relationships to the underlying concepts may be inconsistent across the criteria.	All responses are at Excellence level. The perceptive evaluation meets the requirements for Excellence.
N0 = No response; no relevant evidence.							