

Pilot Assessment Schedule – 2023

Health Studies: Demonstrate understanding of personal, interpersonal, and societal factors that influence hauora (92010)

Assessment Criteria

Achievement	Achievement with Merit	Achievement with Excellence
Demonstrate understanding of personal, interpersonal, and societal factors that influence hauora. Giving reasons how and why specified personal, interpersonal and societal factors influence hauora, using examples from a given context.	Explain personal, interpersonal, and societal factors that influence hauora. Discussing how the specified personal, interpersonal or societal factors interact to influence hauora, using examples from a given context.	Evaluate personal, interpersonal, and societal factors that influence hauora. Drawing conclusions about which specified personal, interpersonal or societal factors are likely to have more influence on hauora than others, using examples from a given context.

N1	N2	A3	A4	M5	M6	E7	E8
Sparse Information. Some answers not attempted.	Some relevant material, but insufficient evidence to meet requirements for Achievement level.	The responses generally meet the requirements for Achievement, but the answers may be inconsistent across the criteria.	The responses meet the requirements for Achievement, demonstrating an understanding of the issues, as well as making a health-enhancing decision.	The responses generally meet the requirements for Merit, but some aspects of the answers may be inconsistent across the criteria.	The responses meet the requirements for Merit, including in-depth explanations of the issues, as well as making and justifying a health-enhancing decision.	The responses generally meet the requirements for Excellence, but some aspects of the answers may be inconsistent across the criteria.	The responses meet the requirements for Excellence, including comprehensive understanding of the issues, as well as making and justifying with insight, a health-enhancing decision in a drug-related situation.

N0 = No response; no relevant evidence.

Cut Scores

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

Evidence – Question One: Mental Health

	Sample evidence	Achievement	Achievement with Merit	Achievement with Excellence
(a) (i)	<p><i>Personal factors</i></p> <ul style="list-style-type: none"> • April loves dance. • She finds schoolwork boring. • She doesn't get very good results at school so she might think she is not very academic and not suited for university. 	Describes ONE personal, factor from the scenario.		
(ii)	<p>Influences on hauora</p> <ul style="list-style-type: none"> • Taha hinengaro or mental and emotional well-being– dance is her happy place, and she really enjoys it. • Taha whānau or social well-being – she has good friends at dance who share the same passion as her. • Taha wairua or spiritual well-being – it is something she is good at and does well in and so it gives her a sense of achievement. • Taha tinana or physical well-being – she feels good when she dances. 	<p>Explains how TWO factors influence hauora.</p> <p>At least two different dimensions of hauora should be explained for questions (a)(ii), b(ii) and c(ii).</p>		
(b) (i)	<ul style="list-style-type: none"> • Her brothers are at university, so are setting a family precedent. • Her parents want her to go to university. • Her friends seem to be doing well at school. • She also has good friends who are dancers. 	Identifies ONE interpersonal factor from the scenario that could be affecting April's future.		
(ii)	<ul style="list-style-type: none"> • Taha hinengaro or mental and emotional well-being – April feels pressure from her family to go to university and do well at school. She wants her family to be proud of her. • Taha whānau or social well-being – she has good friends made through dance and at school. 	Explains how TWO dimensions of hauora could be influenced by the interpersonal factor from (b)(i).		
(c) (i)	<ul style="list-style-type: none"> • Her school has a high number of students going to university, and there are career / university talks focusing on this pathway. • The school's assessment programme is out of April's control. • Successful dance crews have been role models for young people to take up dance. 	Identifies ONE societal factor that could affect April's views about her future.		
(ii)	<ul style="list-style-type: none"> • Taha hinengaro or mental and emotional well-being – assessment dates put pressure on students and could make them feel stressed when several are at the same time. April has a feeling she is expected to go to university. 	Explains TWO dimensions of hauora that could be influence by the society factor identified in (c)(i).		

	<ul style="list-style-type: none"> • Taha wairua or spiritual well-being – feeling like she can't be true to herself and her love of dance as there is an expectation of an academic pathway. Dance role models in the community give others inspiration. • Taha whānau or social well-being – April may feel the pressure to go to university because her friends are going. 			
(d)	<ul style="list-style-type: none"> • April loves to dance (personal) and she has lots of good friends that she has made through dance (interpersonal). • April's brothers have gone to university and there is an expectation from her parents that she will go too (interpersonal). At her school, there is a lot of information given about going to university (societal) so this reinforces the expectation of going to university. 	Explains how a combination of two or more factors interact, or work together, to influence April's hauora.	Candidates give TWO examples.	
(e)	<p><i>Career pathway justification</i></p> <p>Could be varied answers depending on which factors they think are more influential on April's hauora.</p>	Discusses which personal, interpersonal, and societal factors are like to influence April's hauora when choosing a career pathway.	Explains differences in factors.	Justifies factors.

Question Two – Food and nutrition

	Sample evidence	Achievement	Achievement with Merit	Achievement with Excellence
(a) (i)	<ul style="list-style-type: none"> • April wants to eat healthy as there is a family history of diabetes. • Once a week she chooses what to cook for her family based on her own food choices. • She may view You tube clips on meals for exercise / dancing. • April may seek advice from health professionals on foods she should eat, or avoid, to help with her fitness. 	Describes ONE personal, factor from the scenario that could be affecting April's food choices.		
(ii)	<ul style="list-style-type: none"> • Carbohydrates (eg in breads and cereals) and Lipids (fats) needed for energy. • Protein (Meat and alternatives) needed for growth, repair, and maintenance of tissues. • Vitamins and minerals (fruit and veges). • Water. 	<p>Explains TWO food choices to support April's hauora.</p> <p>Students may refer to physical wellbeing due to her high levels of activity with dancing</p>		
(iii)	<ul style="list-style-type: none"> • Taha hinengaro or mental and emotional well-being – too many fats / carbs will make her feel lethargic and cause her to worry that she may become overweight, affecting her ability to dance. • Taha whānau or social well-being – she may enjoy grabbing takeaways with her friends and the social side of this. • Taha wairua or spiritual well-being – choosing fruit and vegetables to give her vitamins and minerals will give her the nutrition she needs to grow and keep her body healthy, helping her to achieve her goals. • Taha tinana or physical well-being – choosing a balanced diet from a variety of food groups each day will meet her body's needs for growth and development. 	Explains TWO dimensions of hauora that could be influence by the food groups identified in (a)(ii).		

(b) (i)	<ul style="list-style-type: none"> • She may choose to eat what her family has prepared for her for the evening meal, e.g. this could be a balanced meal consisting of the four food groups (meat or alternative, fruit and veges, breads / cereals, milk, and milk products). • She may choose food from her school canteen or have takeaways, if she is out dancing with her friends. • She chooses takeaways when with her friends because she wants to feel included in the group and so eats the same as everyone else. 	Identifies ONE interpersonal factor that could affect April's food choices.		
(ii)	<ul style="list-style-type: none"> • Taha wairua or spiritual well-being – she may be conflicted about eating healthy at home, but then making unhealthy food choices when with her friends. • Taha whānau or social well-being – she wants to part of the group and do as her friends do, but at home she may value the nutrient rich foods provided here. • Taha whānau or social well-being – family dinners together allow members to talk to one another about their day, which may strengthen family bonds. 	Explains how TWO dimensions of hauora could be influenced by the interpersonal factor identified in (b) (i) Students may reference resource 4, which shows families that cook together have healthier food choices.		
(c) (i)	<ul style="list-style-type: none"> • Dance crews look fit and healthy so April may look into diets of professional dancers and follow their examples. • Marketing and advertising for takeaways aim to attract customers such as April. • Takeaways are cheap and easy to access. • Instagram influences. 	Identifies ONE societal factor that could be affecting April's food choices.		
(ii)	<ul style="list-style-type: none"> • Taha hinengaro or mental and emotional well-being – what food April chooses to eat will affect how she feels mentally and emotionally, e.g. choosing high fat, high salt takeaways may often make her feel bloated leading to a frame of mind that may cause negative thoughts about her dancing ability. • Taha hinengaro or mental and emotional well-being – fast food outlets specialise in researching how to influence buyers to purchase their products so are very influential on young people. Images used by these outlets always look like a great choice for mental and emotional wellbeing, with healthy happy people seen eating. • Taha wairua or spiritual well-being – choosing fresh fruit and vegetables, as well as having a varied diet, due to information she views on social media, may make her feel more alert, energised, and ready to pursue her goals. 	Explains how TWO dimensions of hauora could be influenced by the societal factor identified in (c)(i).		

(d)	<ul style="list-style-type: none"> • At home she cooks so is able to have some choice on the food that she prepares for the family (personal), her family also cook for her so she see's examples of good meals prepared at home (interpersonal). • April wants to eat heathy food as there is a family history of diabetes (personal and interpersonal) and she is able to get some ideas about healthy eating from social media posts. (societal). 	Explains how a combination of two or more factors interact, or work together, to influence April's hauora.	Candidates give TWO examples.	
(e)	<p><i>Food choices justification</i></p> <p>Could be varied answers depending on which factors they think are more influential on April's hauora.</p>	Explains food choices April could make to improve dance and avoid diabetes.	Discusses which personal, interpersonal and societal factors are likely to influence April's food choices and hauora more than others.	Justifies factors.