

Pilot Assessment Schedule – 2023

RAS Health Studies: Demonstrate understanding of strategies that enhance hauora (92011)

Assessment Criteria

Achievement	Achievement with Merit	Achievement with Excellence
<p><i>Demonstrate understanding of strategies that enhance hauora involves:</i></p> <ul style="list-style-type: none"> Identify and describe strategies that enhance hauora Describe how the application of the strategies enhances hauora, using examples. 	<p><i>Explain strategies that enhance hauora involves:</i></p> <ul style="list-style-type: none"> Discussing how strategies work together to enhance hauora, using examples. 	<p><i>Evaluate strategies that enhance hauora involves:</i></p> <ul style="list-style-type: none"> Drawing conclusions about the effectiveness of the strategies to enhance hauora, in relation to relevant underlying concepts, using examples.

Evidence

Part	Evidence	Achievement	Achievement with Merit	Achievement with Excellence
(a)	<p>Personal Strategy:</p> <p>Food and Nutrition option</p> <ul style="list-style-type: none"> Quinn and Mia could research information on how to grow vegetables / fruit and start their own vegetable garden at home. Quinn and Mia could research low cost, nutritious meals that would suit their family. The families could attend local markets to buy low-cost produce. <p>Sexuality and Relationships option</p> <ul style="list-style-type: none"> Charlie and Nic could do some research about gender and sexuality, to get further clarification of these ideas. They could journal their thoughts so they could get some clarity about what they are feeling. 	<p>Describes at least TWO strategies that are personal, interpersonal and / or societal.</p>		

	<p>Interpersonal Strategy:</p> <p>Food and Nutrition option:</p> <ul style="list-style-type: none"> • Quinn, Mia, and Jenny could share food that they have grown in their garden as well as recipe ideas and cooking methods that would help both families. • The people in the story could talk to their friends and families to get ideas about low-cost meals and food resources in the community that they have heard about. <p>Sexuality and Relationships option:</p> <ul style="list-style-type: none"> • Nic and Charlie could talk to their parents or a trusted adult about what they are feeling. • Nic, Charlie, and Manu could keep talking amongst themselves about what they have been learning and how they feel. Manu might be able to tell Charlie and Nic about the experiences his cousin went through. • Manu could introduce Nic and Charlie to his cousin, if he was willing to share his experiences about coming out as gay. <p>Societal Strategy:</p> <p>Food and Nutrition option</p> <ul style="list-style-type: none"> • Local supermarkets could advertise recipes that use seasonal produce or low-cost food items. • Communities could set up Pātaka Kai pantries in their community and promote this to the community. Quinn and Mia could encourage community members to give to these as well as take food when needed. • Communities could set up community vegetable gardens or share excess produce from family vegetable / fruit gardens. 			
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	<p>Sexuality and Relationships option:</p> <ul style="list-style-type: none"> • Schools could set up a student-led group, focusing on supporting students who want to learn more about gender and sexual identity. • A national organisation such as Rainbow Youth or InsideOut could support schools with information about the rainbow community. 			
(b)	<p>Food and Nutrition option:</p> <p><i>Example of the personal strategy: Quinn and Mia could research information on how to grow vegetables and start their own vegetable garden at home.</i></p> <ul style="list-style-type: none"> • Talk to any friends or neighbours they know about what vegetables / fruit grow well in their climate, tips on how to grow them, what space and resources such as water, fertiliser, shelter are needed etc. • Do some internet research about the above. Make a list of a few veggies / fruit they are going to grow. • Weed the veggie garden and prepare the soil. • Go to a garden centre and purchase plants or seeds. • Plant the garden, keeping it regularly watered with pest control e.g. slug pellets. • Watch your plants grow, taking note of successes and failures. Consult friends and family with knowledge about gardening to problem solve. 	<p>Describes steps in detail for ONE chosen strategy.</p>		

	<p>Sexuality and Relationships Option</p> <p><i>Example of the societal strategy: Schools could set up a student-led group, that focused on supporting students who wanted to learn more about gender and sexual identity.</i></p> <ul style="list-style-type: none"> • Students who had an interest in starting this group could talk to a teacher and get advice about how to set this up. The teacher could be their health teacher, a counsellor, or another teacher who they think would be supportive of their group. • Students could recruit a teacher to be in charge of their group, to help with any organisational or administrative tasks. • Students would then let others in their school know about their group, such as its aims, when it meets, and the sorts of things they might do in their meetings. This could be promoted by student newsletters, assemblies, posters etc. • The group would meet, get to know its members, and over time, develop an agenda of topics and activities that group members would like to be involved in. 			
(c)	<p>Food and Nutrition Option</p> <ul style="list-style-type: none"> • Taha tinana (physical wellbeing) – fresh vegetables / fruit provide nutrients, vitamins, and minerals for healthy body functions. • Taha whānau (social wellbeing) – families and neighbours sharing ideas, working together towards a common goal. • Taha hinengaro (mental and emotional wellbeing) – meeting new people, feeling good as you are working together and solving a problem, sense of satisfaction and challenge. • Taha wairua (spiritual wellbeing) – connecting to the earth, knowing where your food is coming from. 	<p>Describes how at least TWO dimensions of Hauora are positively enhanced.</p>	<p>Explains how at least TWO dimensions of Hauora are positively enhanced, by a combination of strategies.</p>	<p>Evaluates how the strategies have enhanced at least THREE dimensions of hauora.</p>

	<p>Sexuality and Relationships Option</p> <ul style="list-style-type: none"> • Taha tinana (Physical wellbeing) – students will be more likely to practice self-care (for example adequate sleep, good nutrition, and a healthier lifestyle) if they feel accepted in their community. • Taha whānau (Social wellbeing) – students can connect to others with similar interests / outlook on life through school interest groups. • Taha hinengaro (Mental and emotional wellbeing) – students who are supported will feel like they belong and as a result will be happier and more confident. • Taha wairua (Spiritual wellbeing) – if students feel accepted for who they are, their self-esteem will rise, and they will be more likely to experience success in life. 			
(d)	<p>Food and Nutrition Option</p> <ul style="list-style-type: none"> • The family in the scenario growing their own vegetables and fruit (personal strategy) can not only provide food for their family but they could also share excess produce with their neighbours (interpersonal strategy). This could encourage communities to set up a Pataka kāi (societal strategy) or community garden, where community members could donate produce that is excess to their needs. This could encourage a societal enhancement of the environment by caring for the gardens as well as reducing food waste. • This combination of strategies could enhance hauora by families feeling good (mental and emotional) that they are working together and making connections in the community (social). This could result in healthier communities (physical) that are able to more easily access food for their needs. <p>Sexuality and Relationships Option</p>	<p>Describes at least TWO strategies that could work together and how they enhance hauora.</p>	<p>Explains at least TWO strategies that could work together and how they enhance hauora, using examples.</p>	<p>Draws conclusions about the effectiveness of strategies working together and how they would enhance hauora, using detailed examples.</p>

	<p><i>Combination of Strategies</i></p> <ul style="list-style-type: none"> • Being able to journal (personal strategy) their thoughts on how they are feeling with regards to gender and sexual identity will help young people feel clearer on what is important to them. This might give them confidence to talk to their friends or whānau (interpersonal) about how they are feeling. If they also have access to a community group (societal strategy) to join, students will have support from others as well as gaining a deeper understanding of identity. • This combination of strategies could enhance hauora by young people feeling more secure (mental and emotional) about gender and sexual identity, as they are armed with more information, support and advice. This will be positive for their social wellbeing as they will be getting support from like-minded, supportive people. This could result in young people having positive self-esteem (spiritual) and being confident in their values around identity. 			
	<p><i>Manaakitanga</i> Food and Nutrition option</p> <ul style="list-style-type: none"> • Caring for others in the community by working together to provide food needs and reducing costs. • Sharing resources such as fruit and vegetables, recipe ideas. • Reducing food waste in the environment. • Growing plants helps maintain the ecosystem. • Money saved could be used for other essentials such as fuel, heating, transport. 	<p>Describes how strategies show manaakitanga.</p>	<p>Explains how strategies work together to show manaakitanga, using examples.</p>	<p>Evaluates how strategies work together to show manaakitanga, using detailed examples.</p>

	<p>Sexuality and Relationships option</p> <ul style="list-style-type: none"> • Student-led group will provide awareness in the school community of diversity of gender and sexual identity so that diversity is accepted in the community. • Whanau could show respect for how their young people are feeling about navigating identity and be supportive of them. • Acceptance of diversity can bring a calmer, more tolerant community where people thrive. • Young people will develop understanding of others, which could reduce bullying and increase collaboration within the community. 			
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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

Appendix: Marker determination of validity of evidence

Professional judgement

The marker will determine a grade using their professional judgement based on a holistic examination of the evidence provided.

Demonstration of understanding

A response must use information to **demonstrate understanding**. The marker must exercise professional judgement to decide if it does so. The following guidance is provided to assist in making this professional judgement.

- A response **demonstrates understanding** if it can be described wholly or substantially by one or more of the statements in the **left-hand column**.
- A response **does not demonstrate understanding** if it can be described wholly or substantially by one or more of the statements in the **right-hand column**.
- If a response is comprised of both used and reproduced information, the marker must decide if it meets the standard **when the reproduced information is ignored**.

Evidence of <u>use</u> of information	Evidence of <u>reproduction</u> of information
<p>Prompts and / or questions have been provided and the candidate has responded to these.</p> <p>The response uses information relating to the standard, the prompts, or questions.</p> <p>Information from the candidate’s practice, performance, research, the practice of others, and or teaching, is related to the candidate’s experiences.</p> <p>The response shows understanding that could be expected to come from a course of instruction derived from Level 6 of <i>The New Zealand Curriculum</i>.</p> <p>Information is presented in the candidate’s own voice.</p> <p>Referenced complex research information unchanged by paraphrase is related to other information in a manner that constructs meaning.</p>	<p>Information is presented that does not relate to the prompts.</p> <p>Information is presented in isolation from the candidate’s experiences.</p> <p>Little or nothing is offered to suggest the information is related to a course of instruction at Level 6 of <i>The New Zealand Curriculum</i>.</p> <p>Information is not in the candidate’s voice. The word choice, sentence structure, sentence length, punctuation etc. are not what a candidate could be expected to produce.</p> <p>Unreferenced complex information is presented as though it is the candidate’s own work.</p>

In general, the marker will exercise the following judgement:

N1	N2
<p>The response does not include enough evidence to show understanding, and / or is substantially reproduced with little mediation by candidate.</p>	<p>The response is substantially produced by the candidate, but demonstrates little understanding.</p> <p>One part of the required response may be completely missing, or several parts may be weak.</p>

Where doubt exists as to whether evidence has been produced, mediated, or used by the candidate, the doubt must be exercised to the benefit of the candidate.