

Assessment Schedule – 2024

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

Assessment Criteria

Achievement	Achievement with Merit	Achievement with Excellence
<p>Demonstrate understanding of strategies that enhance hauora involves:</p> <ul style="list-style-type: none"> identifying and describing strategies that enhance hauora with reference to an underlying concept describing how the strategies enhance hauora, using examples. 	<p>Explain strategies that enhance hauora involves:</p> <ul style="list-style-type: none"> explaining how the strategies work together to enhance hauora with reference to a relevant underlying concept, using examples. 	<p>Evaluate strategies that enhance hauora involves:</p> <ul style="list-style-type: none"> drawing conclusions about the effectiveness of the strategies to enhance hauora, in relation to a relevant underlying concept, using examples.

Evidence

Possible evidence is not limited to the following. Answers are not judged solely on the basis of evidence included in the assessment schedule.

Part	Sample Evidence	Achievement	Achievement with Merit	Achievement with Excellence
Explanation of plan.	<p>Strategy examples: (Note: a wide range of candidate answers may be given). Evidence could include but is not limited to: <i>Personal strategies</i></p> <ul style="list-style-type: none"> Morgan could have an assertive conversation with Bailey about doing some things that Morgan wants to do. Morgan could suggest healthier eating options to socialise with friends. Bailey could ask Morgan about possible places to eat, which could improve their communication and help Bailey feel included. 	<p>Identifies and describes strategies that could be applied to the chosen issue.</p> <p>Strategies identify how well-being / hauora could be enhanced.</p> <p>References strategies to an underlying concept</p>		

	<p><i>Interpersonal strategies</i></p> <ul style="list-style-type: none"> • Morgan could invite Bailey for dinner at their family home so that Bailey could see how Morgan eats at home. • Inviting Bailey to Morgan's house provides an opportunity to discuss healthy eating. • Morgan and Bailey could make a plan for taking turns at choosing what to do as a couple, so that it is a more equal relationship. <p><i>Societal strategies</i></p> <ul style="list-style-type: none"> • Morgan and Bailey's school could implement some education / research about healthy eating and healthier take-away options into the curriculum. • Take-away restaurants could introduce a low-fat / -sugar / -salt menu option so that customers have choices. • Schools could invite organisations such as Attitude / Body Safe etc. to educate candidates about healthy relationships. • The school could hold an event to celebrate diversity, which could include positive messages about body image. 			
Explanation of how the strategies could work together to effectively improve hauora.	<p><i>Example of two strategies working together:</i></p> <ul style="list-style-type: none"> • Morgan could invite Bailey to the family home. Morgan could sit down with Bailey and ask if Bailey wants to go to their home to game and have dinner together at Morgan's house. • Morgan could explain that Morgan's parents love to cook and that they will be given a yummy and nutritious dinner. 	<p>Describes the way strategies work together.</p> <p>Some consideration to how hauora is enhanced is provided.</p>	Explains how strategies work together to enhance hauora.	

	<ul style="list-style-type: none"> • After they have eaten, Morgan could ask Bailey how much Bailey enjoyed eating this dinner compared to takeaways. Morgan could suggest that they could do this again and perhaps eat fewer takeaways. • Social: Morgan and Bailey may feel more supportive of one another in their relationship and supported by whānau as their evening had gone well. This could move them towards a more equal relationship with better communication. • Physical: By eating a healthy meal, Morgan and Bailey would feel more energised and not sluggish the next day. They would have more energy to participate in exercise or sports. 			
Reflection on how the strategies might change the A&V of those involved.	<p>Responses may include:</p> <ul style="list-style-type: none"> • By having a yummy dinner at Morgan's house, Bailey might begin to appreciate that healthier food can still taste good. Bailey might realise that they had more energy and felt better the next day. Bailey might rethink having takeaways so often. Morgan's parents have given Bailey a bit of an education about foods that offer good nutrition. • Bailey may have enjoyed meeting Morgan's family and trying new foods. Bailey may start to rethink always hanging out with friends and appreciate that doing things Morgan wants to do can also be fun. Morgan feels happier that Bailey has done some things that Morgan wants to do, and this makes Morgan feel more valued in the relationship. • Other responses possible. 	<p>Describe how effective their strategy is in relation to a relevant underlying concept.</p> <p>Links strategies to an underlying concept.</p>	<p>Makes reference to how the strategies enhance the attitudes and values for at least ONE person in the scenario and how the strategies work together.</p> <p>Explains attitude or value that could be changed as a result of the strategy.</p> <p>Uses examples relating to the scenario.</p>	<p>Uses critical thinking and insightfulness to draw conclusions about the attitudes and values applied when working through a range of strategies.</p> <p>Shows critical thinking and insightfulness about attitudes or values that would be changed as a result of the strategy.</p> <p>Uses examples relating to the scenario.</p>

N1	N2	A3	A4	M5	M6	E7	E8
Parts attempted.	Some relevant material, but insufficient evidence to	The responses generally meet the requirements for Achievement. Some	The responses meet the requirements for Achievement.	The responses generally meet the requirements for Merit, but some aspects of	The responses securely meet the requirements for Merit.	The responses generally meet the requirements for Excellence, but some	The responses securely meet the requirements for Excellence.

	meet requirements for Achievement level.	answers may be weaker and / or inconsistent.		the answers may be inconsistent.		aspects of the answers may be inconsistent.	
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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: Authenticity of candidate work

To assess whether a candidate's evidence is genuine, the marker uses their professional judgement, considering all the evidence provided. Where the marker believes there is a possibility the work is inauthentic, they must raise a 'malpractice exception', flagging the issue for further review.

Evidence might be considered inauthentic if:

- large portions of the text are identical to other candidates' work
- the evidence does not match the assessment prompt or task
- the response shows evidence of someone else's input other than the candidate's (e.g., teacher feedback)
- the style or voice of the writing is inconsistent with the rest of the candidate's work
- complex pieces of evidence are copied from other sources but are presented as the candidate's own work, or the evidence is deemed significantly unnatural.

Properly referenced, relevant, and integrated information is acceptable. Uncertainty about the authenticity of evidence should be resolved in favour of the candidate.