

Assessment Schedule – 2025

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, socio-ecological perspective, health promotion, and attitudes and values) • drawing conclusions informed by the relationship of the models to these concepts.

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.	The response is at Achievement level. The evaluation generally meets the requirements for Achievement, but the quality may be inconsistent across the criteria.	The response is at Achievement level. The evaluation consistently meets the requirements for Achievement.	The response is 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.	The response is at Merit level. The in-depth evaluation consistently meets the requirements for Merit.	The response is 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.	The response is at Excellence level. The perceptive evaluation meets the requirements for Excellence.

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

Sample Evidence

Question	Evidence
(a)	<p><i>Possible evidence identifying and explaining TWO models of health promotion used in the Pink Shirt Day campaign:</i></p> <p>Behavioural change model</p> <p>Through the website, people can find information about bullying. This includes ways to support those at risk, information for parents, and free resources like posters, T-shirts, and backgrounds. There is also information about how to hold a Pink Shirt Day to raise awareness for the cause and reach a large audience.</p> <p>Self-empowerment</p> <p>This model is effective in providing people with tools and life skills. The Pink Shirt Day website provides tools as well, including quizzes, guides, and support tools to use if you are bullied.</p> <p>Collective action model</p> <p>This model is effective in empowering people to take control of their behaviour. The Pink Shirt Day campaign provides community groups with a toolkit to host their own Pink Shirt Day for their kura, school, workplace, or community to raise awareness and support around bullying.</p>
(b)	<p><i>Possible evidence explaining the advantages and disadvantages of the models used in part (a) for improving the well-being of New Zealanders, drawing conclusions on the effectiveness of the models used in the Pink Shirt Day campaign:</i></p> <p>Behavioural change</p> <p>This model offers several advantages, one of which is the ability to present a wealth of information in a centralised location, such as the Pink Shirt Day website. However, a potential drawback is that the abundance of information can be overwhelming, requiring considerable time to read through all the content. In terms of effectiveness, this model is useful for disseminating information, but its success relies heavily on the target audience’s engagement. If individuals in need are unaware of the resource or fail to engage with the material, they may not use it to make meaningful changes in their lives.</p> <p>Self-empowerment</p> <p>This model helps individuals take charge of bullying situations by providing resources, such as quizzes and guides, to build confidence and resilience. These resources aim to help people cope with bullying and promote a respectful, supportive environment. However, the model may overlook the larger issues contributing to bullying in schools or communities. It could unintentionally place too much responsibility on victims to handle the situation themselves. Not everyone has equal access to these resources or knows how to use them effectively, and they may not be sufficient for more severe cases of bullying.</p> <p>Collective action</p> <p>This model offers numerous advantages, particularly in fostering community empowerment and recognising the interconnectedness between individuals and their environment. The Pink Shirt Day campaign exemplifies this by encouraging community groups to actively support the well-being of their members. Through initiatives like hosting Pink Shirt Days at schools, kura, marae, and other community spaces, these events can be tailored to the unique needs of the groups they serve. This approach is highly effective in enhancing the well-being of all New Zealanders, as it avoids a ‘one size fits all’ mentality. Instead, it provides targeted support for those affected by bullying, while also working to reduce the overall prevalence of bullying in the community.</p>

<p>(c)</p>	<p><i>Possible evidence identifying aspects of the Bangkok Charter and Te Tiriti o Waitangi / the Treaty of Waitangi used in the Pink Shirt Day campaign and assessing the effectiveness of these aspects in improving the well-being of New Zealanders:</i></p> <p>Te Tiriti o Waitangi / the Treaty of Waitangi</p> <p>The strategy of involving community groups would include involving the Māori community as stakeholders. This improves the well-being of all, as Māori input is seen as valued and important. This links to the principle of participation, where communities are encouraged to develop networks representative of all sectors. This improves the well-being of all by ensuring that the ideas of all people are encouraged and valued.</p> <p>Bangkok Charter</p> <p>The campaign is investing in sustainable policies, actions, and infrastructure by involving community groups in its campaign strategies. This ensures that the campaign will be sustainable within the community, as it is empowering those within the community to take ownership of improving the well-being of individuals and the community around mental health.</p>
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