

Assessment Schedule – 2025

Health Studies: Demonstrate understanding of factors that influence hauora (92010)

Assessment Criteria

Achievement	Achievement with Merit	Achievement with Excellence
<p>Demonstrate understanding of factors that influence hauora involves:</p> <ul style="list-style-type: none"> identifying and describing a variety of factors that influence hauora describing how the factors influence hauora, using examples. 	<p>Explain factors that influence hauora involves:</p> <ul style="list-style-type: none"> discussing how and why the factors interrelate to influence hauora, using examples. 	<p>Evaluate factors that influence hauora involves:</p> <ul style="list-style-type: none"> drawing conclusions about the implications of factors in relation to how they influence hauora.

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.	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.	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.

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

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
(a)	<p><i>Describe factors that negatively influence Sara's hauora in the scenario.</i></p> <p>Personal factors:</p> <ul style="list-style-type: none"> • medical conditions – Sara's genetic make-up and life to date with a serious allergy • mindset – how Sara feels about going away from home • attitudes and values – the stigma of being a younger sibling at the same school; Sara's attitudes and values towards others on the bus • personal perspectives – she's intrigued by the food being eaten by others around her and wants to try it • forgetting her EpiPen. <p>Interpersonal factors:</p> <ul style="list-style-type: none"> • peer pressure – the way her peers react to her on the bus and the pressure of them eating what they want to • school staff – the teachers were preoccupied • whānau attitudes and values – eating at home, beliefs around food • lack of support – her friend isn't on the bus, and she can't use her phone to contact anyone. <p>Societal factors:</p> <ul style="list-style-type: none"> • signs on the bus – not following rules leads to problems like this • dairy near school – rise of packaged food due to its convenience, food advertising • EpiPen – should a teacher have one? 	Describes TWO factors that negatively influence Sara's hauora.		

<p>(b)</p>	<p><i>How could Sara's hauora be influenced by any variety of factors working together?</i></p> <p><i>Short term</i> <i>Long term</i></p> <p>Factors such as:</p> <ul style="list-style-type: none"> • the absence of Mae on the bus and Sara not knowing where she is • Sara wanting to feel accepted by her peers on the bus and be a part of the group • the offer of food that Sara should not be eating • forgetting her EpiPen, as she was so focused on camp <p>all work together to contribute to Sara making the decision to try the bar, which leads to her allergic reaction. Sara is without the medication she needs, which further impacts her thoughts, feelings, and emotions, making Sara feel even worse.</p> <p>In the short term, this could influence her hauora by:</p> <ul style="list-style-type: none"> • making her feel embarrassed and socially isolated – she could be overwhelmed without the support of her family or friends • increasing her anxiety, as she is worried about what to do next, who to talk to, and how she should deal with the situation – she may have never experienced an allergic reaction before without the support of anyone else, and may not know what to do without her medication, which could intensify her emotions • affecting her camp experience, potentially sending her home from camp early if she is feeling unwell. <p>In the long term it may lead to:</p> <ul style="list-style-type: none"> • Sara no longer wishing to go on camps and losing interest in the outdoors altogether • impacts within her peer group, her friendship with Mae, she may isolate herself from social engagements. 	<p>Identifies at least TWO factors and describes how they influence Sara's hauora in both the short and long term.</p>	<p>Explains how and why the factors work together (interrelate) to influence Sara's hauora in the both the short and long term.</p>	<p>Draws conclusions on how the factors work together (interrelate) to influence Sara's hauora in both the short and long term.</p>
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<p>(c)</p>	<p><i>Several factors in the scenario have influenced Sara and her family's decision for her to attend school camp. These factors resulted in some unintended consequences.</i></p> <p><i>Explain how these unintended consequences have impacted the well-being of Sara and her family.</i></p> <p><i>Unintended consequences include outcomes that were unexpected or unpredicted by Sara and her family.</i></p> <ul style="list-style-type: none"> • The experience of being peer pressured to eat the packaged food and then the subsequent reaction may cause Sara to lose the confidence to go away again and have anxiety around future experiences travelling with her peers and school. She may even avoid experiences in the outdoors in the future. • Sara may have felt unsupported by the teachers involved and humiliated by her peers and may become isolated in her future years at school. • Sara's parents may be required to go and pick her up, meaning unplanned time off work and fuel consumption, which is expensive. They may not trust that she will be responsible, feeling that she gave in to peer pressure, and might be concerned about her spiritual well-being and long-term goals. They may give her less freedom when she wants to go away or have sleepovers with friends in the future. • Sara's reaction may lead to allergy testing through her doctor or the hospital and an updated allergy plan for the school, which may be a good outcome in the long term as it could reduce the risk of similar incidents happening in the future. 	<p>Identifies and describes at least TWO factors.</p>	<p>Explains at least two factors and why the factors lead to unintended consequences for Sara and her family's well-being.</p>	<p>Evaluates the implications of the factors leading to unintended consequences for Sara and her family's well-being.</p>
<p>(d)</p>	<p><i>Some factors in the scenario may have raised concerns among Sara, her peers, her family, and the school community about the future of school trips.</i></p> <p><i>Evaluate two significant factors that impact hauora in ways that could influence students' willingness to participate in future school trips.</i></p> <p>Factors such as:</p> <ul style="list-style-type: none"> • Sara's allergy, and the allergies of students in general • other students' lack of awareness of Sara's allergy • the school's ability to manage the diverse needs of all students on school trips • suitable rules for school trips around what food can or cannot be brought. <p>Could impact future school trips because:</p> <ul style="list-style-type: none"> • the community may lose trust in the teachers and school's systems and students' peer groups, which may lead to parents being unwilling to send their children away on camps. • (Board of Trustees / Education Outside the Classroom) this incident may have health and safety ramifications, impacting on the food and nutrition side of future camps and students bringing their own snack food. A review of policy may need to take place involving Sara, her family, students involved, and staff. 	<p>Identifies and describes at least TWO factors.</p>	<p>Explains how and why two factors impact students' hauora.</p>	<p>Evaluates the significance of the factors by linking them to the impact on hauora and to the ways they could impact students' willingness to participate in school trips.</p>