

- Explanatory Note 4 provides a list of topics that have been changed to better meet the demands of the subject in an ever-changing health environment.
- Explanatory Note 6 provides a definition for *explain* that has been used consistently across the achievement standards at this Level.
- Explanatory Note 7 provides a definition for *analysis* that has been used consistently across the achievement standards at this Level.
- Explanatory Note 8 provides a definition for *in-depth* that has been used consistently across the achievement standards at this Level.
- Explanatory Note 9 provides a definition for *perceptively* that has been used consistently across the achievement standards at this Level.
- Explanatory Note 10 provides a definition for *comprehensive* that has been used consistently across the achievement standards at this Level.
- Explanatory Note 11 has been augmented by a sentence that clarifies the relationship between the recommendations and the factors.
- Explanatory Note 12 has removed the assertion that suicide is not a health issue.

AS90709 Health 3.2

- The changes in this achievement standard are the same as for Health 3.1.
- There was a suggestion of combining the first two criteria in an attempt to reduce the amount of time required to respond to assessment in an external examination. This suggestion also made the point that having two different achievement standards (3.1 and 3.2), one internal and the other external, assessing much the same skills might not be necessary. However, this change was not implemented as there was not significant feedback in support of this.
- The definitions of *in-depth*, *comprehensively*, *analyse* and *perceptively* were changed in line with Health 3.1.
- The list of health topics was changed to better meet the demands of the subject in an ever-changing health environment.

AS90710 Health 3.3

- In the title *explain* has replaced *investigate* to more accurately describe what is required to now achieve this achievement standard. The purpose statement has been adjusted accordingly.
- The credit value has been increased from 4 to 5 to reflect the breadth of coverage required to *explain* each health practice. See Explanatory Note 5.
- In criterion 1 at the achievement level *explain* has replaced *identify and describe*, at achievement with merit it is replaced by *explain in-depth* and at achievement with excellence by *explain comprehensively*. This is consistent with changes in Health 3.1 and 3.2 and better reflects expectations of performance at Level 3.
- In criterion 2 *examine* has been replaced by *explain* to standardise expectations for achievement at Level 3. *In-depth* has been replaced by *perceptively* at achievement with excellence. This is consistent with changes in 3.1 and 3.2.
- There has been an addition to Explanatory Note 8 to clarify the requirements of the explanation for each health practice.
- Explanatory Notes 3-6 have been amended to define *explain*, *in-depth*, *perceptively* and *comprehensively* to be consistent with Health 3.1 and 3.2.

AS90711 Health 3.4

- In the title *explain* has replaced *examine* to more accurately describe what is required to now achieve this achievement standard. The purpose statement has been adjusted accordingly. There is now only one issue or ethical dilemma to be considered. Hauora has been removed due to a new ruling that well-being and hauora are not interchangeable concepts.
- The credit value has been decreased from 5 to 4 to reflect the new requirement to cover only one dilemma or ethical issue.
- In the first criterion *examine* has been replaced by *explain* to standardise expectations for achievement at Level 3. In addition to this, it was considered that the requirement for more than one issue or dilemma was excessive for a time-bound examination. Accordingly, the requirement is limited to one. At achievement with merit level the criterion has been changed to *explain in-depth* and at achievement with excellence level to *explain comprehensively* for consistency across achievement standards and to clearly scaffold the requirements at each level.
- In the second criterion at achievement level *examine* has been replaced by *explain* to standardise expectations for achievement at Level 3. At achievement with merit and achievement with excellence, *analyse in-depth* and *analyse perceptively* has replaced *examine with supporting evidence* to better describe the expectations at these levels.
- In Explanatory Note 3, the list of topics has been changed to better meet the demands of the subject in an ever-changing health environment.
- Explanatory Note 4 has been added to give a definition for *explain*.
- Explanatory Note 5 gives a definition for *analysis*.
- Explanatory Note 6 gives a definition for *in-depth*.
- Explanatory Note 7 gives a definition for *perceptively*.
- Explanatory Note 8 gives a definition for *comprehensive* for consistency across achievement standards.
- Explanatory Note 9 has been changed to clarify that students must present a balanced view, but must not give a personal opinion.
- Explanatory Note 10 explains that the response must reflect ideas present in the current health debate on the specified issue.

AS90712 Health 3.5

- In the title, *in relation to well-being* has replaced *their application to a school or community situation* in line with changes to the definition paragraph and the achievement criteria. The introductory statement has been adjusted accordingly.
- *Examine* is used in the first criterion, and at achievement with merit it is changed to *examine in depth* and at achievement with excellence it is changed to *examine comprehensively*.
- The second criterion has been deleted as this is assessed more appropriately at Level 2.
- In the third criterion at achievement level *describe* has been replaced by *analyse*. After consideration it was decided that describe did not adequately reflect the level of performance required for achievement at Level 3. In addition to this, wording has been changed to reflect what is being required of the student.
- Explanatory Note 3 has been amended to reflect new developments in Health.
- Explanatory Notes 4, 5, 6 and 7 have been amended to better define the terms used in the achievement criteria and for consistency across achievement standards.
- Explanatory Note 9 clarifies the importance of using concepts from the Health curriculum.
- Explanatory Note 10 explains that only one model will be required.

Impact of changes on [NCEA Exclusions List](#)

None.

Summary of main changes to achievement standards' Ids, classification, titles, levels, and credits

The following summary shows the changes made to the achievement standards as a result of the review. All changes are in **bold**.

Key to review category

- A** Dates changed, but no other changes are made - the new version of the standard carries the same Id and a new version number
- B** Changes made, but the overall outcome remains the same - the new version of the standard carries the same Id and a new version number
- C** Major changes that necessitate the registration of a replacement achievement standard with a new Id
- D** Achievement standard will expire and not be replaced

Subfield Health and Physical Education
Domain Health Education

Id	Title	Level	Credit	Review Category
90708	Analyse a health issue for a particular group within New Zealand society	3	5	B
90709	Analyse an international health issue	3	5	B
90710	Investigate a range of health practices in contemporary New Zealand society Explain a range of health practices currently used in New Zealand	3	4 5	B
90711	Examine contemporary dilemmas or ethical issues in relation to hauora/well-being Explain a contemporary dilemma or ethical issue in relation to well-being	3	5 4	B
90712	Examine models of health promotion and their application to a school or community situation Examine models of health promotion and their implications for well-being	3	5	B