

**Field      Humanities**

## **Review of *Health Education* Level 2 achievement and unit standards**

### **Unit standards**

<b>Subfield</b>	<b>Domain</b>	<b>ID</b>
Core Generic	Self-Management	4258
Health and Physical Education	Health Education	14239, 14241, 14246, 14248-14251, 14257, 14258, 14262, 14263, 14265

### **Achievement standards**

<b>Domain</b>	<b>ID</b>	<b>Subject reference</b>
Health Education	90326	Health 2.1
	90327	Health 2.2
	90328	Health 2.3
	90329	Health 2.4
	90330	Health 2.5

The Ministry of Education and NZQA National Qualifications Services have completed a review of the achievement and unit standards listed above.

**New Registration date                      November 2011**

**Date new versions published              November 2011**

**Planned review date                         December 2014**

### **Summary of review and consultation process**

In 2008 the Ministry of Education (MoE) and NZQA began to review achievement and unit standards in light of the revised New Zealand Curriculum (NZC). This Alignment of Standards (AoS) review also addressed duplication of outcomes, credit parity, fairness, consistency, and coherence. The AoS review was guided by the revised NZC itself and the Principles for Standards Review. A copy of the NZC is available at: <http://nzcurriculum.tki.org.nz/Curriculum-documents/The-New-Zealand-Curriculum>.

Teacher subject associations were involved in the review, and draft achievement standards were the focus of wide consultation, especially with secondary schools and teachers. Extensive resources, including student exemplars, were also developed to support these standards, and are available on the MoE and/or the NZQA websites.

The review of unit standards included consultation with tertiary providers to assess continued relevance and likely future use of the standards. Unit standards that duplicate achievement standard outcomes and those without the likelihood of future tertiary use were recommended for expiry.

National consultation was undertaken in 2010, with the results analysed by Research New Zealand. The responses were generally positive.

The review of these Level 2 unit and achievement standards was completed in time for implementation in schools in 2012. The review of unit and achievement standards at

Level 1 was completed in time for implementation in schools in 2011. Standards at Level 3 will be implemented in 2013.

### Main changes resulting from the review

- All NZC Level 7 (NZQF Level 2) outcomes derived from the NZC are now assessed using achievement standards, and there are no longer any unit standards linked to the NZC.
- Existing achievement standards were reviewed and new achievement standards were developed to align with the NZC. See [table](#) below.
- Grading criteria for achievement standards were reviewed in accordance with the Standards Review Guidelines.
- Unit standards that recognised similar outcomes as achievement standards were recommended for expiry. See [table](#) below.
- The mode of assessment for Health 2.2 (old AS90327; new AS91236) was changed from externally assessed to internally assessed.

For a more detailed description of the review of, and the changes to, the Health Education standards see the appendix at the end of this report.

### Impact on existing organisations with consent to assess

Current consent for			Consent extended to		
Nature of consent	Classification or ID	Level	Nature of consent	Classification or ID	Level
Field	Core Generic	Any	Standard	91236	2
Subfield	Core Generic	Any	Standard	91236	2
Domain	Self-Management	Any	Standard	91236	2
Standard	14257	2	Standard	91239	2
Standard	14258	2	Standard	91239	2
Standard	14265	2	Standard	91237	2
Standard	4258	2	Standard	91236	2

### Impact on Consent and Moderation Requirements (CMR)

(Formerly known as AMAP)

All new achievement standards have been registered on CMR 0233.

### Impact on registered qualifications

Key to type of impact	
<b>Affected</b>	The qualification lists a reviewed classification (domain or subfield) in an elective set The qualification lists a standard that has changes to level or credits The qualification lists a C or D category standard
<b>Not materially affected</b>	The qualification lists a standard that has a new title The qualification lists a standard that has a new classification

The following table identifies qualifications developed by other SSBs that are affected by the outcome of this review. The SSBs have been advised that the qualifications require revision.

Ref	Qualification Title	Classification or ID	SSB Name
0560	National Certificate in Security (Communications) (Level 3)	4258	ElectroTechnology Industry Training Organisation
0678	National Certificate in Offender Management (Level 3)	4258	
1660	National Certificate in Infrastructure Works (Level 2) with optional strands in Earthworks, Pavement Surfacing, Roads, Rural Contracting, and Utilities	4258	InfraTrain New Zealand

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

For transition purposes, the following exclusions will apply for new achievement standards.

Achievement standard	Excluded against each of these standards
91235	90326
91236	90327, 4258
91237	14265, 90328
91238	90329
91239	14257, 14258, 90330

### Review Categories and changes to classification, title, level, and credits

The following summary shows the changes made to the standards as a result of the review. All changes are in **bold**. Where a new or a new version of an externally assessed achievement standard is registered, the following designation appears after the title **[Externally Assessed]**.

Key to review category	
<b>A</b>	Dates changed, but no other changes are made - the new version of the standard carries the same ID and a new version number
<b>B</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
<b>C</b>	Major changes that necessitate the registration of a replacement standard with a new ID
<b>D</b>	Standard will expire and not be replaced

<b>Externally assessed achievement standards categorised as category C expire at the end of</b>	<b>December 2011</b>
<b>Internally assessed achievement standards and unit standards (except 4258 – see below) categorised as category C and D expire at the end of</b>	<b>December 2012</b>
<b>Internally assessed unit standard 4258 expires at the end of</b>	<b>December 2014</b>

## Humanities &gt; Health and Physical Education &gt; Health Education

## Subject Reference: Health

ID	Ref	Title	Level	Credit	Review Category
14239	-	Describe stress and explore strategies for dealing with stress	2	2	D
14241	-	Demonstrate knowledge of medical and other health practices	2	3	D
14246	-	Demonstrate understanding of intimate relationships	2	4	D
14248	-	Identify ways to address the effect of discrimination on well-being	2	3	D
14249	-	Demonstrate knowledge and strategies for safety in interactions with others	2	3	D
14250	-	Examine issues related to sexual harassment	2	2	D
14251	-	Demonstrate understanding of disappointment, loss and grief	2	2	D
14262	-	Demonstrate knowledge and skills to make decisions in situations involving cannabis	2	3	D
14263	-	Explore issues related to alcohol and driving	2	2	D
14257	-	Demonstrate knowledge and understanding of issues related to sexuality	2	2	C
14258	-	Demonstrate knowledge of gender roles, stereotypes and their impact on total well-being	2	3	C
90330	2.5	Describe and explain issues associated with gender and sexuality	2	5	C
<b>91239</b>	<b>2.5</b>	<b>Analyse issues related to sexuality and gender to develop strategies for addressing the issues</b>	<b>2</b>	<b>5</b>	
14265	-	Demonstrate understanding of a healthy school	2	2	C
90328	2.3	Develop, describe, implement and evaluate a plan of action to enhance hauora/well-being	2	5	C
<b>91237</b>	<b>2.3</b>	<b>Take action to enhance an aspect of people's well-being within the school or wider community</b>	<b>2</b>	<b>5</b>	
90326	2.1	Describe an adolescent health issue	2	5	C
<b>91235</b>	<b>2.1</b>	<b>Analyse an adolescent health issue [Externally assessed]</b>	<b>2</b>	<b>5</b>	
90329	2.4	Describe an issue relating to personal safety in interaction with others	2	4	C
<b>91238</b>	<b>2.4</b>	<b>Analyse an interpersonal issue(s) that places personal safety at risk [Externally assessed]</b>	<b>2</b>	<b>4</b>	

## Subject Reference: Health

ID	Ref	Classification	Title	Level	Credit	Review Category
90327	2.2	Humanities > Health and Physical Education > Health Education	Describe aspects of mental health	2	5	C
4258	-	Core Generic > Core Generic > Self- Management	Describe ways of managing and coping with change	2	2	C
91236	2.2	<b>Humanities &gt; Health and Physical Education &gt; Health Education</b>	<b>Evaluate factors that influence people's ability to manage change</b>	2	5	

## Appendix

### Development of L2 Standards

#### Process of Aligning Standards with the New Zealand Curriculum

There have been few changes to the outcomes in the Health & Physical Education learning area between the development of the *Health & Physical Education in the New Zealand Curriculum* (1999) document and *The New Zealand Curriculum* (2007). Consequently many of the standards have not undergone significant changes in the alignment with the NZC.

In order to attend to the underlying concepts of the learning, Health Education teaching and learning programmes draw from across the achievement objectives (AOs) in Strands A (Personal health and physical development), C (Relationships with other people) and D (Healthy communities and environments). Reflecting this required cross-strand focus and each Health Achievement Standard is derived from more than one AO. As a result of this, the language of the AOs does not appear verbatim in the standards. While aspects of Strand A are assessed, the main conceptual emphasis at Level 7 NZC/Level 2 NCEA is on the AOs in Strands C and D.

#### In relation to the principles guiding the standards review

##### Addressing Duplication

Where duplication of outcomes occurred between achievement standards and unit standards, the unit standard was recommended for expiry. For this reason, all existing Level 2 Health Education unit standards were recommended for expiry.

##### Addressing Credit Parity

None of the review data collected prior to the Alignment of Standards project indicated that credit parity was an issue for the Level 2 NCEA Health Education achievement standards. No changes to credit allocation have been made.

##### External and Internal Assessment

The principles underpinning the Alignment of Standards project provided the following guidelines related to mode of assessment:

- No more than 3 standards assessed externally per level in a 3 hour examination.
- A requirement for external and internal assessment to achieve some balance between validity and reliability.

The Health Education community overall continued to support a balance of internal and external assessments. At Level 2 NCEA the only shift in mode of assessment was from internal to external for achievement standard 91236 (Health 2.2) to allow for a broader range of contexts to be explored, which were more relevant and responsive to the needs of students.

## What has changed?

### Overall changes to L2 NCEA Achievement Standards:

- All standards have had some changes to the explanations of the Achievement, Merit and Excellence grades. This has been done for consistency and clarity and to ensure qualitative differences between the grades of achievement.
- There has also been a reduction to a single criterion describing one outcome for each standard. This was a requirement for all externally assessed standards and for consistency it was also applied to the internally assessed standards.
- Some Explanatory Note information related to teaching and learning, and explanation of health related terms has been moved to the *Senior Secondary Teaching and Learning Guidelines* (SST&LG). It will be essential for teachers to use the SST&LG to support programme development and assessment.

### Additional changes to specific standards:

AS91236 (Health 2.2), *Evaluate factors that influence people's ability to manage change*  
 Mode of assessment has changed from external to internal and more emphasis has been given to the concept of resilience and managing change rather than the very broad focus of 'mental health'. This was done to more explicitly align this standard with the Health and Physical Education learning area statement in the NZC which talks about building resilience, as well as the NZC Vision statement which, under the heading of 'Confident', identifies the '*want for our young people*' to be resilient.

AS91237 (Health 2.3), *Take action to enhance an aspect of people's well-being within the school or wider community*

The planning and implementation of the action plan is now required to be a collective (or group) process. The reason for this is that group planning and implementation more effectively demonstrates the practical application of the health promotion process as indicated by this concept in the learning area.

AS91238 (Health 2.4), *Analyse an interpersonal issue(s) that places personal safety at risk*

The title has changed from 'Describe issues which place personal safety at risk' to the above, along with the achievement criteria. This was done in order to emphasise that it is the 'interpersonal' aspects of the issue that place personal safety at risk.

AS91239 (Health 2.5), *Analyse issues related to sexuality and gender to develop strategies for addressing the issues*

The title was changed from 'Describe and explain issues associated with gender and sexuality' in order to provide a clearer focus for the analysis. Consequential changes were made to the rest of the standard.