

Field Humanities

Review of *Health Education* Level 3 achievement and unit standards

Unit standards

Subfield	Domain	ID
Health and Physical Education	Health Education	14240, 14242, 14243, 14252, 14259, 14264, 14266, 14267

Achievement standards

Domain	ID	Subject reference
Health Education	90708	Health 3.1
	90709	Health 3.2
	90710	Health 3.3
	90711	Health 3.4
	90712	Health 3.5

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

New Registration date December 2012

Date new versions published December 2012

Planned review date December 2016

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 Standards Review Guidelines. 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 2011, with the results analysed by Research New Zealand. The responses were generally positive.

The review of these Level 3 unit and achievement standards was completed in time for implementation in schools in 2013.

Main changes resulting from the review

- All NZC Level 8 (NZQF Level 3) 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.

For a 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	ID	Level
Standard	14242	3	Standard	91461	3

Impact on Consent and Moderation Requirements (CMR)

All new achievement standards have been registered on CMR 0233.

Impact of changes on [Exclusions List](#)

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

Achievement standard	Excluded against each of these standards
91461	14242, 90708
91462	90709
91463	90710
91464	14243, 90711
91465	90712

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	
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

Externally assessed achievement standards categorised as category C or D expire at the end of	December 2012
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Internally assessed achievement standards and unit standards categorised as category C or D expire at the end of	December 2013
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Humanities > Health and Physical Education > Health Education

ID	Ref	Title	Level	Credit	Review Category
14240		Examine aspects of mental health	3	4	D
14242	3.1	Investigate influences on health status	3	4	C
90708		Analyse a health issue for a particular group within New Zealand society	3	5	C
91461	3.1	Analyse a New Zealand health issue	3	5	
14243	3.4	Explore contemporary ethical dilemmas that influence health and well-being	3	4	C
90711		Explain a contemporary dilemma or ethical issue in relation to well-being	3	4	C
91464		Analyse a contemporary ethical issue in relation to well-being	3	4	
14252		Explore alternatives to violent behaviour	3	3	D
14259		Investigate the social construction of body image and the impact on well-being	3	4	D
14264		Examine societal issues related to alcohol	3	4	D
14266		Use a health promotion to present an aspect of school or community well-being	3	5	D
14267		Examine links between the environment and personal and community well-being	3	5	D
90709	3.2	Analyse an international health issue	3	5	C
91462	3.2	Analyse an international health issue [Externally Assessed]	3	5	
90710	3.3	Explain a range of health practices currently used in New Zealand	3	5	C
91463	3.3	Evaluate health practices currently used in New Zealand	3	5	
90712	3.5	Examine models of health promotion and their implications for well-being	3	5	C
91465	3.5	Evaluate models for health promotion [Externally Assessed]	3	5	

Appendix

Development of Level 3 Health Standards

Process of Aligning Standards with the New Zealand Curriculum

With so few changes to the Achievement Objectives in the Health and Physical Education (H&PE) learning area when the NZC was developed, few changes were required to the achievement standards. The main changes made to titles were to ensure consistency around the use of verbs such as 'analyse' and 'evaluate'.

Students achieving at NZC Level 8 are able to critically analyse and/or evaluate – hence this is a given requirement for achievement for each of A, M and E at NCEA Level 3. For grammatical reasons (i.e. the clumsiness of trying to get the word 'critically' into a criterion and then level it with additional words like 'in-depth' and 'perceptive'), the inclusion of 'critically' is covered by EN2.

There are differing levels of quality of a critical analysis or evaluation ranging from a critical analysis or evaluation at excellence level that is coherent, well connected, uses quality evidence in valid and meaningful ways, and is well linked to the underlying concepts, through to a critical analysis or evaluation at achievement level that provides a framework of ideas but these are not well connected, the use of examples is not as valid or relevant as it could be, and the links to the underlying concepts are apparent but they are not strong or well considered.

The standards continue to encompass the combination of all the underlying concepts of the learning area and provide opportunity to select from a range of contexts across the key areas of learning.

Addressing Duplication

Where duplication of outcomes occurred between achievement standards and unit standards, the unit standard was designated expiring. For this reason, all existing Health unit standards were designated expiring.

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 3 Health 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 three standards should be assessed externally per level in a 3 hour examination.
- A requirement for externally and internally assessed standards 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 3 NCEA the shift in mode of assessment to one achievement standard (AS 3.4 (AS91464) Ethical dilemmas) allows for a selection from a

greater range of contexts in order to be more responsive to the interests/learning needs of students.

What Has Changed?

NB most of these points apply across all Level 3 standards although they are most evident with AS 3.1 and 3.2 (AS91461 and AS91462).

The socio-ecological focus

Given the conceptual step up to a wider societal focus for Level 3, the phrase 'people and society' replaces the 'personal, interpersonal and societal' used at Level 2. This is to enable students to focus on the most critical aspects of the issue in their analysis or evaluation (i.e. the emphasis may still be on the personal and/or the interpersonal aspects of the issue depending on what the evidence identifies as being most important and critical).

Critical analysis and critical evaluation

As mentioned previously, the standards each require a critical analysis or evaluation reflecting the Achievement Objectives of NZC Level 8. The emphasis on 'critical(ly)' relates to critical understanding, knowledge, and insight, rather than the critical thinking processes that develop this knowledge – although one cannot be completely divorced from the other. The outcome being assessed by the health standards is the (critical) knowledge (the analysis or the evaluation). Assessment of the development of critical thinking processes (a key competency) may be considered in the assessment for learning (formative assessment) leading to the compiling of evidence for assessment in relation to the standards.

'Perceptive' rather than 'comprehensive' for excellence

The term 'perceptive' as the descriptor for excellence is deliberate. It provides an indication of both the step up from the Level 2 'comprehensive' requirement, and the 'critical' requirement for excellence, which, at Level 3, is about those more insightful links with the underlying health concepts (hauora, socio-ecological perspective, health promotion, and attitudes and values).

A perceptive response builds on the conceptual quality inherent in the features of the analysis or evaluation expected for achievement. It does not require an extra task to elicit this knowledge.

Evidence

Level 3 health knowledge is dependent upon the use of real evidence in both internally and externally assessed standards. Although explicit reference to 'evidence' has been removed from the Level 3 standards, the series of explanations that make up the overall analysis or evaluation will require the use of relevant examples (evidence) to justify the claims or arguments made in the explanation.

AS 3.1 & 3.2 (AS91461 & AS91462) NZ and international health issues

- The overall intent of 3.1 and 3.2 remains unchanged. Wording changes relate to all of the points above.

AS 3.3 (AS91463) Health practices

- The main change is that each of the selected health practices needs to be linked to a health condition or situation to give context to the evaluation.

3.4 (AS91464) Ethical dilemmas

- Now internally assessed.
- Additional EN to clarify 'perspective'.
- Impacts on well-being shift from the impact of the perspectives (which was very abstract and difficult to get to with some issues) to the impact of current practice on well-being reflecting where students tend to default to anyway.

AS 3.5 (AS91465) Health promotion

- Changes for consistency of wording only.