

- Grading criteria for achievement standards were reviewed in accordance with the Standards Review Guidelines.
- Five new standards were created for Hauora that align to TMoA outcomes.
- NZC-derived English-language achievement standards relating to the Health and Physical Education learning area that were identified as meeting the outcomes in TMoA amended to show that they also derive from TMoA Whāinga Paetae, and their review date was changed to December 2020.
- All the Level 2 Hauora achievement standards contribute to NCEA literacy requirements.

For a detailed description of the development of the **Hauora** standards see the **Revised Achievement standards**

Humanities > Health and Physical Education > Health Education

ID	Ministry reference	Title	Level	Credit
91235	Health 2.1	Analyse an adolescent health issue	2	5
91236	Health 2.2	Evaluate factors that influence people's ability to manage change	2	5
91237	Health 2.3	Take action to enhance an aspect of people's well-being within the school or wider community	2	5
91238	Health 2.4	Analyse an interpersonal issue(s) that places personal safety at risk	2	4
91239	Health 2.5	Analyse issues related to sexuality and gender to develop strategies for addressing the issues	2	5

Humanities > Health and Physical Education > Home Economics

ID	Ministry reference	Title	Level	Credit
91299	Home Economics 2.1	Analyse issues related to the provision of food for people with specific food needs	2	5
91300	Home Economics 2.2	Analyse the relationship between well-being, food choices and determinants of health	2	4
91301	Home Economics 2.3	Analyse beliefs, attitudes and practices related to a nutritional issue for families in New Zealand	2	5
91302	Home Economics 2.4	Evaluate sustainable food related practices	2	5
91303	Home Economics 2.5	Analyse practices to enhance well-being used in care provision in the community	2	5
91304	Home Economics 2.6	Evaluate health promoting strategies designed to address a nutritional need	2	4

Humanities > Health and Physical Education > Physical Education

ID	Ministry reference	Title	Level	Credit
91327	Physical Education 2.1	Examine the role and significance of physical activity in the lives of young people in New Zealand	2	3
91328	Physical Education 2.2	Demonstrate understanding of how and why biophysical principles relate to the learning of physical skills	2	5
91329	Physical Education 2.3	Demonstrate understanding of the application of biophysical principles to training for physical activity	2	4
91330	Physical Education 2.4	Perform a physical activity in an applied setting	2	4
91331	Physical Education 2.5	Examine the significance for self, others and society of a sporting event, a physical activity, or a festival	2	4
91332	Physical Education 2.6	Evaluate leadership strategies that contribute to the effective functioning of a group	2	4
91333	Physical Education 2.7	Analyse the application of risk management strategies to a challenging outdoor activity	2	3
91334	Physical Education 2.8	Consistently demonstrate social responsibility through applying a social responsibility model in physical activity	2	3
91335	Physical Education 2.9	Examine the implementation and outcome(s) of a physical activity event or opportunity	2	3
91336	Physical Education 2.10	Analyse group processes in physical activity	2	3

Appendix at the end of this report.

Impact on Consent and Moderation Requirements (CMR)

All new achievement standards have been registered on CMR 0233.

Impact of changes on [Exclusions List](#)

None.

Detailed list of achievement standards – classification, title, level, and credits

New achievement standards

Māori > Te Marautanga o Aotearoa > Hauora – Wāhanga Ako

ID	Ref	Title	Level	Credit
91790	2.1	Te whakaahua i tētahi āhuatanga matatika me te pānga ki te hunga taiohi	2	4
91791	2.2	Te whakaatu māramatanga ki ngā kai taketake me te pānga ki te oranga tangata	2	4

ID	Ref	Title	Level	Credit
91792	2.3	Te arotake i tētahi kaupapa tiaki taiao i runga i te tirohanga Māori	2	5
91793	2.4	Te whakaatu māramatanga ki te pānga o te whakawhanaungatanga ki te oranga tangata	2	4
91794	2.5	Te tātari i te pānga o ngā uara o te porihanga ki te oranga tangata	2	4

Revised Achievement standards

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91300	Home Economics 2.2	Analyse the relationship between well-being, food choices and determinants of health	2	4
91301	Home Economics 2.3	Analyse beliefs, attitudes and practices related to a nutritional issue for families in New Zealand	2	5
91302	Home Economics 2.4	Evaluate sustainable food related practices	2	5
91303	Home Economics 2.5	Analyse practices to enhance well-being used in care provision in the community	2	5
91304	Home Economics 2.6	Evaluate health promoting strategies designed to address a nutritional need	2	4

Humanities > Health and Physical Education > Physical Education

ID	Ministry reference	Title	Level	Credit
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91334	Physical Education 2.8	Consistently demonstrate social responsibility through applying a social responsibility model in physical activity	2	3
91335	Physical Education 2.9	Examine the implementation and outcome(s) of a physical activity event or opportunity	2	3
91336	Physical Education 2.10	Analyse group processes in physical activity	2	3

Development of Hauora – Wāhanga Ako Level 2 Achievement Standards

Process of aligning standards with Te Marautanga o Aotearoa (TMoA)

The process of aligning achievement standards with Te Marautanga o Aotearoa (TMoA) was informed by a series of audits across all learning areas conducted by Māori-medium subject specialists. These audits assessed the extent to which the existing achievement standards met the whāinga paetae (achievement objectives) within the Hauora learning area of TMoA.

The audit of the current standards against the Hauora learning area of TMoA found that while some current standards aligned or partially aligned, new standards were required to reflect the unique aspects of the TMoA whāinga paetae, especially in the areas of Waiora, Taiao and Tangata. The whāinga paetae within the Koiri strand were already reflected within the NZC Physical Education standards.

A panel of subject specialists working in wharekura was convened by the Ministry of Education to develop the new achievement standards. They developed five Hauora-specific achievement standards at Level 2 (AS91790 2.1–AS91974 2.5) to align with the whāinga paetae within the Level 7 Waiora (Personal Health and Development), Taiao (Health and the Environment) and Tangata (People and Relationships) strands of the Hauora learning area of TMoA.

The English-medium Health and Physical Education Learning Area achievement standards that align with Te Marautanga o Aotearoa whāinga paetae have been revised to indicate this relationship. In addition, as noted in the Level 1 Hauora – Wāhanga Ako change report, new reo Māori assessment tasks will be developed for the English-medium standards that are directly applicable to Māori-medium settings, in particular the NZC Physical Education standards.

Conditions of Assessment have been developed to assist in the interpretation of achievement standards and the development of teaching and learning programmes.

Addressing duplication

To avoid duplication the achievement standards were compared in detail with the General Education – Oranga unit standards; the English-medium standards for Physical Education, Health and Home Economics; and the new achievement standards under development for Hangarau, Pūtaiao and Tikanga ā-lwi.

While Hauora 2.1 *Te whakaahua i tētahi āhuatanga matatika me te pānga ki te hunga taiohi* has some similarities to Level 3 Health 3.4 AS91464, *Analyse a contemporary ethical issue in relation to well-being*, Hauora 2.1 is a youth-specific standard, whereas the Level 3 Health standard explores the issues at a macro level.

Addressing credit parity

The credits allocated to the standards reflect the time required for the teaching and learning involved.

External and internal assessment

The mode of assessment for each standard best reflects the teaching and learning involved for each standard.

What has changed (summary)?

A new set of five achievement standards at Level 2 (Hauora 2.1–2.5, AS91790–AS91974), derived from outcomes in Te Marautanga o Aotearoa, is now available for the assessment of aspects of Hauora programmes in Māori-medium settings.

The standards can be broadly grouped into four areas: Te Whare o Rongo (2.1), Te Haumarutanga (2.2), Te Taiao (2.3) and Te Whanaungatanga (2.4 & 2.5).

Hauora 2.1 *Te whakaahua i tētahi āhuetanga matatika me te pānga ki te hunga taiohi* requires ākongā to provide evidence of their understanding of an ethical issue through describing the issue and its impact on young people.

Hauora 2.2 *Te whakaatu māramatanga ki ngā kai taketake me te pānga ki te oranga tangata* requires ākongā to demonstrate understanding of traditional food and its impact on people's wellbeing.

Hauora 2.3 *Te arotake i tētahi kaupapa tiaki taiao i runga i te tirohanga Māori* requires ākongā to provide evidence of an analysis of an environmental project from a Māori viewpoint.

Hauora 2.4 *Te whakaatu māramatanga ki te pānga o te whakawhanaungatanga ki te oranga tangata* requires ākongā to demonstrate their understanding of the impact of whakawhanaungatanga (people and relationships) on people's wellbeing.

Hauora 2.5 *Te tātari i te pānga o ngā uara o te porihanga ki te oranga tangata* requires ākongā to provide evidence of their analysis of the impact of societal values on people's wellbeing.