

Health Studies NCEA NZC Level 1

Subject Learning Outcomes for Assessment

Companion to the Health Studies Learning Matrix

What are the Subject Learning Outcomes and how can I use them?

Subject Learning Outcomes identify the knowledge and skills that students need to be ready for assessment. Subject Learning Outcomes are informed by the Achievement Standards. They should be used in conjunction with the full suite of NCEA materials. For guidance on assessment criteria, please also refer to the Achievement Standards, Unpacking, and External Assessment Specifications or Conditions of Assessment as appropriate.

Subject Learning Outcomes do not replace any documents. This includes the External Assessment Specifications and Conditions of Assessment. All NCEA materials need to be used to fully understand the requirements of each Achievement Standard and to plan a robust teaching, learning, and assessment programme. Subject Learning Outcomes should not be used to make assessor judgments. The Achievement Standard and the Assessment Schedule for Internal Assessment Activities are used to make such judgments.

Subject Learning Outcomes, alongside other key documents, make clear to teachers what to include in their teaching and learning programmes and what student capabilities to check for, in the lead up to assessment. Each Subject Learning Outcome does not need the same amount of teaching time.

All learning should connect with students' lives in Aotearoa New Zealand and the Pacific. Teachers or students usually select the contexts. As such, contexts are not always specified in the Subject Learning Outcomes. Examples may be provided to illustrate topics and contexts, but they are not prescriptive.

Students are entitled to teaching that supports them to achieve higher levels of achievement. Subject Learning Outcomes mainly align with outcomes for the Achieved level. However, outcomes for higher levels of achievement are also included.

The knowledge and skills in the Subject Learning Outcomes are the expected learning that underpins each Achievement Standard. Students will draw on this learning during assessment. It is important to note that assessment is a sampling process so not everything that is taught will be assessed.



Achievement Standard 1.1 (92008): Demonstrate understanding of hauora in a health-related context through the application of a model of health (5 Credits)

What is being assessed	Subject Learning Outcomes
Application of a model of health	<p>Students are able to:</p> <ul style="list-style-type: none">• use a model of health to describe a holistic understanding of hauora, of self or others. This includes how the different parts of a model are interconnected. Holistic models from diverse cultures or knowledges can be used. Models may include (but are not limited to): Te Whare Tapa Whā, Te Wheke, Fonofale, or Fonua. This includes making the distinction between hauora and the model of health itself. It will be hauora that is affected by the activity, not different parts of the model.• use a model of health to describe a holistic understanding of hauora, that goes beyond physical wellbeing, and includes aspects such as the spiritual, the collective, and the environmental.
How hauora is affected by an activity	<p>Students are able to:</p> <ul style="list-style-type: none">• describe how hauora is affected by an activity or experience in a health-related context, according to the different parts of the chosen model of health. Participation in an activity can be students' own participation (self), where this is applicable, safe, and ethical, or it can be the activities and experiences of other people (individuals or groups), especially in contexts like relationships and sexuality, dealing with stressful situations, or alcohol and other drugs, or sharing of culturally appropriate food after a practical experience.• describe how different parts of the model interconnect in relation to an activity. This may involve how different parts of the model support each other, or how, when hauora is affected in a particular way (which may be reflected in one part of the model) it can have flow-on effects for hauora (as described by other parts of the model).• use context-specific examples as evidence of the descriptions, explanations, or conclusions about the effect on hauora. <p>For higher levels of achievement, students will be able to:</p> <ul style="list-style-type: none">• explain why hauora is affected by an activity (directly or indirectly, as relevant to a context)• explain reasons for why hauora is affected by an activity in particular ways, and also use parts of the model to explain why interconnections exist. This could include explaining why different parts of the model connect with and support each other. These connections could be mutual, or cause-and-effect in nature,

	<p>for example. This might also include giving reasons for why hauora is impacted, or why particular enhancements for hauora have flow-on effects, and how this can be explained using parts of the model.</p> <ul style="list-style-type: none"> • draw conclusions about how hauora is affected by an activity, not only in the short-term but also in the long-term. Where relevant this may include other people beyond the self/individual such as groups, whānau or communities. <p>A health-related context needs to be grounded in one or more of the Key Areas of Learning: Food and Nutrition, Mental Health, and/or Relationships and Sexuality.</p>
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Achievement Standard 1.2 (92009): Demonstrate understanding of decision-making in a health-related situation (5 Credits)

What is being assessed	Subject Learning Outcomes
Decision-making	<p>Students are able to:</p> <ul style="list-style-type: none"> • describe a proposed decision, which affects hauora, in a health-related situation. This involves independently proposing a decision when faced with a dilemma that can affect hauora and showing the reasoning behind it in relation to hauora. <ul style="list-style-type: none"> ○ Decision-making is used when a situation presents a dilemma and when there is more than one path of action to take. A decision-making process can be used to 'weigh up' a situation before proposing a decision. There is not always a single 'right' or pre-determined decision, decisions need to be made after weighing up relevant factors and the anticipated consequences. <p>A health-related situation needs to be grounded in one or more of the Key Areas of Learning: Food and Nutrition, Mental Health, and/or Relationships and Sexuality.</p>
Factors & consequences	<p>Students are able to:</p> <ul style="list-style-type: none"> • identify and describe relevant factors and their significance to a situation and the decision-making. Here, a factor is a relevant circumstance, fact, or influence. Factors are derived from the underlying concept of the socio-ecological perspective. Factors can be personal, interpersonal, and societal. Personal factors can include, for example, an individual's knowledge, values and beliefs, prior experiences and choices, curiosity, and preferences. Interpersonal factors can include, for example, the quality and nature of



	<p>relationships between people, whānau relationships, whanaungatanga, manaakitanga, vā, and peer pressure. Societal factors can include, for example, laws and policies, societal and cultural norms and expectations, and various forms of media.</p> <ul style="list-style-type: none">• describe anticipated consequences in relation to hauora. Here, consequences are possible outcomes or wider impacts of a decision. They might be experienced personally by the person making the decision, as well as by other people, and/or at community or societal level. <p>For higher levels of achievement, students will be able to:</p> <ul style="list-style-type: none">• discuss why particular factors are significant to a proposed decision and indicate, for example, which are more/less important to take notice of, and why. This may include discussing how the significance of the factors connects to the likely consequences of acting upon a proposed decision, and/or rejecting other possible options.
<p>Propose a decision informed by factors and consequences</p>	<p>Students are able to:</p> <ul style="list-style-type: none">• describe the factors and consequences that support a proposed decision. This involves considering specific, relevant factors and consequences (anticipated outcomes and wider impacts) that may influence a decision, in relation to hauora. This may also involve thinking critically about the attitudes and values related to the proposed decision, such as:<ul style="list-style-type: none">○ principles of social justice (fairness, equity, and inclusivity)○ care, concern, and respect for self and others○ attitudes and values integral to tiakitanga, manaakitanga, and whanaungatanga. <p>For higher levels of achievement, students will be able to:</p> <ul style="list-style-type: none">• explain how personal, interpersonal and/or societal factors interrelate to influence a proposed decision, in relation to hauora• explain how anticipated consequences interrelate to influence a proposed decision, in relation to hauora• draw conclusions about the significance of factors in relation to hauora by thinking critically about, for example:<ul style="list-style-type: none">○ the range of factors considered○ if sufficient personal, interpersonal and/or societal factors were considered○ if the most relevant personal, interpersonal and/or societal factors were considered

	<ul style="list-style-type: none"> ○ the range of attitudes and values that influenced the decision-making ○ if any considerations were especially important (like respect for self and others, and fairness and inclusiveness) ○ if some important values were overlooked <ul style="list-style-type: none"> ● draw conclusions about the significance of the decision-making in relation to hauora by thinking critically about, for example, the impacts of the decision-making on hauora, the possible short and long-term consequences of the decision, and how realistic the decision would be to put into action.
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Achievement Standard 1.3 (92010): Demonstrate understanding of factors that influence hauora (5 Credits)

What is being assessed	Subject Learning Outcomes
Factors that influence hauora	<p>Students are able to:</p> <ul style="list-style-type: none"> ● identify and describe personal, interpersonal, and/or societal factors that influence hauora that are indicated by, and relevant to, a health-related situation or scenario. A factor is a circumstance, fact, or influence relevant to a context. This involves thinking critically about attitudes and values integral to the factors, such as: <ul style="list-style-type: none"> ○ principles of social justice (fairness, equity, and inclusivity) ○ care, concern, and respect for self and others ○ attitudes and values integral to tiakitanga, manaakitanga, and whanaungatanga. <p>Personal factors include, for example, an individual's knowledge, values and beliefs, prior experiences and choices, curiosity, and preferences. Interpersonal factors include, for example, the quality and nature of relationships between people, whānau relationships, whanaungatanga, manaakitanga, vā, and peer pressure. Societal factors include, for example, laws and policies, societal and cultural norms and expectations, economic situation, and various forms of media.</p> <p>A health-related situation/scenario needs to be grounded in one or more of the Key Areas of Learning: Food and Nutrition, Mental Health, and/or Relationships and Sexuality.</p>
How hauora is influenced	<p>Students are able to:</p> <ul style="list-style-type: none"> ● describe how factors influence hauora in a health-related situation. This involves giving reasons for how relevant factors influence hauora. Hauora should be described in a way that shows the holistic nature of

	<p>health and wellbeing. This may also include thinking critically about how the presence or absence of particular health promoting actions are, of themselves, influencing factors that impact hauora.</p> <ul style="list-style-type: none"> • use context-specific examples as evidence of the descriptions, explanations, or conclusions about how hauora is influenced by factors. <p>For higher levels of achievement, students will be able to:</p> <ul style="list-style-type: none"> • discuss: <ul style="list-style-type: none"> ○ how one factor leads to, connects with, or follows on from, another factor ○ how factors work together to influence hauora ○ how a combination of personal, interpersonal, and/or societal factors (and in many cases, all of these) influence hauora • draw conclusions about the implications of factors. Implications are wider considerations, flow-on effects, or potential impacts of the factors in a health-related context, for an individual, group, community, or all of society. This could include considering: <ul style="list-style-type: none"> ○ the significance or dominance of some factors compared to others ○ the extent to which factors can or cannot be controlled by individuals or groups, and where the power lies in some situations ○ short and long-term effects for hauora as a consequence of factors having an impact ○ secondary or unintended consequences for hauora.
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Achievement Standard 1.4 (92011): Demonstrate understanding of strategies that enhance hauora (5 Credits)

What is being assessed	Subject Learning Outcomes
Strategies that enhance hauora	<p>Students are able to:</p> <ul style="list-style-type: none"> • identify and describe possible personal, interpersonal, and/or societal strategies to enhance hauora that are relevant and appropriate to a health-related context. This involves recommending and describing possible strategies that consider a relevant combination of personal, interpersonal, and/or societal skills or actions. <ul style="list-style-type: none"> ○ Here, a strategy is a plan of action, relevant to an underlying concept, that is deliberately selected and used in a particular situation for the purpose of enhancing hauora for self, others, and/or community/society. Strategies to enhance hauora, and their implementation, draw on specific



	<p>personal and interpersonal skills such as effective communication, listening skills, assertiveness, SMART goal-setting, problem-solving, and help-seeking.</p> <ul style="list-style-type: none">• describe hauora in a way that shows the holistic nature of health and wellbeing. This includes recognising specifically what needs to change to enhance hauora in a context. <p>A health-related context needs to be grounded in one or more of the Key Areas of Learning: Food and Nutrition, Mental Health, and/or Relationships and Sexuality.</p>
How strategies enhance hauora	<p>Students are able to:</p> <ul style="list-style-type: none">• describe how the use of possible strategies enhances hauora for the person/people in a context. This involves showing consideration of attitudes and values among recommended strategies, such as:<ul style="list-style-type: none">○ principles of social justice (fairness, equity, and inclusivity)○ care, concern, and respect for self and others○ the attitudes and values integral to tiakitanga, manaakitanga, and whanaungatanga.• use context-specific examples as evidence of the descriptions, explanations, or conclusions about how strategies could enhance hauora. <p>For higher levels of achievement, students will be able to:</p> <ul style="list-style-type: none">• discuss how one strategy leads to, connects to, or follows on from, another strategy• discuss how strategies work together to enhance hauora in the context of a health-related situation• draw conclusions about the effectiveness of strategies to enhance hauora, for example:<ul style="list-style-type: none">○ explaining how well strategies consider hauora holistically○ explaining to what extent strategies show positive attitudes and values that support hauora○ explaining to what extent a range of personal, interpersonal, and societal strategies are considered○ identifying any important strategies that are missing and what else needs to be included to enhance hauora.