

Te Kaupae 1 Ngā Putanga Ako o te Wāhanga Ako Hauora

He rauemi tautoko i te Pou Tarāwaho mō te Pāngarau

He aha ngā Putanga Ako ā-Wāhanga Ako, me pēhea hoki taku whakamahi?

Ko tā ngā Putanga Ako ā-Wāhanga Ako he tautohu i ngā mōhiotanga me ngā pūkenga me mātua whai e ngā ākonga e rite ai ia mō te aromatawai. Nā ngā Paerewa Paetae i ārahi ngā Putanga Ako ā-Wāhanga Ako. Me whakamahi ki te taha o ngā rauemi NCEA katoa.

Kāore ngā Putanga Ako ā-Wāhanga Ako e whakakapi i tētahi o ngā tuhinga o mua. E whai wāhi atu ana ki tēnei ngā Tautuhinga Aromatawai ā-Waho me ngā Tikanga Aromatawai. Me whakamahi i te katoa o ngā rauemi NCEA e mārama katoa ai te tangata ki tēnā, ki tēnā o ngā here o ngā Paerewa Paetae, e whakamahere ai hoki i tētahi hōtaka tōtōpū o te whakaako, o te ako, o te aromatawai hoki. Kaua ngā Putanga Ako ā-Wāhanga Ako e whakamahia mō ngā whakataunga a te kaiaromatawai. Ko te Paerewa Paetae me ngā Taunakitanga Aromatawai mō ngā Ngohe Aromatawai ā-Roto ka whakamahia mō aua whakataunga.

Ka whakamārama ngā Putanga Ako ā-Wāhanga Ako, i te taha o ētahi atu tuhinga tāpua, ki ngā kaiako ngā mea me whai wāhi ki ā rātou hōtaka o te ako me te whakaako, me ngā pūkenga o ngā ākonga me hihira e rātou, i te aromatawai e whakatata atu ana. Ehara i te mea me ūrite te wā whakaako ki ngā Putanga Ako ā-Wāhanga Ako katoa.

Me tūhono ngā mahi akoako katoa ki ngā ao o ngā ākonga i Aotearoa me Te Moana-nui-a-Kiwa. I te nuinga o te wā, ka kōwhiri ngā kaiako, ngā ākonga rānei i ngā horopaki. Nā reira, kāore ngā horopaki e tautohua i ngā Putanga Ako ā-Wāhanga Ako i ngā wā katoa. Ka tukua pea he tauira hei whakaahua i ngā kaupapa me ngā horopaki, engari ehara i te mea me mātua whai.

E āhei ana ngā ākonga ki te whai wāhi atu ki ngā mahi whakaako e tautoko ana i a rātou ki te eke ki ngā taumata tiketike o te eke paetae. Kei te hāngai te nuinga o ngā putanga ako ki te taumata o Paetae. Heoi, kua whai wāhi hoki ngā putanga ako o ngā taumata eke paetae o runga ake.

Ko te kawatau, ka noho ngā mōhiotanga me ngā pūkenga i ngā Putanga Ako ā-Wāhanga Ako hei tūāpapa i ia Paerewa Paetae. Ka whakawhirinaki atu ngā ākonga ki aua akoranga i te wā o te aromatawai. E tika ana kia mōhio ko te aromatawai he tukanga tīpako noa, nā reira kāore e aromatawaihia ngā mea katoa ka whakaakona.

Level 1 Hauora Subject Learning Outcomes for Assessment

Companion to Hauora 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.

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 judgements. The Achievement Standard and the Assessment Schedule for Internal Assessment Activities are used to make such judgments.

Student Learning Outcomes, alongside other key documents, make clear to kaiako 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.

Paerewa Paetae 1.1 (92056): Te tautohu i ngā āhuatanga matua o te tuakiri me te hononga ki te oranga (Ngā Whiwhinga 5)

Ngā mea kei te aromatawaihia	Te Putanga Ako Whāiti
<p>Te whakaahua i te pānga o te kiritau me te whakapono whaiaro ki ūna whakaaro ki a ia anō Describing the impact of self-esteem and self-belief on a person's self-worth</p>	<p>Ka mōhio te ākonga ki:</p> <ul style="list-style-type: none"> Te whakaahua i te whakaawe a te kiritau me te whakapono whaiaro pai, kino hoki ki te titiro a te tangata ki a ia anō, ki ūna whanonga, ki ūna waiaro, ki tāna torotoro atu hoki ki ētahi atu tāngata. Whakamāramatia mai te tikanga o te 'noho tūrangahakoa i tōu anō tuakiri' <p><i>Describe how positive and negative self-esteem and self-belief influences a person's perception of themselves, their behaviour, attitudes, and interactions with others.</i></p> <p><i>Explain what it means to be 'happy in your own skin'.</i></p> <ul style="list-style-type: none"> Te tautohu, te whakaahua hoki i ngā hononga i waenga i ngā whakaaro o te tangata ki a ia anō me te oranga. I ngā taumata tiketike o te eke paetae: Mātaihia te hononga i waenga i te kiritau me te oranga mā roto mai i te tuku taunaki hei tautoko i te whakamāramatanga <p><i>Identify and describe links between self-worth and wellbeing. At higher levels of achievement:</i></p> <p><i>Examine the relationship between self-worth and wellbeing providing examples to support the explanation.</i></p>
<p>Te Whakahāngai Whakaaro Tau Whaitake Understanding a person can have multiple and varying identities.</p>	<p>Ka mōhio te ākonga ki:</p> <ul style="list-style-type: none"> Te tautohu, te whakaahua hoki i ūna anō momo tuakiritanga. (mā te ara o te ao Māori, arā, ko te pepeha, ko te taiao, ko ngā pūrākau) Whakamāramatia ngā momo tuakiri rerekē. Hei tauira: <ul style="list-style-type: none"> Ngā āhuatanga whaiaro, arā, He ringa raupā. He tangata hūmārie. Te iwi, arā, Nō Tūhoe ahau, he uri ahau nō te waka o Mātaatua.

	<ul style="list-style-type: none"> ○ Te mātāwaka, arā, Nō Aotearoa ahau. ○ Te ahurea <ul style="list-style-type: none"> ▪ Te whakapono, arā, He Ringatū ahau. He Mōrehu ia. ▪ Te pakeke, arā, He kuia ia. He tamaiti ia. ▪ Te ia, arā, He wahine ahau. He tāne ahau. ▪ Te hapori me te whānau, arā, He tamaiti au nō te pā. He raukura au nō Hoani Waititi <p><i>Identify and describe their own set of identities. (te ao Māori approach - pepeha, taiao, Pūrākau)</i></p> <p><i>Describe varying identities. For example:</i></p> <ul style="list-style-type: none"> ○ Personal characteristics eg. An industrious person. A humble person. ○ Ethnicity eg. I'm a Tuhoe, a descendant of Mātaatua waka. ○ Nationality eg. I'm from Aotearoa. ○ Culture ○ Faith eg. I'm Ringatū She's Mōrehu. ○ Age eg. She's a grandmother. He's a child. ○ Gender eg. I'm female. I'm male. ○ Community and family eg. I'm a Pā kid. I'm a graduate of Hoani Waititi.
Te matapaki i te hononga i waenga i te tuakiri me te oranga Discussing the relationship between identity and wellbeing	<p>Ka mōhio te ākonga ki:</p> <ul style="list-style-type: none"> ● Te whakamārama i te pānga o ō rātou momo tuakiritanga rerekē me te tuku tauira hei tautoko i taua whakamāramatanga. Ko ētahi o ngā tauira hei matapaki pea mā te ākonga, ko ō rātou wheako, pai mai, kino mai, hei kaihaka, hei kaihoe, hei mokopuna, hei raukura, hei tuakana/teina me ētahi rautaki ka whakamahia e rātou hei tautoko i a rātou anō. <p><i>Explain how their varying identities affects their wellbeing providing examples to support the explanation.</i></p> <p><i>Examples of what a student might discuss could include their positive, negative experiences as a kaihaka, kaihoe, mokopuna, raukura, tuakana/teina and strategies they can apply to support themselves.</i></p>

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| | <ul style="list-style-type: none">• Te hūritao ki ā rātou urupare me te tautohu i ngā whakaaro matua e whakamārama ana i te hononga i waenga i te tuakiri me te oranga o te tangata. Āpitihia hoki he parahau mō ngā whakaaro matua kua kōwhiria. |
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Reflect on their responses and identify the key ideas that describe the relationship between identity and wellbeing. Provide a rationale for the chosen key ideas.

Paerewa Paetae 1.2 (92057): Te whakaputa whakaaro mō te whaihua o tētahi mahere hei whakaea i tētahi whāinga whaiaro (Ngā Whiwhinga 5)

Ngā mea kei te aromatawaihia	Te Putanga Ako Whāiti
<p>Te tautohu i tētahi whāinga oranga whaiaro hei whakapiki i tētahi āhuatanga o te hauora kua kōwhiria. Identifying a personal wellbeing goal to improve a chosen aspect of health</p>	<p>Ka mōhio te ākonga ki:</p> <ul style="list-style-type: none"> • Te tautohu i tētahi āhuatanga o te hauora e hāngai ana ki te oranga whaiaro. E whai ake nei ētahi tauira: <ul style="list-style-type: none"> ◦ Te taha tinana, arā, te nakawhiti me te kaha whānui, te kai hauora, te rite tonu o te moe tika ◦ Te taha hinengaro, arā, te whakahaere i te wā, te whakahaere i te ahotea, te whakatā me te wā rēhia ◦ Te taha wairua, arā, te māia, te kiritau, te titikaha, te manawanui hoki ◦ Te taha whānau, arā, te whakawhiti kōrero, te whanaungatanga, te whakatutuki hoki i ngā haepapa <p><i>Identify an aspect of health related to personal wellbeing. Examples include:</i></p> <ul style="list-style-type: none"> ◦ <i>Taha tinana eg. overall fitness and strength, healthy eating, better sleeping pattern</i> ◦ <i>Taha hinengaro eg. time management, stress management, rest and recreation</i> ◦ <i>Taha wairua eg. confidence, self-esteem, assertiveness, perseverance</i> ◦ <i>Taha whānau eg. communication, relationship, managing responsibilities</i> <ul style="list-style-type: none"> • Te tautohu i tētahi whāinga hei whakapakari i tētahi āhuatanga hauora kua kōwhiria. <i>Identify a goal to strengthen the chosen health aspect.</i> • Te tautohu i tētahi putanga ako whāiti e hāngai ana ki te whāinga. <i>Identify specific learning outcomes related to the goal.</i>

<p>Te waihanga, te whakatinana hoki i tētahi mahere hei whakaea i te whāinga oranga whaiaro Developing and implementing an action plan to meet the personal wellbeing goal</p>	<p>Ka mōhio te ākonga ki:</p> <ul style="list-style-type: none"> • Ngā mahi hei whakahaere mā te tangata, te auau me te roa, tae atu ki ngā mahi whakariterite <ul style="list-style-type: none"> ○ Ngā rauemi, arā, ngā taputapu, ngā tāngata whirinaki hoki/rānei ○ Ngā taupā, ngā wero rānei tērā pea ka puta ○ Ngā rautaki, ngā tukanga rānei hei ārai i ngā tūraru tērā pea ka puta ○ Ngā hua e whakapaetia ana ka puta. <p><i>Develop an action plan taking into consideration:</i></p> <ul style="list-style-type: none"> ○ Activities to undertake, frequency and duration, including any organisational tasks ○ Resources eg. equipment and/or support people ○ Potential barriers or challenges ○ Strategies or processes to mitigate any potential risks ○ Expected benefits <ul style="list-style-type: none"> • Te whakatinana i tētahi mahere mahi mō ētahi whāinga oranga whaiaro <i>Implement an action plan to personal wellbeing goals.</i> • Te aroturuki i ngā panonitanga me te huritao i tana kokenga, tae atu ki ngā mahi hei whakamatua i ngā taupā, i ngā wero, i ngā tūraru rānei. <i>Monitor change and reflect on their progress including actions to manage barriers, challenges, or risks.</i>
<p>Te arotake i te whai hua o te mahere mahi hei whakatutuki i te whāinga oranga whaiaro Evaluating the effectiveness of the</p>	<p>Ka mōhio te ākonga ki:</p> <ul style="list-style-type: none"> • Te whakamahi i ngā taunaki nō ngā aroturukinga hei arotake i te whai hua o te mahere. <ul style="list-style-type: none"> ○ I whakaeatia rānei te whāinga? Mēnā kāore i ea, he aha i kore ai? ○ I tutuki ngā hua i whakapaetia rā ka puta? ○ Me pēhea e whakapai ake ai i te mahere? Me tuku he parahau. <p><i>Use the evidence from the monitoring to evaluate the effectiveness of the plan.</i></p>

action plan in meeting the personal wellbeing goal	<ul style="list-style-type: none">○ <i>Was the goal achieved? If not, why not?</i>○ <i>Were the expected benefits realised?</i>○ <i>How might the plan be improved?</i>
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Paerewa Paetae 1.3 (92058): Te tautohu i ngā āhuatanga matua o te kaitiakitanga me te hononga ki te oranga (Ngā Whiwchinga 5)

Ngā mea kei te aromatawaihia	Te Putanga Ako Whāiti
<p>Te tūhura i te āhua me te āheinga o te kaitiakitanga Exploring the form and function of kaitiakitanga</p>	<p>Ka mōhio te ākonga ki:</p> <ul style="list-style-type: none"> • Te tautohu, te whakaahua hoki i ngā whakapuakanga o te kaitiakitanga e hāngai ai ki ngā wheako whaiaro. Ko ētahi pea o ngā tauira, ko: <ul style="list-style-type: none"> ○ Te manaaki i ngā taonga, arā, te tiaki i ngā taonga tuku iho, i ngā pūrākau, i ngā waiata, i ngā oriori kua tukua iho, i ngā whakaahua hoki o te whānau ○ Te manaaki i te whenua, arā, te whenua tuku, ngā tarahiti ā-whānau me te wāhi ki ngā poutarahiti, ngā papa kāinga, ngā marae hoki ○ Te manaaki i te taiao, arā, ngā wāhi tapu, ngā urupā, ngā puna wai, ngā awa, ngā roto, ngā moana, ngā ngahere, ngā maunga hoki. <p><i>Identify and describe expressions of kaitiakitanga based on personal experiences. Possible examples could include:</i></p> <ul style="list-style-type: none"> ○ <i>Manaaki taonga eg. preservation of taonga tuku iho, whānau taonga handed down, pūrākau, waiata, oriori passed on, whānau photographs.</i> ○ <i>Manaaki whenua eg. whenua tuku, whānau trusts and the role of trustees, papa kāinga, marae.</i> ○ <i>Manaaki taiao eg. wāhi tapu, urupā, puna wai, awa, roto, moana, ngahere, maunga.</i> <ul style="list-style-type: none"> • Te tautohu, te whakaahua hoki i ngā tauira ā-hītori, o nāianei hoki o ngā whakapuakanga o te kaitiakitanga. <p><i>Identify and describe historical and contemporary examples of expression of kaitiakitanga.</i></p>

	<ul style="list-style-type: none"> Te whakataurite me te whakatauraro i ngā tauira, mā roto mai i te matapaki i ngā mea e ūrite ana, e rerekē ana hoki. <p><i>Compare and contrast the examples, discussing similarities and differences.</i></p>
Te mārama ki ngā kupu whāiti e hāngai ana ki ngā tikanga o te kaitiakitanga Understanding specific terms associated with kaitiakitanga practices	<p>Ka mōhio te ākonga ki:</p> <ul style="list-style-type: none"> Te whakamārama i ngā kupu e whai ake nei mā te tuku i ētahi tauira ā-hītori, o nāianei hoki hei tautoko i te whakamāramatanga: <ul style="list-style-type: none"> te mauri me te tapu te mana whenua, te ahi kā te mana whakaheke, te mana tupuna te whakapapa te rāhui Te Ture Whakahaere Rawa <p><i>Explain the following terms providing historical or contemporary examples to support the explanation:</i></p> <ul style="list-style-type: none"> <i>mauri me te tapu</i> <i>mana whenua, te ahi kā</i> <i>mana whakaheke, te mana tupuna</i> <i>whakapapa</i> <i>rāhui</i> <i>Te Ture Whakahaere Rawa</i>
Te matapaki i te hononga i waenga i te kaitiakitanga me te oranga Discussing the relationship between	<p>Ka mōhio te ākonga ki:</p> <ul style="list-style-type: none"> Te tautohu i ngā taupā, i ngā hāpaitanga hoki e whai pānga ana ki te āheinga o tētahi tangata, o tētahi whānau, o tētahi hapori, o tētahi iwi rānei ki te whakapuaki i te kaitiakitanga. I ngā taumata tiketike o te eke paerewa:

kaitiakitanga and wellbeing	<ul style="list-style-type: none">○ Ka whakamārama i te pānga o ngā taupā me ngā hāpaitanga ki te āheinga o te tangata, o te whānau, o te hapori, o te iwi rānei ki te whakapuaki i te kaitiakitanga.○ Ka whakamārama i te āhua o te pānga ki te oranga.○ Ka huritao ki ā rātou urupare, mā roto mai i te tautohu i ngā whakaaro matua e whakaahua ana i te hononga i waenga i te kaitiakitanga me te oranga. Me tuku hoki he parahau mō ngā whakaaro matua kua kōwhiria.<p><i>Identify any barriers and enablers that impact on the ability of an individual, whānau, community or iwi to express kaitiakitanga.</i></p><p><i>At higher levels of achievement:</i></p><ul style="list-style-type: none">○ <i>Explain how the identified barriers and enablers impact on the ability of an individual, whānau, community or iwi to express kaitiakitanga.</i>○ <i>Explain how wellbeing is affected.</i>○ <i>Reflect on their responses, identifying the key ideas that describe the relationship between kaitiakitanga and wellbeing. Provide a rationale for the chosen key ideas.</i>
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Paerewa Paetae 1.4 (92059): Te tautohu i ngā āhuatanga matua o te whanaungatanga me te hononga ki te oranga (Ngā Whiwchinga 5)

Ngā mea kei te aromatawaihia	Te Putanga Ako Whāiti
<p>Te tūhura i te āhua me te āheinga o te whanaungatanga Exploring the form and function of whanaungatanga</p>	<p>Ka mōhio te ākonga ki:</p> <ul style="list-style-type: none"> • Te tautohu, te whakaahua hoki i ngā whakapuakanga o te whanaungatanga e hāngai ai ki ngā wheako whaiaro. Ko ētahi pea o ngā tauira ko: • Ngā hononga i roto i te whakapapa, arā, ko te whakakotahitanga hei whānau, hei hapū, hei iwi rānei mō ngā kaupapa pāpori, ahurea hoki, pērā i: <ul style="list-style-type: none"> ○ Ngā kaupapa pāpori, arā, te whānautanga, ngā mārenatanga, ngā whakapōtaetanga, ngā kaupapa hākinakina, te Pā Wars, ngā kaupapa kohikohi pūtea hoki i te marae ○ Ngā kaupapa ahurea, arā, ngā wānanga, ngā tangihanga, ngā poukai, te mokopapa hoki ○ Ngā kaupapa tōrangapū, arā, ngā hui taumata, ngā porotēhi hoki ○ Ngā kaupapa hāhi. <p><i>Identify and describe expressions of whanaungatanga based on personal experiences. Possible examples could include:</i></p> <p><i>Connection through whakapapa eg. coming together as whānau, as hapu, as iwi for social or cultural purposes such as:</i></p> <ul style="list-style-type: none"> ○ Social occasions eg. births, weddings, graduations, sports events, Pā wars, marae fundraisers ○ Cultural occasions eg. wānanga, tangihanga, poukai, mokopapa ○ Political occasions eg. hui taumata, protest ○ Religious ceremonies <ul style="list-style-type: none"> • Te tautohu, te whakaahua hoki i ngā tauira ā-hītori, o nāianei hoki o te whakapuakanga o te whanaungatanga.

	<p><i>Identify and describe historical and contemporary examples of expressions of whanaungatanga.</i></p> <ul style="list-style-type: none"> • Te whakatairite, te whakatauraro hoki i ngā tauira, mā te matapaki i ngā ōritenga me ngā rerekētanga. <i>Compare and contrast the examples, discussing similarities and differences.</i>
Te mārama ki ngā kupu whāiti e hāngai ana ki ngā tikanga o te whanaungatanga Understanding the specific terms associated with whanungatanga practices	<p>Ka mōhio te ākonga ki:</p> <ul style="list-style-type: none"> • Te whakamārama i te hāpai a ngā tikanga me ngā horopaki e whai ake nei i te whanaungatanga. Me tuku hoki he tauira hei tautoko i te whakamāramatanga. <ul style="list-style-type: none"> ○ Te whakapapa ○ Ngā hui ○ Ngā pōwhiri ○ Ngā koha ○ Te whakawhanaungatanga ○ Te marae <p><i>Explain how the following practices and contexts enable the expression of whanaungatanga. Provide examples to support the explanation.</i></p> <ul style="list-style-type: none"> ○ Whakapapa ○ Hui ○ Pōwhiri ○ Koha ○ Whakawhanaungatanga ○ Marae
Ngā Take Ahurea Pāpori Discussing the relationship between	<p>Ka mōhio te ākonga ki:</p> <ul style="list-style-type: none"> • Te tautohu i ngā taupā me ngā hāpaitanga e whai pānga ana ki te āheinga o te tangata, o te whānau, o te hapori, o te iwi rānei ki te whakapuaki i te whanaungatanga, tae atu ki te whakawhanaungatanga. • I ngā taumata tiketike o te eke paerewa:

whanaungatanga and wellbeing	<ul style="list-style-type: none">○ Ka whakamārama i te āhua o te whai pānga o ngā taupā me ngā hāpaitanga ki te āheinga o te tangata, o te whānau, o te hapori, o te iwi rānei ki te whakapuaki i te whanaungatanga, tae atu ki te whakawhanaungatanga.○ Te whakamārama i te āhua o te pānga ki te oranga o te tangata.○ Te huritao ki ā rātou urupare me te tautohu i ngā āhuatanga matua e whakaahua ana i te hononga i waenga i te whanaungatanga me te oranga. Me tuku hoki he parahau mō ngā whakaaro matua kua whiria. <p><i>Identify any barriers and enablers that impact on the ability of an individual, whānau, community or iwi to express whanaungatanga including whakawhanaungatanga.</i></p> <p><i>At higher levels of achievement:</i></p> <ul style="list-style-type: none">○ <i>Explain how the identified barriers and enablers impact on the ability of an individual, whānau, community or iwi to express whanaungatanga including whakawhanaungatanga.</i>○ <i>Explain how wellbeing is affected.</i>○ <i>Reflect on their responses and identify the key points that describe the relationship between whanaungatanga and wellbeing. Provide a rationale for the chosen key idea.</i>
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