# Health Studies Assessment Schedule: Assessment Activity 1.2b

##### Activity Title: A fresh opportunity

##### Achievement Standard: 92009 Demonstrate understanding of decision-making in a health-related situation

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| Achievement | Achievement with Merit | Achievement with Excellence |
| Achievement Criteria | | |
| At the Achieved level, the student is able to demonstrate understanding of decision-making in a health-related situation | At the Merit level, the student is able to explain decision-making in a health-related situation | At the Excellence level, the student is able to evaluate decision-making in a health-related situation |
| Teacher Judgement | | |
| At the Achieved level, the student is able to:   * describe factors relevant to the decision-making and possible consequences of a health-related situation * describe a proposed decision in response to the health-related situation, in relation to hauora, with reference to the factors and anticipated consequences of the decision. | At the Merit level, the student is able to:   * discuss why the factors and anticipated consequences are significant to the proposed decision * explain how the factors and anticipated consequences interrelate to influence the proposed decision, in relation to hauora. | At the Excellence level, the student is able to:   * draw conclusions about the significance of the decision-making in response to the health-related situation, in relation to hauora. |

Overall level of achievement will be based on a holistic examination of the evidence provided against the criteria in the Achievement Standard.

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| For example (description of possible student evidence for this activity) | | |
| Achievement | Achievement with Merit | Achievement with Excellence |
| At the Achieved level, the student has:   * described factors relevant to Kalani’s decision-making, including possible consequences of different factors and choices Kalani could make in this situation. *For example, the student has described factors and potential consequences that would influence Kalani’s decision to take positive action towards availability of more nutritious food, or to not take action. Factors and consequences may relate to nutrition, relationships with peers or staff, the work involved in trying to enact change, and/or associated feelings.* * proposed the decision that Kalani should make and described it in relation to hauora. *For example, the student proposes that Kalani should take action and present suggestions to improve nutrition to the catering manager, or proposes that Kalani not take any action to avoid disrupting her relationships. Hauora is considered as part of the decision.* * referred to factors and consequences of the decision proposed for Kalani, to illustrate points made. *For example, the student addresses specific factors and consequences that reinforce the appropriateness of the proposed decision, such as a negative response from friends, or specific benefits of taking action, in relation to hauora.* | At the Merit level, the student has:   * discussed why the factors and anticipated consequences are significant to the decision the student has proposed Kalani should make. *For example, while discussing the proposed decision, the student has explained how and why taking action to improve nutrition could impact Kalani’s friendships and subsequent mental health, or has explained the significance of better nutrition, and related this to hauora.* * explained ways in which factors and anticipated consequences interrelate to influence the proposed decision for Kalani and has related this to hauora. *For example, the student has explained how and why taking action to improve nutrition could impact Kalani’s friendships and subsequent mental health, or has explained the significance of better nutrition, and related this to hauora. The student has also identified and weighed up the importance of various factors or consequences (such as the relative importance of Kalani maintaining her friendships and broader relationships, versus her desire to facilitate positive change). The student may have also discussed knock-on effects of one factor or consequence to another (such as subsequent work involved if Kalani decides to take action which may then impact hauora in a particular way — for herself and/or others).* | At the Excellence level, the student has:   * drawn conclusions about the significance of the wider aspects of the decision-making for Kalani, in relation to hauora. *For example, the student has used complex thinking skills to perceive what the impacts of the decision-making would be on hauora for Kalani personally, and/or for others who would be affected by her decision (including future students at the boarding house). This is likely to include a range of specific effects on hauora, in the short-term and the long-term.* |

Overall level of achievement will be based on a holistic examination of the evidence provided against the criteria in the Achievement Standard.