



NEW ZEALAND QUALIFICATIONS AUTHORITY  
MANA TOHU MĀTAURANGA O AOTEAROA

# **National Qualifications Framework Levels 1–3, 2008**

## **Health**

### **National Moderator's Report**

## **National Moderator’s Report for Health Education**

### **General Guidance for Assessors of Achievement and Unit Standards**

The purpose of external moderation is to provide assurance that assessor judgments are at the national standard and are made on the basis of assessment materials that are fair and valid.

All assessment materials are expected to:

- give the learner the opportunity to meet the requirements of the standard
- have an assessment schedule that gives evidence of appropriate learner responses and clear judgments at all levels.

The Ministry of Education contracted subject experts to write assessment resources for achievement standards. These are not pre-moderated. The intention is that they are modified to suit teaching programmes and learner needs. They do not provide “rules” but suggest different ways of assessing to the nationally registered standard.

### **General Overall Comment**

Moderation in health education has been an effective way of providing feedback to teachers and teachers are encouraged to view the feedback as objective and supportive in helping them to make judgments about their students’ assessment work in relation to the national standard.

The level one achievement standards have been reviewed and the current version of these standards is version three. The exemplars on TKI have been updated to correspond with version three of the standard.

Teachers frequently use the TKI exemplars to assess health education achievement standards and many teachers modify these to suit the needs of their learners. A number of high-quality materials have also been developed by teachers to assess the achievement standards. It is important that teachers are using the most current versions of TKI exemplars to assess the standards, as earlier versions may not provide sufficient coverage of all explanatory notes of a standard. The explanatory notes of each standard provide clarification in interpreting the standards and must be adhered to.

The term ‘holistic’ is sometimes incorrectly applied to an assumed ‘median’ of levels of achievement within a standard. All achievement criteria must be met at a particular level for that level to be awarded to a student.

Health education unit standards are used by a number of teachers. When assessing unit standards, it is important to ensure that all of the required range statements within the performance criteria are sufficiently covered and that students are invited to cover these ranges in the assessment task. Teachers use MOE exemplars, commercial activities and their own materials to assess the health education unit standards. Teachers are urged to evaluate the quality and relevance of all assessment material in relation to the unit standard when considering their use for assessment.

It would be useful if an annotated assessment schedule or an assessment cover sheet, which clearly indicated judgements, made for the tasks/criteria within each student’s

work, was provided. This would allow the moderators to give more specific feedback in their comments about a teacher's judgements.

Assessment conditions are varied in the assessment of health education unit and achievement standards. The majority of the assessment tasks submitted for moderation in 2008, clearly stipulated the conditions under which the assessment had taken place. Open book conditions should not be used when substantial parts of the assessment task could be copied from the notes, learning journal or other resources available, to the student. The assessment schedule should not be attached to the students' assessment task.

An initiative developed in 2008 is the availability of subject-specific resources on the NZQA website. The health education page provides a variety of resources and web links to assist teachers with assessment in this subject.

<http://www.nzqa.govt.nz/ncea/resources/health/index.html>

### ***Specific Standards***

#### ***90061: Describe and apply concepts of and strategies for achieving well-being***

For criterion one there is a wide variety of responses that have been deemed acceptable by teachers. Students are to “describe” the dimensions of well-being and influences on these, which means to “give an account of” (explanatory note eight). Single words and images without clear captions do not provide sufficient evidence for this requirement, and responses in sentence form must be given as evidence for this criterion. Note that there is no distinction between Achievement, Merit and Excellence for the description of the dimensions of well-being.

Influences on well-being refer to the personal, interpersonal and societal factors that operate to have an influence on well-being in relation to a given health issue, but are not the effects for well-being. Responses for the description of influences should therefore be different to the responses accepted for the description of the dimensions of well-being. There is no distinction between Merit and Excellence for the description of the influences on well-being.

Criterion two involves the development, implementation and evaluation of a goal plan. To achieve criterion two, the goal plan must be developed. For Merit, the goal plan must be developed and implemented. For Excellence, the goal plan must be developed, implemented and evaluated.

Explanatory notes five, six and seven detail what is required respectively for a valid goal plan, and its implementation and evaluation. The goal must be appropriate within a health-related context and could contribute to improving any aspect of well-being (dimension of hauora).

For criterion three, students must demonstrate knowledge of how health-enhancing strategies assist in managing success and failure for self and for others. The explanations of how the strategies for others could enhance well-being must relate to the well-being of the person who has achieved or not achieved his/her goal, not the well-being of the person who has instigated the strategy to support the other person. There is no distinction in criterion three between Achievement and Merit (demonstrate knowledge), with Excellence requiring a demonstration of “comprehensive” knowledge.

***90064: Understand skills required to enhance relationships and apply a problem-solving model***

The majority of the assessments that are being used to assess AS 90064 now cover all of the requirements of criterion one (listening skills, assertiveness and strategies for enhancing and maintaining relationships).

The difference between Merit and Excellence in criterion one is not always clearly distinguished in the assessment tasks or in the assessment schedule. Merit (demonstrating a sound understanding) means to provide a thorough explanation of the skills and their effects. Excellence (demonstrating an in depth understanding), in addition to the Merit requirement, means to explain how the skills enhance communication. The instructions in the assessment task must reflect these requirements.

For criterion two of the standard, problem-solving models need to be appropriately selected and applied in relation to chosen scenarios. Teachers are encouraged to check the suitability of the selection of the problem-solving model to the chosen scenario as well as the application of the model.

***90065: Understand sexuality and describe strategies for enhancing sexual well-being***

This assessment task is assessed under “open-book” conditions by many teachers. The extensive use of notes and resources to complete this assessment may not be suitable for students to show their understanding and knowledge of sexuality issues.

Version three of the standard requires that the following three aspects are covered for the successful completion of criterion one: The concept of sexuality, sexuality and hauora and influences on sexuality. This is a change from version two, where only two of these three aspects were required.

Many students are cutting and pasting sexuality definitions to demonstrate their understanding of the concept of sexuality. This task could more creatively assess students’ understanding of the concept of sexuality and it may not be appropriate to allow students access to their notes for this part of the assessment.

For the task assessing sexuality and hauora, students who are given a specific sexuality situation(s) by the task’s instructions are more easily able to demonstrate their understanding. A sexuality context within students’ responses for how sexuality links to the four dimensions of hauora is essential for achievement (for example effects on hauora as related to pubertal changes, sexual identity and sexual behaviour).

The task assessing influences on sexuality could more explicitly invite students to explain how the chosen factors (and these can be personal, interpersonal and/or societal) influence sexuality in terms of sexual development, identity and/or sexual behaviour. This is instead of inviting students to “explain what this (influence) causes people to do”.

Criterion two requires that students cover rights, responsibilities and health-enhancing interpersonal strategies in sexual relationships. Some assessment tasks do not ensure full coverage of this aspect. For example, a number of assessments submitted for moderation in 2008 cover rights and responsibilities and problem-solving only. At least two interpersonal strategies should be covered in addition to rights and responsibilities. These could be chosen

from problem-solving/decision-making, open communication, active listening or assertiveness (for example).

School and community supports must be covered, and students must be given the opportunity to explain in depth aspects of both. Older versions of the TKI “A” assessment task do not provide adequate coverage of community supports, as they invite students to identify two laws only, without allowing an in depth explanation of these (or other community strategies).

Safer sex practices in relation to the prevention of pregnancy and sexually transmitted infections must be covered by students if they are to achieve the standard.

***90328: Develop, describe, implement and evaluate a plan of action to enhance hauora/well-being***

Most students develop and implement the plan of health-promoting action as a group process. The assessment tasks must be completed individually (explanatory note five). This means there will be some similarities within a group’s responses, but the written responses for the assessed tasks will be individual and will therefore be distinct from each other.

Criterion one requires a sound understanding of the concept of hauora and its application to the chosen health promotion plan by explaining how the proposed action will enhance school or community well-being. This means that valid responses are required for the four dimensions of hauora. Responses which explain the current situation for well-being, without considering how well-being will be enhanced by the health-promoting action, are not sufficient. The present situation may, however, be explored as part of the in-depth explanation, as a “before and after” type of comparison. For Excellence (an in-depth explanation) students are required to validly explain how the enhancements inter-relate. Some consideration of the inter-relationships should also be evident for Merit (an explanation).

The detailed, appropriate action plan (Merit and Excellence) must provide clear detail in relation to the action being undertaken, reasons why this action needs to be taken, potential barriers and how these could hinder the action plan, potential enablers and how these could help the action plan, and an appropriate timeframe. These details should be given *for each step* in the action plan. Many students do not complete the action plan with the level of detail that is required for Merit/Excellence.

It is not sufficient to describe the enablers and/or barriers as a one paragraph answer which is not specific to each step in the plan. As a guide, at least five steps should be evident for achievement. Barriers, enablers and a timeframe for each step are required for achievement, but these may not be described or explained in detail.

Many assessment tasks do not give students a template for their action plan. Without a template, many learners do not sufficiently complete the action plan to the standard required. The A4 assessment task on the TKI website has a suggested template and it is recommended that teachers modify this into an actual template for students.

The evaluation of the health-promoting action plan is completed to a satisfactory standard by the majority of students, who are able to articulate the key successes and problems in the implementation of their plan. For Excellence (an in depth evaluation), students should identify the more essential and critical aspects of the successes and problems. This may involve the use of supporting evidence or the student commenting on the positive/negative aspects of the outcomes.

For Merit, valid recommendations for future action are required (at least two). For Achievement, there is no requirement for recommendations. Excellence requires an explanation of why the recommendations would be necessary or critical for future consideration. This explanation may include supporting evidence from the implementation of the plan and/or link to previously discussed aspects of the evaluation. Students are generally able to make valid recommendations, but can have some difficulty with the justification of their recommendations.

***90330: Describe and explain issues associated with gender and sexuality***

The standard and the various assessment tasks with which it is assessed, provide the opportunity for students to engage critically with resources related to gender and sexuality. Some students are successful and show a sound conceptual understanding of the topic and the ability to respond critically to the resources and questions. However, many students require a greater conceptual understanding about gender and sexuality, as well as the ability to interpret and convey key messages about gender and sexuality from the resources.

The assessments available on the TKI website are successfully modified by teachers to allow their students the opportunity to engage with resources relevant to them. A number of teachers have also developed their own high-quality assessment tasks. One such assessment task, employed by a number of teachers, uses the same resources to cover the three criteria of the achievement standard. This presents a coherent and meaningful context within which to assess 90330.

Criterion two continues to be problematic for some students. Most of the assessment tasks submitted for moderation in 2008 do not clearly invite students to explain how the beliefs about gender roles influence relationships. This criterion involves an exploration of beliefs about gender roles (describe the beliefs – usually two) and the impact/influence of these beliefs on relationships (at least two). For Achievement of this criterion, clear outcomes for the relationships (as a result of the beliefs about gender roles) should be evident. Students who only explain beliefs about gender roles, with little or no reference to how these beliefs influence relationships, are merely repeating what has been covered in the evidence towards criterion one.

The strategies to encourage social justice must relate to a sexuality and gender context. Some students have explained strategies for scenarios involving bullying or harassment, with no obvious links to sexuality and gender. Such responses are insufficient for the achievement of criterion three.

***90708: Analyse a health issue for a particular group within New Zealand society***

A wide range of health issues are chosen for the assessment of AS 90708. Many schools are incorporating this standard into curriculum areas such as science and social science, and modifying the TKI exemplars to suit. Students must have a thorough understanding of the underlying curriculum concepts and the appropriate determinants of health in order to achieve this standard. The Curriculum in Action resource, Making Meaning: Making a Difference is a valuable resource which provides background information on the determinants of health and health promotion strategies as well as student activities.

[http://www.tki.org.nz/r/health/cia/make\\_meaning/index\\_e.php](http://www.tki.org.nz/r/health/cia/make_meaning/index_e.php)

Students' understanding and application of the determinants of health to the chosen health issue needs further development. The determinants of health are used to explain the factors contributing to the health issue that is under analysis. Although personal and lifestyle determinants are important for personal well-being, for 90708, it is important that students give most consideration to the cultural, economic, political and social determinants of health.

Attention should be drawn to the requirement of explanatory note three to specifically identify the health issue that is under investigation, as well as provide examples of significant data to justify why it is a health issue. The current TKI exemplars provide the opportunity to do this with “an introductory task”. Some teachers have not yet incorporated this requirement into their assessment tasks. It is critical that the New Zealand context for the identified health issue is clear and is referred to throughout the assessment.

For criteria one and two it is essential that relevant supporting evidence from New Zealand (or relating to New Zealand) is provided in the explanations for each contributing factor and for each implication. For achievement at this level, each explanation should be supported by some relevant evidence. For Merit and Excellence, accurate and detailed supporting evidence is required. Many students are accessing evidence that is not related to New Zealand.

The analysis of implications requires explanations related to both personal and societal impacts of the health issue (explanatory note seven). A number of assessment tasks submitted for moderation in 2008 do not take this requirement into consideration. The assessment tasks often involve students selecting three implications from a list of four possibilities. Depending on a student's choice from this list, societal impacts may not be covered in his or her analysis. Teachers should therefore make the requirement to include societal impacts transparent for students.

The requirement to explain recommendations for future action provides students with an opportunity to consolidate their learning about the health issue and of effective health promotion. The recommendations (at least two) must be related to the factors that influence the health issue. In other words, the recommendations will seek to address, stop or minimise the effect of, the factors that contributed to the health issue in the first place (as explained by the student). Recommendations that bear no relation to the previously-discussed implications and determinants are not adequate for achievement at this level.

The recommendations must seek to achieve more equitable health outcomes - those which are fair and just. These must reflect the values of social justice -fairness, inclusiveness and non-discrimination (explanatory note 11). The recommendations should also reflect the health and physical education curriculum's understanding of effective models for health promotion. Students' understanding in this area does not appear to be robust. Recommendations should centre more on collective action rather than behavioural change strategies.

***90710: Explain a range of health practices currently used in New Zealand***

The majority of teachers are using a modified version of the TKI “A” task, which involves using a health condition to help to explain the health practices. Two approaches are commonly used in the information gathering for the assessment. Some teachers

provide students with the health condition and the health practices they are to investigate, and may give the students the resources that are needed to complete the assessment. Other teachers allow students to independently research a health condition and health practices which are of personal interest. It is important for students to be provided direction in their choice of health practices to ensure that adequate information is available. It is also imperative that the chosen health practices are currently used in New Zealand.

The underlying philosophies of the health practices in general and of the health practices as applied to the health issue (if version “A” is being used to assess the standard) require a deeper understanding from students. Students need to provide detailed and factual descriptions of these philosophies in order to achieve the standard. This means explaining the specific beliefs and understandings involved in each health practice, with use of supporting evidence.

In addition to sound explanations of the underlying philosophies for each health practice, the evidence towards criterion one also requires an explanation of the procedures involved and the dimensions of hauora attended to (explanatory note nine). Valid explanations of these aspects, backed up with some supporting evidence, are required for each of the three health practices. If version “A” is being used to assess the standard, then the explanation of the aspects should specifically refer to the treatment of the chosen health condition.

The explanations of the dimensions attended to by each health practice require consideration of the dimensions of hauora that are taken into account by the health practice, *not* how the health practice can impact on the dimensions of hauora. The latter is required as evidence towards the explanation/comparison of advantages and disadvantages in criterion two of the standard.

Students on the whole are able to articulate the advantages and disadvantages of each health practice. The assessment tasks which are used by teachers provide students with a comprehensive list of suggested ideas to incorporate into their explanations and comparison between the health practices. Some students merely bullet-point their ideas. This is not adequate for achievement at this level, because this is identification only, whereas an explanation is required. Students should be encouraged to access evidence into the effectiveness (or lack thereof) of each health practice, accurate New Zealand pricing of the practices (remembering that Western treatments are usually available in the public health system) and information on the accessibility of the treatments in New Zealand.

The explanation/comparison of the advantages and disadvantages must include reference to the dimensions of hauora (explanatory note 10). This requirement is not specifically provided to students in the assessment tasks used by the majority of teachers and should be made clearer to students.

For the comparison of advantages and disadvantages, two approaches are commonly used. Students will either incorporate their comparison into the explanation of the advantages and disadvantages of each health practice, or will write an overall comparison statement at the conclusion of their explanations of advantages and disadvantages. While either approach is acceptable, those students who are provided with space to make an overall comparison, based on what they have previously explained, often meet with success and are more easily able to provide a perceptive and meaningful comparison.

Some teachers have assessed this standard using an oral and/or visual presentation method, rather than using a written test or exam. Teachers who are using such an alternate form of assessment must be assured that all of the requirements of the standard are addressed by students and that they are able to see evidence of this. Clear direction must be provided to students to ensure that they are given the opportunity to achieve to all levels.

### ***A note about referencing in 90708 and 90710***

The two level three internal achievement standards both stipulate that evidence must be used to support the relevant explanations. Some evidence is required for Achievement, with Merit and Excellence requiring more extensive and detailed use of evidence for both standards.

It is important that, where supporting evidence is used, a referencing system is used by students. Without explicit referencing, the moderators cannot distinguish between a student's own work and the supporting evidence. It is also useful to know from where each piece of evidence is sourced. A suggested format is included in the TKI exemplar for 90710, where students pre-prepare a list of references and accord each reference a number. When information from a resource is referred to in the assessment task, the student writes the number that corresponds with that reference. This system could also be used when assessing 90708.

### **Unit standards**

A number of level one, two, and to a lesser extent level three, curriculum unit standards are used for NCEA assessment in health education. Teacher-developed assessment materials, commercial tasks and MOE-produced assessments have been submitted for moderation in 2008.

The performance criteria within the elements of each standard clearly describe what must be covered in order to gain credit. Many teachers have used assessments which have not incorporated all of the requirements of the performance criteria and/or have not made these requirements transparent for students. For example, if a range statement is “must include...” this means that students must address those aspects and should be specifically invited to do so in the task's instructions. The moderators have found that, when students are not given the required range in the task's instructions, they seldom cover the range as required and are unable to gain credit.

Many of the unit standard assessment tasks and corresponding student work that is submitted for moderation do not adequately reflect the detailed requirements of the associated element and curriculum level. For example, an identification of ideas is not adequate where the element and/or performance criteria stipulate that a description or explanation is needed. At level one NCEA students will usually be required to describe or explain, not identify, their responses. An identification of ideas without an ensuing description or explanation is not sufficient for achievement at level two or three NCEA.

### **Assessment schedules**

The majority of submissions for moderation are accompanied by valid and detailed assessment schedules. It is important that:

- If an assessment task (for example from TKI) is modified, the assessment schedule may also require changes
- Each question in the assessment requires corresponding evidence and judgement statements
- Where the criteria are the same for two or three levels of achievement, the same judgement statement is required. For example: Criterion two of 90330 is identical for Achievement and Merit. Thus, one judgement statement is needed which covers both Achievement and Merit
- For unit standard submissions, where the evidence statements are contained in a separate teacher booklet (not the assessment schedule) this teacher booklet must be submitted for moderation
- It may be useful to develop exemplars of student work for the level two and three achievement standards and level three unit standards, because the evidence statements in the assessment schedule are unable to provide the level of expected detail.