

Tuia ki Tawhiti conference



Health Studies level 1 externals workshop

JULY 2024



Tuia ki Tawhiti

Tuia ki Tawhiti Conference

8-9 July, 2024

Cashmere High School Christchurch



Learning area whakatauki

He oranga ngākau, He pikinga waiora

Positive feelings in your heart will raise your sense of self-worth

Te Taha Tinana



Te Taha whānau



Te Taha hinengaro



Te Taha wairua



Artist: Robyn Kahukiwa (*Ministry of Health funded posters sent to schools in the 1990s*)



Current role

Seconded 2023 to work full time for NZHEA as
Kaikōtuitui Arataki Oranga

Kaikōtuitui = networking, building relationships

Arataki = to lead, guide towards achieving goals

Oranga = Te Whare Tapawhā

- Oranga Wairua – flourishing spirit
- Oranga Hinengaro – settled mind
- Oranga Tinana – healthy lifestyle
- Oranga Whānau – positive and sustainable relationships with others



Acknowledgement and disclaimer

- I would like to **acknowledge Jenny Robertson's** work in the Health Education (Studies) space, including the **Learning Journal and Workbook** from which the activities for today's workshop have been taken.
- Please be **mindful** that most of the NZHEA resources were created before the **specifications** for level 1 health studies came out in March 2024 e.g. 1.4 resources consider using a “theme” which was a requirement in the piloting (whanautanga, manaakitanga) but is **not** this year. Students should still learn about **mātauranga Māori** concepts in the teaching programme.



Focus areas of the presentation

For both the 1.3 and 1.4 external standard:

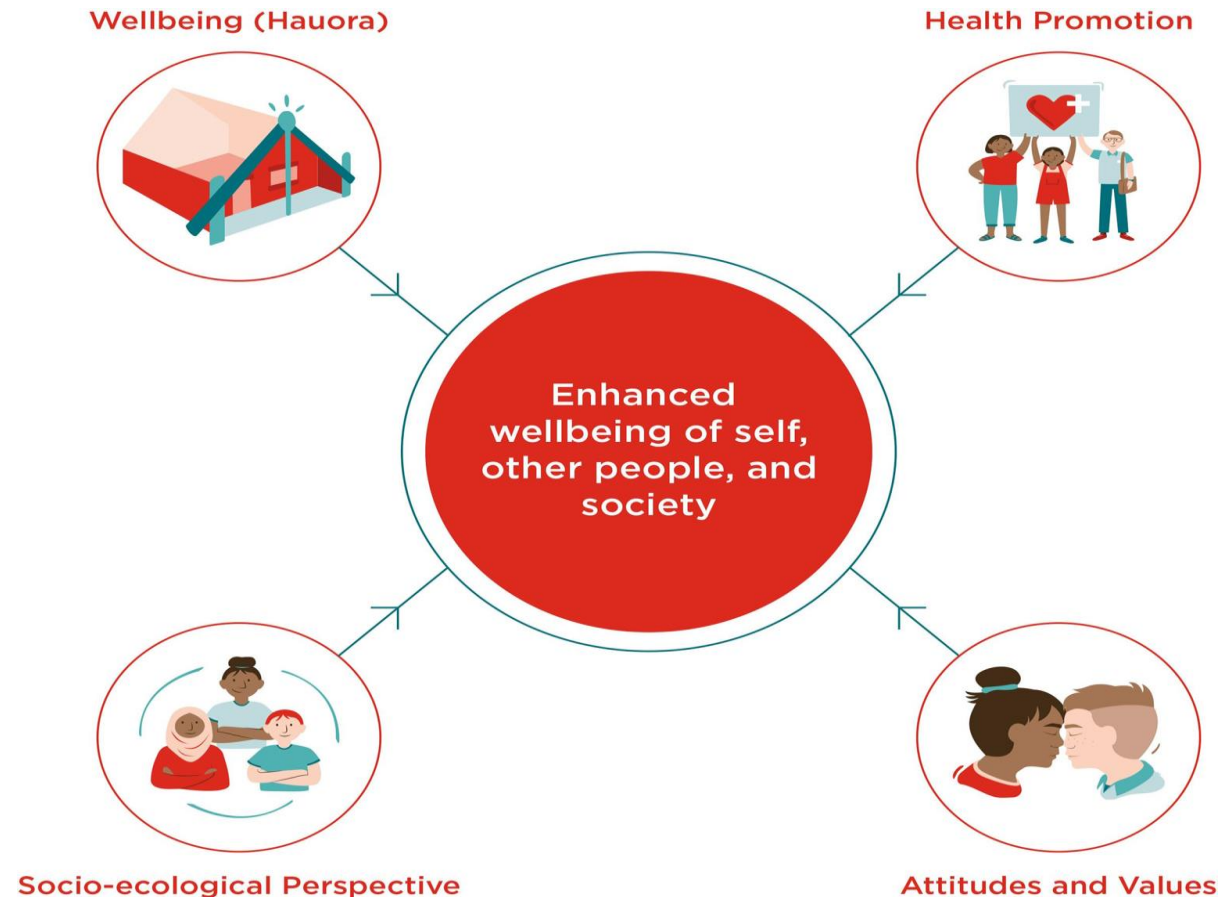
- Links to the **underlying concepts** of the curriculum, **big ideas** and **significant learning**.
- Break down of **explanatory note one**.
- **Specifications, conditions** of assessment, **authenticity** and **submission** details.
- Important **insights** and **considerations**.
- **Resources** and links.
- **Practice** activities.
- Opportunity for **korero** and **pātai**.



Underlying concepts (UC) of the HPE curriculum

H.A.S.H

Hauora, Attitudes & Values, Socioecological perspective, Health Promotion



Hauora

- **Hauora** is woven into the **1.3** and **1.4** achievement standards. Because students have already been deliberately assessed on their knowledge of dimensions of hauora in 1.1, hauora only needs to be referred to **holistically** in the other achievement standards.

Attitudes and values

- As part of the report for the **1.4** assessment, students need to explain reasons for the strategies to be used. One of the things students may be asked about is **HOW attitudes** and **values** come into **WHY** certain strategies are selected.



Socioecological perspective

- In the **1.3** Demonstrate understanding of factors that influence hauora examination, students are required to show the marker they know what **personal (P)**, **interpersonal (IP)** and **societal (S)** **influences** on hauora and wellbeing are, and how these factors **interrelate (connect, interact, combine)**.
- Students will do this by using the information in a **scenario** and the **resource material** provided in the exam.



Health Promotion

In short, Health Promotion is about “improving health” and requires the use of **skills** and **strategies**.

- A **strategy** is an approach or way of going about something to achieve a desired outcome.
- A **skill** refers to named actions that need to be taken to improve or enhance hauora.

The use of skills and strategies is linked to achievement standard **1.4**.

We think of skills as strategies once they are selected to be used in a specific situation to **promote** or **enhance** hauora and wellbeing in a particular way.



Big ideas and significant learning: 1.3

Big ideas

Socioecological perspective links to the Health Studies **Big Idea:** *Understanding hauora requires consideration of the complex and interconnected nature of personal, interpersonal, and societal perspectives.*

Significant learning

Health Studies 1.3

Demonstrate

understanding of factors
that influence hauora

- understand how personal, interpersonal, and societal factors impact hauora and inform decision-making
- investigate ways in which hauora is more than a matter of personal decision-making and individual responsibility.



Big ideas and significant learning: 1.4

Big ideas

- **Health Promotion** links to the Health Studies **Big Idea: *Tiakitanga, manaakitanga, and whanaungatanga are vital to enhance the hauora of individuals, whānau, and communities.***
- **Attitudes and Values** links to the Health Studies **Big Idea: *Social justice principles of fairness, equity, and inclusivity are central to hauora.***

Significant learning

Health Studies 1.4
Demonstrate
understanding of
strategies that enhance
hauora

- understand how personal, interpersonal, and societal factors impact hauora and inform decision-making
- investigate diverse strategies to help manage change situations that impact hauora
- use critical thinking in relation to social constructs, power imbalances, biases, and assumptions that impact hauora.

Achievement Standard 1.3

HEALTH STUDIES 1.3 AS92010, 5 credits, external Demonstrate understanding of factors that influence hauora

Achievement	Achievement with merit	Achievement with excellence
Demonstrate understanding of factors that influence hauora <i>Demonstrate understanding of factors that influence hauora involves:</i> <ul style="list-style-type: none"> identifying and describing a variety of factors that influence hauora describing how the factors influence hauora, using examples. 	Explain factors that influence hauora <i>Explain factors that influence hauora involves:</i> <ul style="list-style-type: none"> discussing how and why the factors interrelate to influence hauora, using examples. 	Evaluate factors that influence hauora <i>Evaluate factors that influence hauora involves:</i> <ul style="list-style-type: none"> drawing conclusions about the implications of the factors, in relation to how they influence hauora.

- **Identify:** To recognise or single out
- **Describe:** To state features of
- **Discuss:** To talk or write about something in detail, considering different ideas and opinions related to it.
- **Explain:** To make a judgement based on criteria, determine the value with reasons
- **Evaluate:** To make known the cause or detail of something



Level 1 Health Studies specifications

NZQA website

<https://www.nzqa.govt.nz/nqfdocs/ncea-resource/specifications/2024/92010-spc-2024.pdf>

Level 1 Health Studies 2024

Published in March 2024

General information

Domain: Health Education

Standards: 92010, 92011

[Health Studies subject page](#)

[National secondary examinations timetable](#)

Information relating to all achievement standards

Candidates are encouraged to write no more than 800 words.

Resources or information supplied

Scenario(s) and supporting resources will be supplied.



1.3 specifications

Demonstrate understanding of factors that influence hauora

Tuesday 19th November 2pm

Standard:	92010
Domain:	Health Education
Title:	Demonstrate understanding of factors that influence hauora
Version:	3
Number of credits:	5
Assessment timing:	Point-in-time end of year
Assessment method:	Examination
Assessment medium:	Online, paper by exception

1.3 specifications

- Candidates will be required to demonstrate their understanding of factors that influence hauora by **analysing the scenario(s) and / or supporting resources** provided by NZQA.
- Candidates are **required to use** the scenario(s) and resources provided to support their response.
- Candidates will be required to respond to a task with **multiple parts**.
- Candidate responses should provide evidence of their own thinking.
- Scenario(s) will be accessible to **any of the Key Areas of Learning**: Food and Nutrition, Mental Health, and Relationships and Sexuality.



Insights and considerations: 1.3

- It is important students understand that the topic matter they study in class is not specifically what the exam will cover.
- What is **MOST** important is that students are learning how to **interpret** a wide range of scenarios and/or resources to identify and explain **personal (P), interpersonal (IP) and societal (S) influences** on a variety of health and wellbeing situations. They then need to learn how to **transfer** these **P-IP-S** ideas to the context provided in the examination. This requires **practice**.
- Many teachers have decided to enter students into 1.3 for examination practice.



1.3 resources

- NZHEA Learning **Journal** and **Workbook Part C** Influences on hauora and wellbeing

https://docs.google.com/document/d/1UBh4nxJN-vdKt2aTCW8xvjc9SWDdAbqR/edit?usp=drive_link&oid=118015931606258721792&rtpof=true&sd=true

- NZHEA **1.3 practice exam member only** resource found on our website and requires password to access <https://healtheducation.org.nz/resources/member-resources/>

- NZHEA 1.3 **sample assessments** (MHEd and F&N)

https://docs.google.com/document/d/1VY6AvWfFVwkmJEYWLje2adGR1WcVqVs2/edit?usp=drive_link&oid=118015931606258721792&rtpof=true&sd=true



1.3 note of caution

- **NZQA** Demonstrate understanding of factors that influence hauora 2023 exam.

NOTE: NZHEA recommends **NOT using** this with your students as a practice because (1) of the **disclaimer** on the standard (see image below) and (2) some of the questions asked were **incorrect** and did not meet the standard

<https://www.nzqa.govt.nz/ncea/assessment/search.do?query=Health+Studies&view=exams&level=01>

This assessment is based on a now-expired version of the achievement standard and may not accurately reflect the content and practice of external assessments developed for 2024 onwards. No part of the candidate's evidence in this exemplar material may be presented in an external assessment for the purpose of gaining an NZQA qualification or award.

Activity 1: 1.3 influences

Factors that influence hauora and wellbeing:

1. Using the **worksheet** with the table of P, IP and S factors, in pairs/groups choose **one** of the following activities (you will need a minimum of one laptop per group):
 - a) **Mental Health:** What factors influence teenage substance use: alcohol?
 - b) **Relationships and Sexuality:** What factors influence teenage sexual health?
 - c) **Food and Nutrition:** What factors influence teenage use of energy drinks?



Achievement Standard 1.4

HEALTH STUDIES 1.4 AS92011, 5 credits, external Demonstrate understanding of strategies that enhance hauora

Achievement	Achievement with merit	Achievement with excellence
Demonstrate understanding of strategies that enhance hauora	Explain strategies that enhance hauora	Evaluate strategies that enhance hauora
<p><i>Demonstrate understanding of strategies that enhance hauora involves:</i></p> <ul style="list-style-type: none"> identifying and describing strategies that enhance hauora with reference to a relevant underlying concept describing how the strategies enhance hauora, using examples. 	<p><i>Explain strategies that enhance hauora involves:</i></p> <ul style="list-style-type: none"> discussing how the strategies work together to enhance hauora with reference to a relevant underlying concept, using examples. 	<p><i>Evaluate strategies that enhance hauora involves:</i></p> <ul style="list-style-type: none"> drawing conclusions about the effectiveness of the strategies to enhance hauora in relation to a relevant underlying concept, using examples.

- **Identify:** To recognise or single out
- **Describe:** To state features of
- **Discuss:** To talk or write about something in detail, considering different ideas and opinions related to it.
- **Explain:** To make a judgement based on criteria, determine the value with reasons
- **Evaluate:** To make known the cause or detail of something



1.4 specifications

Demonstrate understanding of strategies that enhance hauora

Wednesday 30th October Term 4 Week 3

Standard:	92011
Domain:	Health Education
Title:	Demonstrate understanding of strategies that enhance hauora
Version:	3
Number of credits:	5
Assessment event scheduling:	School scheduled within NZQA defined period
Assessment timing:	Point-in-time during the year
Assessment method:	Point-in-time assessment task
Assessment format:	Report
Assessment medium:	Digital submission
Date for pre-release of material:	Term 3, Week 1
Final date of submission:	30 October 2024



1.4 specifications

- Candidates will be required to demonstrate their understanding of strategies which enhance hauora by **analysing the scenario(s) and supporting resources** provided by NZQA.
- Candidates are **required to use** the scenario(s) and/or resources provided to support their response.
- Candidates will be required to respond to a task with **multiple parts**.
- Candidate responses should provide evidence of their **own thinking**.
- Scenario(s) will be **accessible to any of the Key Areas of Learning**: Food and Nutrition, Mental Health, and Relationships and Sexuality.



1.4 conditions of assessment

- Candidates must complete their report **in class** during a period of assessment selected by the school and should **not work on it outside of class time**. The **recommended** period of assessment is four hours. During this time candidates are **not to receive** guidance, scaffolding, additional instruction, or any form of additional assistance
- Candidates are **not permitted** to view the assessment task until they begin the assessment. Candidates are **not permitted** to remove or access any of the assessment material outside of the designated assessment session(s). Candidates may **not bring** any additional materials or access any other online or offline resources during the assessment period.



1.4 conditions of assessment

- Schools, teachers, and candidates are not permitted to share the assessment or their assessment response with any other schools, teachers, or candidates. The report must be the candidates' own, **independent work**. Candidates must not receive teacher, peer, or external feedback on their report for this assessment.
- **Teachers are responsible** for keeping assessment materials and candidates' work secure. **Internet access is not permitted**. The use of chatbots, generative AI, paraphrasing tools, or other tools that can automatically generate content is not permitted and material generated by these tools should not be submitted as part of the candidate's work.



1.4 authenticity

Teachers must closely supervise the process of evidence collection to ensure that candidates:

- **do not copy** from another person or source without appropriate acknowledgement
- **do not receive** guidance, scaffolding, instruction, assistance, or assessment conditions beyond what is specified as permissible in these Assessment Specifications.

Where a teacher cannot verify that the assessment submitted is the authentic work of the candidate, they must notify NZQA of a possible Candidate Breach of External Assessment.



1.4 SAC and submission

Special Assessment Conditions

Refer to the NZQA website for further information.

<https://www2.nzqa.govt.nz/ncea/ncea-for-teachers-and-schools/special-assessment-conditions/>

Submission requirements

Evidence may be submitted as:

- **Document File (PDF)**

Candidates should refer to Further Guidance for Submission Responses for further information. Refer also to other resources on the subject page of NZQA website. Further submission instructions and authenticity requirements will be provided for schools in Term 3, Week 1.



1.4 process guidelines

Student and teacher responsibilities

- **Derived Grades are NOT** available to candidates for these standards
- **Candidates submit** their completed assessment files through the NZQA learner portal as soon as they have completed each assessment.
- At the end of the assessment period **teachers must check** that all the correct files have been submitted, for every candidate, and confirm the Authenticity declaration in the digital submission tool.



Insights and considerations: 1.4

- It is important that students learn about a **wide range** of **P**, **IP** and **S** strategies that can be applied across a diversity of health and wellbeing situations, and how these strategies **interconnect**.
- Students then need to learn how to **transfer** these strategies to the **context** provided in the report brief which requires practice. We recommend using your school's **literacy strategies** to support this.



Insights and considerations: 1.4

- Teaching **only one** topic leading to this assessment can be very limiting.
- The most important consideration for teachers, in collaboration with the principal's nominee (PN) is ensuring the **conditions of assessment** for the **digital report** are met. Unfortunately, there is no single answer, and it will vary from school to school.
- If you haven't done so, we **recommend meeting** with your PN as soon as possible to plan what this looks like for your class(es).



1.4 resources

- NZHEA Learning **Journal** and **Workbook Part D: Strategies for wellbeing**
https://docs.google.com/document/d/1Tcwhk7m_JucFkuBQbS-Dk-sV9PPyefFT/edit?usp=drive_link&oid=118015931606258721792&rtpof=true&sd=tru
- **Mental health** education and hauora book
<https://healtheducation.org.nz/wp-content/uploads/2020/09/Mental-Health-and-Hauora.pdf>
- NZQA Demonstrate understanding of strategies that enhance hauora **2023 exam** and **exemplars**. Use your **ESL log in** to access the full resource booklet.
<https://www.nzqa.govt.nz/ncea/assessment/search.do?query=Health+Studies&view=exams&level=01>
- NZHEA **1.4 sample assessments** (RSE and F&N)
https://docs.google.com/document/d/1EQRCeOpYQdFyR4H209tZ_rlO0kTlw1d6/edit?usp=drive_link&oid=118015931606258721792&rtpof=true&sd=true



Activity 2: 1.4 strategies

Personal, interpersonal and societal practice examples:

1. In pairs/groups complete **ONE** the following activities (you will need a minimum of one laptop per group):
 - a) **Personal: Stress management** including positive self talk
 - b) **Interpersonal:** Ways of **supporting others**
 - c) **Societal:** Ways **communities and society** support people's hauora and wellbeing



Activity 3: 1.4 strategies

Personal and interpersonal skills summary:

1. Using the **prompt card** and your own ideas, in pairs/groups complete the **sentence starters** on the cards (personal and interpersonal skills for maintaining friendships and relationships).
2. Identify 2-3 situations where you think a **community action** could support the person.



Activity 4: 1.4 strategies

Applying skills to situations to support hauora and wellbeing:

1. Using the **worksheet** “Skills commonly used in Health Education”, in pairs/groups choose **one** of the following activities (you will need a minimum of one laptop per group):
 - a) **Mental Health *with* Relationships and Sexuality:** Skills for navigating and managing the digital world
 - b) **Food and Nutrition:** Skills for resisting food marketing and advertising pressures



Checklists and practice

- The **1.3** and **1.4 checklist** can be used for both **teachers** (when planning) and **students** (when learning) to ensure key aspects of the standard are covered and understood.
- Providing different questions in a variety of **contexts** is a great way to **practice** for the 1.3 **exam** and 1.4 **report**.



Other resources

- One of the best resources is other **local teachers**. Creating a shared folder on a suitable platform to house **resources** and upload assessments for **moderation** is something we are encouraging.
- **Student Learning Outcomes** (SLO's)

NCEA website

<https://ncea.education.govt.nz/health-and-physical-education/health-studies?view=learning>

and NZHEA SLO powerpoints:

https://drive.google.com/drive/folders/1g6PEZCPfvxTOIL2dQUIS1AA8GsiECBb?usp=drive_link

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Korero opportunity: Anything on top?

Pātai (questions)?



Close

**Mā te kimi ka kite. Mā te kite ka
mōhio. Mā te mōhio ka mārama.**
Seek and discover. Discover and know.
Know and become enlightened.

