

# Health Achievement Standards (Level 1 & 2)

atc **instant**  
EDUCATION SOLUTIONS

AS #	Title	L	Cr
90971 (HT 1.1)	<p><b>Take action to enhance an aspect of personal well-being</b></p> <ul style="list-style-type: none"> <li>Includes action plan, action log and evaluation form templates.</li> <li>These templates guide students, step-by-step, through the assessment.</li> <li>They are a great way of monitoring progress and ensuring that all steps (and requirements) have been met for this assessment.</li> </ul>	1	3
90973 (HT 1.4)	<p><b>Demonstrate understanding of interpersonal skills used to enhance relationships</b></p> <ul style="list-style-type: none"> <li>This is a role-play and scenario-based assessment.</li> <li>The role plays are supported by detailed Listening Skills and Assertiveness Skills checklists.</li> <li>These provide clear guidance for observers, and allow students to clearly understand the requirements of this assessment.</li> <li>Includes glossary boxes for key definitions and terms to assist students.</li> </ul>	1	5
91097 (HT 1.3)	<p><b>Demonstrate understanding of ways in which well-being can change and strategies to support well-being</b></p> <ul style="list-style-type: none"> <li>This scenario-based assessment breaks down each requirement into manageable steps via easy to use student response forms and tables.</li> <li>The focus here is on making the assessment as 'user-friendly' as possible, given the theoretical nature of the achievement standard.</li> <li>Key assessment-related terms such as 'insightful explanation' are explained to demystify the process.</li> </ul>	1	4
91236 (HT 2.2)	<p><b>Evaluate factors that influence people's ability to manage change</b></p> <ul style="list-style-type: none"> <li>The grading for this assessment can be a difficult task given the subtle differences between Excellence, Merit and Achieved.</li> <li>As a result, teachers are supported by full written exemplars for each of the above grades, and also for (High) Not Achieved.</li> <li>Assessor comments, which focus on how to identify the differences between the grades, give teachers further support.</li> </ul>	2	5
91237 (HT 2.3)	<p><b>Take action to enhance an aspect of people's well-being within the school or wider community</b></p> <ul style="list-style-type: none"> <li>This is a group project-based assessment.</li> <li>As with HT 1.1, action plan and evidence log templates are provided, along with clear, step-by-step instructions.</li> <li>Given the practical emphasis of this assessment, the focus is on creating opportunities for students to record and gather evidence of the implementation of their action plan.</li> <li>Exemplars for Excellence, Merit, Achieved, and (High) Not Achieved follow the same project from start to finish.</li> </ul>	2	5
91239 (HT 2.5)	<p><b>Analyse issues related to sexuality and gender to develop strategies for addressing the issues</b></p> <ul style="list-style-type: none"> <li>Students are asked to research and then create a report</li> <li>Supporting information is provided to assist students, including advice and a checklist on gathering and documenting evidence.</li> <li>Key assessment definitions and terms are explained, and examples are given to help students follow instructions accurately.</li> <li>Teachers will find the student exemplars and assessor's notes particularly helpful in determining whether or not their students have critically engaged with the evidence (one of the requirements for Excellence).</li> </ul>	2	5

## Quality Assured Assessment Materials (QAAM)

Quality assured assessment materials (with QAAM certification) mean you can be sure that:

- your students are given the best opportunity to achieve at each level
- the assessment schedule you are using is at the national standard.

Instant is one of the first organisations to offer assessments with the new NZQA QAAM trademark. All assessment resources are subjected to the scrutiny of a number of NZQA moderators, including the National Moderator for an academic subject area. This is a rigorous quality assurance process which ensures that our assessments meet best practice assessment methods. Once this is achieved the QAAM trademark is granted to Instant for use.

QAAMed materials are quality assured to the same standard as an external examination paper.



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## Teaching and learning materials which support assessment

The content of these materials is specifically tailored to align with the requirements of the particular standard and the New Zealand Curriculum.

The materials include (where relevant):

- direct links to the assessment materials
- content and activities which help to ensure students have the knowledge and practice opportunities to achieve up to Excellence.

### Teacher's Notes key features (where relevant):

- comprehensive support notes on the delivery of learning content, with practical suggestions for how to carry out activities
- numerous resource links and references for additional learning content and activities throughout
- detailed explanation of key terms and definitions (with a particular focus on how these are to be used in the assessment)
- detailed activity answers
- templates for action plans, activity logs, evaluation forms.

### Learner's Guides key features (where relevant):

- learning content is delivered via scenarios and worked examples, which focus on 'real life' situations rather than loads of theory!
- use of real articles, web pages, etc that students will encounter in their research of a topic, along with explanations to develop critical thinking
- structured in a way that parallels and complements the assessment process
- glossary boxes with key terms and definitions placed alongside relevant learning content
- flowcharts showing overall process to be undertaken provide student with a roadmap of learning content, and ultimately key steps in the assessment (Level 2)

## For more information...

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