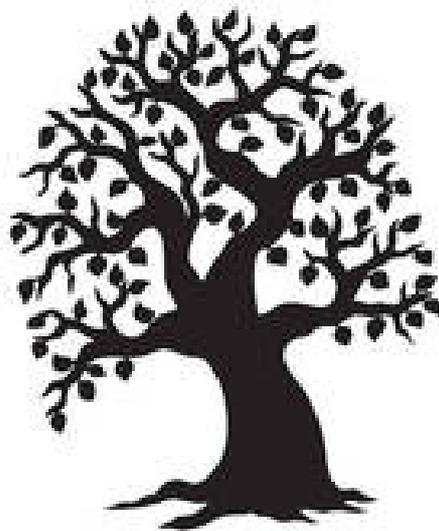


HEALTH EDUCATION
YEAR 12
Burnside High School

Student Information
Booklet



Name: _____ Form Class: _____

COURSE OVERVIEW

Kia Ora and welcome to NCEA Level 2 Health at Burnside High School.

During this year we will be examining several aspects of health education and how they affect yourself, others who you relate with, and society in every day life. You will sometimes have to discuss strategies about how to improve an aspect of health in the wider community. There are several achievement standards which will be assessed throughout the year. These standards are outlined in this booklet.

This course focuses on level 7 of the Health and Physical Education curriculum. It is an academic course where you will undertake individual research, teacher facilitated discussion and critical thinking. The Health Education course contributes 20 credits towards Level 2 NCEA.

This year's course focuses on the health and wellness of everyday New Zealanders, with particular emphasis on societal trends and statistics. You will be required to work in a group for one unit to create and implement a plan of action to enhance an aspect of wellbeing that needs improvement in the community. Individually, you will examine factors that influence peoples ability to manage stressful times and changes, and why some people are able to cope more than others. You will also focus on people your own age, and become an expert on current statistics and trends in relation to health issues that affect people your own age. And finally, you will focus on gender and sexuality, and learn about concepts such as power relationships and stereotypes that exist in New Zealand and other countries, and how those relationships affect various people's sexuality.

The year is broken up into 4 units of work. Units 1 to 3 are internally assessed (assessed in your health lessons during the year). Unit 4 is externally assessed, which means you will sit an exam at the end of the year to assess this unit.

Unit 1	2.3	Take action to enhance wellbeing within the school or community.
Unit 2	2.2	Change and Resilience
Unit 3	2.5	Gender and Sexuality
Unit 4	2.1	Adolescent Health Issue

COURSE OVERVIEW

Subject Reference	Assessment Mode	Standard Description	Number of credits
Health 2.3	Internal	Take action to enhance an aspect of peoples wellbeing within the school or wider community	5
Health 2.2	Internal	Examine factors that influence people's ability to manage change.	5
Health 2.5	Internal	Evaluate issues related to sexuality and gender.	5
Health 2.1	External	Analyse an adolescent health issue.	5
			TOTAL: 20

LEARNING AND ASSESSMENT SCHEDULE

TERM 1

Wk	1	2	3	4	5	6	7	8	9	10	
Context	Introduction and foundation concepts			Taking action 2.3				Start Change and Resilience 2.2, with 1 lesson / week on 2.3.			
Assessment										2.3 Evaluations	

TERM 2

Wk	1	2	3	4	5	6	7	8	9	10	
Context	Change and Resilience 2.2						Gender and Sexuality 2.5				
Assessment						2.2 Test					

TERM 3

Wk	1	2	3	4	5	6	7	8	9	10	11
Context	Gender and Sexuality 2.5				Adolescent Health Issue 2.1						School Examinations
Assessment					2.5 Test						

TERM 4 (9 weeks)

Adolescent Health Issue 2.1- practice for external examination, revision.

ASSESSMENT POLICY AND PROCEDURES

Health Education comes under the umbrella of the Health and Physical Education Department. The following policies will operate in the running of the Year 11 Health course:

1. Attendance

You are expected to attend every class with the correct equipment for that class as set out in the BHS 'rules for learning'. If you miss an assessment for medical reasons, you are required to give a medical certificate to Mrs. Calder. Failure to do so will result in a 'Not Achieved' grade for the assessment.

2. Authenticity:

Assessment work that is completed must be your own work. You will be expected to sign an authenticity declaration, and, where appropriate, submit working drafts. Where evidence indicates work presented is not your own work the school policy will be followed.

3. Appeals

Appeal of grades awarded are to be made within three school days of the return of the assessed work. Where a grade is appealed, school policy will be followed.

4. Late work

DUE DATE means just that! Late work will not be accepted for assessment unless exceptional circumstances exist and the TIC Health has granted an extension before the due date.

5. Reassessment Opportunities

The reassessment criteria will be discussed with students prior to assessments during the year.

6. Verifying Grades

You need to keep track of the grades you get during the year, and at the end of the year you can check the NZQA submitted grades against your own record to ensure the grades are correct.

7. Compassionate Consideration

Compassionate consideration for a student who is absent from an internal assessment may be made if there is sufficient evidence available from other work related to the same content and no other assessment opportunity is available. The TIC Health will decide this only.

8. Retention of Student Work:

The Health Department will retain your internal assessment material until it is no longer required for moderation purposes.



STUDENT RECORD OF GRADES

INTERNAL ASSESSMENT RESULTS:

Subject Reference	Credit Value	Grade Awarded (NA/A/M/E)	Date Achieved
Hea 2.1 (external)	5		
Hea 2.2	5		
Hea 2.3	5		
Hea 2.4	5		

Total credits (internal): _____

Declaration: Students and Caregivers:

"I have read the student information and fully understand the requirements."

Student name and signature: _____

Caregiver name and signature: _____

STUDENT OBLIGATIONS:

1. Ensure you understand the assessment programme and policy.
2. Check thoroughly the accuracy of the assessment and marking by teachers, by inspecting your work when it has been returned.
3. Ensure you understand the requirements of each assessment being completed.
4. Discuss problems and concerns with your teacher or TIC Health.

ASSESSMENT CRITERIA

To gain the NCEA standards in Health Education you need to be able to:

Achievement Standard 2.1-

Analyse an Adolescent Health Issue

Achieved	Merit	Excellence
Analyse an adolescent health issue.	Analyse in depth, an adolescent health issue.	Analyse comprehensively, an adolescent health issue.

Achievement Standard 2.2-

Examine factors that influence people's ability to manage change

Achieved	Merit	Excellence
Evaluate factors that influence people's ability to manage change.	Evaluate, in-depth, factors that influence people's ability to manage change.	Evaluate, comprehensively, factors that influence people's ability to manage change.

Achievement Standard 2.3

Taking action to enhance as aspect of peoples wellbeing within the school or wider community.

Achieved	Merit	Excellence
Take action to enhance an aspect of peoples wellbeing within the school or wider community.	Take in-depth action to enhance an aspect of peoples wellbeing within the school or wider community.	Take comprehensive action to enhance an aspect of peoples wellbeing within the school or wider community.

Achievement Standard 2.5-

Evaluate issues related to sexuality and gender.

Achieved	Merit	Excellence
Evaluate issues related to sexuality and gender.	Evaluate in-depth, issues related to sexuality and gender.	Evaluate comprehensively, issues related to sexuality and gender.

GLOSSARY OF TERMS USED IN LEVEL 2 NCEA

Identify	Recognise, recall and label to establish identity, name in relation to a definitive set or characteristic.
Describe	Defines, give an outline, say or write what the object is like or about.
Discuss	Through writing or speech, provide facts or information in relation to the subject.
Explain	To make clear by adding detail to the description, examine and give reasons for information stated (how and/or why)
Explain in depth	Students must do one or more of the following as appropriate: <ul style="list-style-type: none"> • explain relationships and/or interrelationships • explore the complexities of situations (including different perspectives) • develop reasoned arguments • present accurate and detailed supporting evidence.
Examine	Investigates, find out or explore the information, consider critically.
Evaluate	Analyse, appraise, make judgments and justify
Analyse	Examine in-depth (with lots of detail)
Appraise	Consider the value or significance of the related information
Critically Discuss	Through writing or speech, analyse the subject, consider the pros and cons, personally reflect and make judgments.

OTHER USEFUL ‘HEALTH’ TERMS

Influence, factor	Something that causes or has an impact upon an action, behaviour or health outcome.
Determinant of health	Factor that determines the health status of individual or populations
Enhance (health)	Make (health) better.
Hauora	The Maori concept of wellbeing: The four dimensions are: tinana, hinengaro, wairua and whanau.
Consequence	Something that results from an influence, behaviour or action. Can be positive or negative, short term or long-term.
Strategy	An action / actions carried out to enhance wellbeing for individuals/groups/societies.
Health promotion	Organised action to enhance wellbeing. The promotion of health in communities and societies. "Enabling people to increase control over, and improve their health" (WHO, 1986).
Social Justice	Where all things are equal for groups in society: Fairness, inclusiveness and non-discrimination are all taken into account.

HEALTH EDUCATION DEPARTMENT

Name: _____

Form: _____ Course: _____

Health Education Teacher: _____

This is to state that I had no outside assistance of any kind in completing:

Achievement Standard Title: _____

Task: _____

What has been submitted for assessment is entirely my own work.

Signature: _____

Date: _____



PEER INTERVIEW

My favourite toy as a child was...

If I had one extra hour each day I would spend it...

If I had one less hour each day I would...

My favourite pet as a child was...

One thing about my family that's interesting is...

When I turn 50 I plan to...

When I turn 80 I plan to...

One place I have always wanted to travel to is...

I took year 12 Health Education this year because...