**NCEA Health Education – 2017 summary of results**

Prepared by Jenny Robertson, NZHEA Executive, April 2018

For all 2017 statistics see the consolidated files at: <http://www.nzqa.govt.nz/studying-in-new-zealand/secondary-school-and-ncea/find-information-about-a-school/secondary-school-statistics/consolidated-files/data-files-for-2017/>

Level 1

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Standard Number | Assessment Type | Credits | Not Achieved  (%) | Not Achieved (N) | Achieved (%) | Achieved (N) | Merit  (%) | Merit (N) | Excellence  (%) | Excellence (N) | Total (N) | % Students who gained credits |
| 90971 (1.1) | Internally Assessed | 3 | 22% | 1188 | 40% | 2193 | 23% | 1258 | 15% | 800 | 5439 | 78% |
| 90972 (1.2) | Externally Assessed | 4 | 31% | 519 | 35% | 582 | 23% | 373 | 11% | 186 | 1660 | 69% |
| 91097 (1.3) | Internally Assessed | 4 | 15% | 618 | 41% | 1658 | 28% | 1125 | 17% | 688 | 4089 | 85% |
| 90973 (1.4) | Internally Assessed | 5 | 19% | 601 | 38% | 1182 | 26% | 815 | 17% | 526 | 3124 | 81% |
| 90974 (1.5) | Internally Assessed | 4 | 24% | 1283 | 38% | 2004 | 23% | 1216 | 16% | 827 | 5330 | 76% |
| 90975 (1.6) | Externally Assessed | 4 | 26% | 691 | 42% | 1127 | 25% | 676 | 8% | 206 | 2700 | 74% |

Level 2

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Standard Number | Assessment Type | Credits | Not Achieved  (%) | Not Achieved (N) | Achieved (%) | Achieved (N) | Merit  (%) | Merit (N) | Excellence  (%) | Excellence (N) | Total (N) | % Students who gained credits |
| 91235 (2.1) | Externally Assessed | 5 | 37% | 693 | 41% | 776 | 16% | 307 | 6% | 109 | 1885 | 63% |
| 91236 (2.2) | Internally Assessed | 5 | 21% | 709 | 38% | 1305 | 25% | 865 | 16% | 568 | 3447 | 79% |
| 91237 (2.3) | Internally Assessed | 5 | 26% | 814 | 34% | 1056 | 22% | 696 | 18% | 560 | 3126 | 74% |
| 91238 (2.4) | Externally Assessed | 4 | 26% | 237 | 48% | 443 | 20% | 187 | 7% | 63 | 930 | 74% |
| 91239 (2.5) | Internally Assessed | 5 | 28% | 913 | 32% | 1046 | 22% | 732 | 18% | 583 | 3274 | 72% |

Level 3

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Standard Number | Assessment Type | Credits | Not Achieved  (%) | Not Achieved (N) | Achieved (%) | Achieved (N) | Merit  (%) | Merit (N) | Excellence  (%) | Excellence (N) | Total (N) | % Students who gained credits |
| 91461 (3.1) | Internally Assessed | 5 | 25% | 780 | 36% | 1103 | 22% | 688 | 17% | 518 | 3089 | 75% |
| 91462 (3.2) | Externally Assessed | 5 | 35% | 586 | 35% | 575 | 22% | 359 | 9% | 145 | 1665 | 65% |
| 91463 (3.3) | Internally Assessed | 5 | 23% | 687 | 35% | 1055 | 23% | 700 | 19% | 557 | 2999 | 77% |
| 91464 (3.4) | Internally Assessed | 4 | 24% | 701 | 34% | 976 | 23% | 660 | 19% | 565 | 2902 | 76% |
| 91465 (3.5) | Externally Assessed | 5 | 32% | 87 | 39% | 107 | 23% | 63 | 7% | 19 | 276 | 68% |

*Multiple versions of each internally assessed standard recorded in the consolidated file have been collapsed into a single result for each standard. Note that different version numbers do not indicate different requirements of the standard with only minor (and usually administrative) changes being made with each subsequent version.*

**Comment on 2017 performance**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| NCEA Level | **Most popular standard** | **Least popular standard** | **Popularity overall** | **Achievement overall** |
| 1 | 90971 (1.1) action plan which has surpassed 90974 (1.5) sexuality education (2016 most popular) | 90972 (1.2) food and nutrition (same as last year) | Across all levels the internally assessed standards are far more popular than the externally assessed standards | Rates of Not Achieved are higher in the external assessments, and overall rates as well as rates of Merit and Excellence are higher in the internal assessments, which is a familiar pattern across many subjects. |
| 2 | 90236 (2.2) which has surpassed 91239 (2.5) sexuality education (2016 most popular) | 91238 (2.4) safety in relationships (same as last year) |
| 3 | 91461 (3.1) NZ health issue (same as last year) | 91465 (3.5) health promotion (same as last year) |

**Overall NCEA level achievement - roll-based for 2017**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Year Level | Qualification | Health education – most popular standard 2017 | Achievement Rate  **Roll-based %** | **Year level roll 2017 – all students** | If we take the Achievement Standard with largest number of participants from each of levels 1-3 (above), *and work on the assumption that ALL students taking any health ed complete this standard*, it would appear that the **proportion of students who have included health education Achievement Standards as part of their NCEA qualification is**: |
| 11 | NCEA Level 1 | 5439 | 44858 | 60122 | At Year 11 - **9.04%** of students took at least one health Ach Std for NCEA Level 1 (9.3% on 2016) |
| 12 | NCEA Level 2 | 3447 | 44851 | 57142 | At Year 12 - **6.03%** of students took at least one health Ach Std for NCEA Level 2 (5.9% in 2016) |
| 13 | NCEA Level 3 | 3089 | 38411 | 49192 | At Year 13 - **6.3%** of students took at least one health Ach Std for NCEA Level 3 (it was also 6.3% in 2016) |

Note that this table does not include achievement of NCEA levels outside the usual Year 11 NCEA Level 1, Year 12 NCEA Level 2, and Year 13 NCEA level 3. Data for NCEA achievement across the combination of all year levels and NCEA levels is available in the consolidated file sourced via the link above. If some students in a year level do not do the most popular Ach Std (as noted above) but do other health education standards, then the % of students taking some health education will be higher than this.

**Comparisons 2014-2017:** Participation numbers of students being assessed with Health Education Achievement Standards

(Noting that not all students who participate achieve the standard – see achievement rates in the previous tables, and the 2014-2016 year NAME comparisons following.)

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Ach Std #** | **Health Ed ref** | **Assessment mode** | **2014 total numbers** | **2015 total numbers** | **2016 total numbers** | **2017 total numbers** |
| 90971 | 1.1 | Internal | 5858 | 6037 | 5355 | 5439 |
| 90972 | 1.2 | External | 1918 | 1732 | 1569 | 1660 |
| 91097 | 1.3 | Internal | 3705 | 3725 | 3844 | 4089 |
| 90973 | 1.4 | Internal | 3593 | 3572 | 3349 | 3124 |
| 90974 | 1.5 | Internal | 5782 | 5846 | 5664 | 5330 |
| 90975 | 1.6 | External | 2970 | 2894 | 2910 | 2700 |
|  | Total\* number of Level 1 standards completed | | 23826 | 23806 | 22691 | 22342 |
| 91235 | 2.1 | External | 2036 | 1898 | 1964 | 1885 |
| 91236 | 2.2 | Internal | 2945 | 3221 | 3320 | 3447 |
| 91237 | 2.3 | Internal | 3020 | 3022 | 3008 | 3126 |
| 91238 | 2.4 | External | 1054 | 1133 | 981 | 930 |
| 91239 | 2.5 | Internal | 3137 | 3301 | 3362 | 3274 |
|  | Total number of Level 2 standards completed | | 12192 | 12575 | 12635 | 12662 |
| 91461 | 3.1 | Internal | 2624 | 2988 | 3016 | 3089 |
| 91462 | 3.2 | External | 1652 | 1705 | 1525 | 1665 |
| 91463 | 3.3 | Internal | 2368 | 2746 | 2857 | 2999 |
| 91464 | 3.4 | Internal | 2174 | 2514 | 2799 | 2902 |
| 91465 | 3.5 | External | 332 | 285 | 332 | 276 |
|  | Total number of Level 3 standards completed | | 9150 | 10238 | 10529 | 10931 |

*\*Bear in mind that each student typically completes several 3-5 standards in their learning programme. This ‘total number’ is NOT the total number of students being assessed with the health education Achievement Standards, but how many standards were completed by all students.*

Commentary

The trend is identical to 2016. In 2017 (again) there was very little overall change in the numbers of NCEA health education standards being completed. A small drop on the previous two years has occurred at Level 1, a very small increase at Level 2 and a slightly larger increase at Level 3.

**Health Education NAME comparisons 2014-2017**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Health Education LEVEL 1** | | **Not achieved %** | | | | **Achievement%** | | | | **Merit %** | | | | **Excellence %** | | | |
| **2014** | **2015** | **2016** | **2017** | **2014** | **2015** | **2016** | **2017** | **2014** | **2015** | **2016** | **2017** | **2014** | **2015** | **2016** | **2017** |
| 90971 | Internal | 20 | 20 | 13.2 | 22 | 42 | 40 | 40.6 | 40 | 24 | 24 | 26.6 | 23 | 14 | 15 | 19.6 | 15 |
| 90972 | External | 35 | 37 | 27.5 | 31 | 43 | 35 | 38.8 | 35 | 16 | 18 | 23.3 | 23 | 6 | 10 | 10.4 | 11 |
| 91097 | Internal | 14 | 13 | 11.6 | 15 | 46 | 43 | 38.8 | 41 | 27 | 28 | 27.5 | 28 | 13 | 16 | 22.1 | 17 |
| 90973 | Internal | 17 | 20 | 12.4 | 19 | 41 | 36 | 30.3 | 38 | 27 | 28 | 32.2 | 26 | 15 | 17 | 25.2 | 17 |
| 90974 | Internal | 24 | 24 | 19.4 | 24 | 41 | 38 | 38.2 | 38 | 22 | 24 | 23.9 | 23 | 13 | 14 | 18.5 | 16 |
| 90975 | External | 29 | 28 | 25.5 | 26 | 40 | 42 | 43.0 | 42 | 25 | 25 | 23.4 | 25 | 6 | 5 | 8.2 | 8 |

**Level 1 overall:** Greater rates of Not Achieved than 2016, mostly lower rates of Excellence, and small ups and down across Achievement and Merit. What’s happening at Level 1?

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Health Education LEVEL 2** | | **Not achieved %** | | | | **Achievement %** | | | | **Merit %** | | | | **Excellence %** | | | |
| **2014** | **2015** | **2016** | **2017** | **2014** | **2015** | **2016** | **2017** | **2014** | **2015** | **2016** | **2017** | **2014** | **2015** | **2016** | **2017** |
| 91235 | External | 28 | 33 | 36.2 | 37 | 41 | 45 | 43.8 | 41 | 24 | 17 | 15.1 | 16 | 7 | 6 | 5.0 | 6 |
| 91236 | Internal | 22 | 21 | 21.2 | 21 | 37 | 39 | 33.1 | 38 | 25 | 24 | 25.9 | 25 | 16 | 16 | 20.0 | 16 |
| 91237 | Internal | 28 | 27 | 23.4 | 26 | 34 | 38 | 36.4 | 34 | 22 | 22 | 23.2 | 22 | 16 | 13 | 17.1 | 18 |
| 91238 | External | 38 | 26 | 24.8 | 26 | 43 | 50 | 48.0 | 48 | 15 | 18 | 20.4 | 20 | 4 | 6 | 6.8 | 7 |
| 91239 | Internal | 27 | 29 | 26.9 | 28 | 36 | 36 | 31.7 | 32 | 22 | 21 | 23.8 | 22 | 15 | 14 | 17.8 | 18 |

**Level 2 overall:** Slightly improved rates of Not Achieved as compared to 2016, similar rates of Achievement, and small ups and downs across Merit and Excellence in 2017 for most standards.

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Health Education LEVEL 3** | | **Not achieved %** | | | | **Achievement %** | | | | **Merit %** | | | | **Excellence %** | | | |
| **2014** | **2015** | **2016** | **2017** | **2014** | **2015** | **2016** | **2017** | **2014** | **2015** | **2016** | **2017** | **2014** | **2015** | **2016** | **2017** |
| 91461 | Internal | 27 | 28 | 25.6 | 25 | 38 | 37 | 39.0 | 36 | 21 | 20 | 19.4 | 22 | 14 | 15 | 16.0 | 17 |
| 91462 | External | 38 | 40 | 35.6 | 35 | 40 | 36 | 31.4 | 35 | 16 | 19 | 22.4 | 22 | 5 | 6 | 10.6 | 9 |
| 91463 | Internal | 27 | 26 | 22.6 | 23 | 36 | 37 | 36.1 | 35 | 21 | 20 | 22.6 | 23 | 17 | 17 | 18.7 | 19 |
| 91464 | Internal | 29 | 29 | 23.0 | 24 | 36 | 34 | 37.2 | 34 | 20 | 21 | 20.9 | 23 | 15 | 16 | 18.9 | 19 |
| 91465 | External | 41 | 43 | 33.7 | 32 | 42 | 34 | 37.7 | 39 | 12 | 18 | 23.8 | 23 | 4 | 6 | 4.8 | 7 |

**Level 3 overall:** Rates of Not Achieved are slowly decreasing, with slightly higher rates spread across Achievement, Merit and Excellence for most standards in 2017 (this is pleasing to see), as compared to the previous two years.

|  |
| --- |
| **Reviewing your school’s health education NCEA achievement data –** *questions to discuss in a department meeting and as a part of annual departmental review*   1. How do your students’ rates of achievement compare with the national pattern of achievement in the Health Education Achievement standards:  * Across the levels? Across standards? Across NAME? * Is your school data similar? Higher? Lower? * Why do you think this is the case? What is your evidence for this?   *Use participation based data for comparison but also consider your roll based data.*   1. In which standards do your students do better (higher rates of achievement overall as well as merit/excellence)? In which standards do you students tend to do less well?  * Why do you think this is the case? What is your evidence for this?   *For example think about:*   * *the opportunities for prior learning and the ways your Year 9&10 programme develop students big ideas (eg hauora, interpersonal communication and skills for relationships, the basics of personal, interpersonal and societal aspects of health contexts, understandings of respect and fairness etc), and contextual knowledge (sexuality education, alcohol and other drugs, food and nutrition, change and loss etc).* * *the way your current senior secondary programme develops the underlying concepts in year by year level steps; how your teaching practice provides opportunities for students to think critically and develop deep understanding of the issues they are studying; how you select relevant contexts that engage students and provide opportunity for development of Health Education ideas; how you support students’ subject specific literacy development in your lessons - which includes reading, writing and oral language; how you provide a range of opportunities for gathering evidence to meet internal standard requirements, and practice (and access to exemplars) for sitting external assessments; the way your students are supported to use good quality evidence and examples when investigating issues; etc.*  1. If reviewing your current selection of standards within Health Education (*and drawing also from other subject matrices where these are included in your programme*)  * What do your students identify as their pathways beyond school (and therefore, what qualifications do they need to gain at school to access these)? * Does the selection of Health Education (and other) standards to assess the learning programme provide students with a pathway across NZC Levels 6-8/years 11-13 (and NCEA Levels 1-3) or does the selection of standards limit their progression through and beyond the curriculum? What gives you confidence that your department/subject provides students with meaningful pathways that will take them beyond school? * Does your programme make an equitable contribution to students NCEA level certificates eg at least 16 credits for NCEA Level 1, and 14 credits for NCEA Level 2&3? * Does your programme provide access to at least one external for students seeking subject/course/NCEA level endorsement? Does your department, or your school discourage external assessments because of perceived ability of students to achieve these? If so, (how) is this limiting their learning and qualification pathway? * Does your course over-assess? If offering all 24 Health credits at each level, are all students expected to complete all standards, or are they coached to select those most relevant to their learning pathway? If your course offers in excess of 24 credits, what’s the justification for this? *How are you ensuring high quality learning that can be built on in subsequent years and result in high quality learning and high levels of achievement?* |

**Health Education Achievement Standard titles – for reference**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Level 1** |  | **Assessment mode** | **Credits** | **Title** |
| 90971 | 1.1 | internal | 3 | Take action to enhance an aspect of personal well-being. |
| 90972 | 1.2 | external | 4 | Demonstrate understanding of influences on adolescent eating patterns to make health-enhancing recommendations. |
| 90973 | 1.4 | internal | 4 | Demonstrate understanding of interpersonal skills used to enhance relationships. |
| 90974 | 1.5 | internal | 5 | Demonstrate understanding of strategies for promoting positive sexuality. |
| 90975 | 1.6 | external | 4 | Demonstrate understanding of issues to make health-enhancing decisions in drug-related situations. |
| 91097 | 1.3 | internal | 4 | Demonstrate understanding of ways in which well-being can change and strategies to support well-being. |
| **Level 2** |  |  |  |  |
| 91235 | 2.1 | external | 5 | Analyse an adolescent health issue. |
| 91236 | 2.2 | internal | 5 | Evaluate factors that influence people’s ability to manage change. |
| 91237 | 2.3 | internal | 5 | Take action to enhance an aspect of people’s well-being within the school or wider community. |
| 91238 | 2.4 | external | 4 | Analyse an interpersonal issue(s) that places personal safety at risk. |
| 91239 | 2.5 | internal | 5 | Analyse issues related to sexuality and gender to develop strategies for addressing the issues. |
| **Level 3** |  |  |  |  |
| 91461 | 3.1 | internal | 5 | Analyse a New Zealand health issue. |
| 91462 | 3.2 | external | 5 | Analyse an international health issue. |
| 91463 | 3.3 | internal | 5 | Evaluate health practices currently used in New Zealand. |
| 91464 | 3.4 | external | 4 | Analyse a contemporary ethical issue in relation to well-being. |
| 91465 | 3.5 | internal | 5 | Evaluate models for health promotion. |