

NCEA Health Education – 2016 summary of results

Prepared by Jenny Robertson, NZHEA Executive

For all 2016 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-2016/>



Level 1

Standard Number	Assessment Type	Credits	Not Achieved (N)	Not Achieved %	Achieved (N)	Achieved %	Merit (N)	Merit %	Excellence (N)	Excellence %	Total (N)	% Students who gained credits
90971 (1.1)	Internally Assessed	3	1044	13.2	2222	40.6	1319	26.6	770	19.6	5355	86.8
90972 (1.2)	Externally Assessed	4	432	27.5	608	38.8	366	23.3	163	10.4	1569	72.5
91097 (1.3)	Internally Assessed	4	547	11.6	1538	38.8	1102	27.5	657	22.1	3844	88.4
90973 (1.4)	Internally Assessed	5	576	12.4	1282	30.3	980	32.2	511	25.2	3349	87.6
90974 (1.5)	Internally Assessed	4	1311	19.4	2184	38.2	1323	23.9	846	18.5	5664	80.6
90975 (1.6)	Externally Assessed	4	741	25.5	1251	43.0	680	23.4	238	8.2	2910	74.5

Level 2

Standard Number	Assessment Type	Credits	Not Achieved (N)	Not Achieved %	Achieved (N)	Achieved %	Merit (N)	Merit %	Excellence (N)	Excellence %	Total (N)	% Students who gained credits
91235 (2.1)	Externally Assessed	5	710	36.2	860	43.8	296	15.1	98	5.0	1964	63.8
91236 (2.2)	Internally Assessed	5	719	21.2	1200	33.1	799	25.9	602	20.0	3320	78.8
91237 (2.3)	Internally Assessed	5	700	23.4	1073	36.4	738	23.2	497	17.1	3008	76.6
91238 (2.4)	Externally Assessed	4	243	24.8	471	48.0	200	20.4	67	6.8	981	75.2
91239 (2.5)	Internally Assessed	5	873	26.9	1155	31.7	772	23.8	562	17.8	3362	73.1

Level 3

Standard Number	Assessment Type	Credits	Not Achieved (N)	Not Achieved %	Achieved (N)	Achieved %	Merit (N)	Merit %	Excellence (N)	Excellence %	Total (N)	% Students who gained credits
91461 (3.1)	Internally Assessed	5	772	25.6	1175	39.0	586	19.4	483	16.0	3016	74.4
91462 (3.2)	Externally Assessed	5	543	35.6	479	31.4	341	22.4	162	10.6	1525	64.4
91463 (3.3)	Internally Assessed	5	647	22.6	1031	36.1	645	22.6	534	18.7	2857	77.4
91464 (3.4)	Internally Assessed	4	644	23.0	1042	37.2	584	20.9	529	18.9	2799	77.0
91465 (3.5)	Externally Assessed	5	112	33.7	125	37.7	79	23.8	16	4.8	332	66.3

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 2016 performance

NCEA Level	Most popular standard	Least popular standard	Popularity overall	Achievement overall
1	90974 (1.5) sexuality education	90972 (1.2) food and nutrition	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	91239 (2.5) sexuality education	91238 (2.4) safety in relationships		
3	91461 (3.1) NZ health issue	91465 (3.5) health promotion		

Overall NCEA level achievement - participation and roll-based for 2016

Year Level	Qualification	Achievement of level certificate* (N)	Achievement Rate Participation-based %	Achievement Rate Roll-based %	Year level roll 2016
11	NCEA Level 1	46162	86.5	75.5	61158
12	NCEA Level 2	44437	89.9	78.4	56714
13	NCEA Level 3	30786	83.4	64.5	47737
13	University Entrance	23485	62.9	49.2	47737

*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 below.

The total student roll for each year level is in the right hand column of the table above. If we take the Achievement Standard with largest number of participants from each of levels 1-3 (above), it would appear that the proportion of students who have included health education Achievement Standards as part of their NCEA qualification:

- At Year 11 / Level 1 is **9.3%**
- At Year 12 / Level 2 is **5.9%**
- At Year 13/ Level 3 is **6.3%**

NB. Participation and Roll-based data: The achievement rates calculated using a School Roll Cohort are generally the lowest rates. This is because the School Roll Cohort includes students who do not have an active enrolment with NZQA, and who are not participating in any of the NCEA qualifications or University Entrance, i.e. they are not NCEA candidates. Therefore the number of students who can potentially contribute to the numerator for calculating achievement rate is actually smaller than the denominator. Reference page 6 Secondary Statistics Consolidated Data Files, File Summary, Version 4, 30 June 2016 available at <http://www.nzqa.govt.nz/assets/Studying-in-NZ/Secondary-school-and-NCEA/stats-reports/NZQA-Secondary-Statistics-Consolidated-Data-Files-Short-Guide.pdf>

For schooling improvement purposes, the variation between participation and roll-based data is a concern as the difference is frequently those students opting out or being excluded from NCEA assessment for a variety of reasons. They are often the students most at risk of not achieving ie our priority learners. Roll-based data is important when considering local and national achievement targets as this includes all students. To determine rates of achievement (and improvement) within subjects, participation based data is used for the obvious reason that students need to have participated to generate a NAME result to determine subject /standard level achievement.

Comparisons 2014-2016: 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
90971	1.1	Internal	5858	6037	5355
90972	1.2	External	1918	1732	1569
91097	1.3	Internal	3705	3725	3844
90973	1.4	Internal	3593	3572	3349
90974	1.5	Internal	5782	5846	5664
90975	1.6	External	2970	2894	2910
	Total* number of Level 1 standards completed		23826	23806	22691
91235	2.1	External	2036	1898	1964
91236	2.2	Internal	2945	3221	3320
91237	2.3	Internal	3020	3022	3008
91238	2.4	External	1054	1133	981
91239	2.5	Internal	3137	3301	3362
	Total number of Level 2 standards completed		12192	12575	12635
91461	3.1	Internal	2624	2988	3016
91462	3.2	External	1652	1705	1525
91463	3.3	Internal	2368	2746	2857
91464	3.4	Internal	2174	2514	2799
91465	3.5	External	332	285	332
	Total number of Level 3 standards completed		9150	10238	10529

**Bear in mind that each student typically completes several 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.*

Commentary

There has been 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 2014-2016

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

Level 1 overall: Fewer Not Achieved, higher rates of Excellence in 2016 as compared to the previous two years

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

Level 2 overall: Fewer Not Achieved, and slightly higher rates of Merit and Excellence in 2016 for most standards, as compared to the previous two years

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

Level 3 overall: Noticeably fewer Not Achieved, with slightly higher rates spread across Achievement, Merit and Excellence for most standards in 2016, as compared to the previous two years.

Note that we've moved away from rounding to the nearest whole number in 2016.

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.

2. 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.*

3. 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.