

NCEA Health Education – 2017 summary of results

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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 <i>assumption that ALL students taking any health ed complete this standard</i> , 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.

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.