**AS 91463: Assessing ‘health practices’ differently**

***This page is for TEACHER use.***

**Background**

The teacher of the level 3 NCEA health class had recognised from previous years’ student feedback and grades, that they enjoyed the health practices unit for several reasons:

* Some hands-on learning at the start of the unit, with visitors to the class demonstrating a selection of health practices or talking about personal experience
* Being able to choose both their health condition, and their health practices
* Learning how to research.

However, when it came to assessing the learning, some students were unable to complete the report to the standard required – the amount of writing seemed to be a deterrent for some learners. The teacher decided that she would like to offer an alternative to a report for the NCEA assessment.

**The assessment**

The teacher decided to offer students the opportunity to present their assessment as:

* Option one: A verbal presentation
* Option two: A report (as per previous years, based on the TKI B assessment resource)
* Option three: A combination of the two (written comparison of health practices).

She also thought that the learning for this unit could lend itself to being assessed via the creation of a website, or magazine feature, or pamphlet in the style of Ministry of Health brochures on health issues/treatments. These could be potential formats for assessment in the future, or for other level 3 NCEA units of work.

The templates on the following pages were designed by the teacher to meet the literacy needs of her learners, and to provide a way for her to make notes on the content of the students’ presentations in order for her to justify the grades awarded. The teacher also made sure she was familiar with the NZQA clarification for AS 91463 found [here](https://www.nzqa.govt.nz/ncea/subjects/health/clarifications/level-3/as91463/).

**Results and feedback from learners**

10 learners chose to complete their assessment by report (option one), and 15 learners presented to the class alongside a write-up (option three). There was no marked difference in achievement between the groups who completed the report and who presented, however several students who gained Achievement through the combination assessment had not achieved an earlier internal assessment, so it appeared as though the hybrid writing/verbal style may have provided a more equitable assessment opportunity for lower ability students. The following are a selection of student comments about the assessment:

“Although I was a bit nervous at first, I really enjoyed presenting to the class. It made a nice change from just writing an essay and I think it made it easier to Achieve.”

“I liked hearing about other people’s research and it gave me some more ideas for my own work and my written part. This has been my favourite assessment this year.”

“I chose to just do the writing because I didn’t want to present to the class. I did appreciate that the teacher gave us a choice, and I enjoyed hearing about my classmates research. I think next time I would give the presentation a go.”

**AS 91463: Presentation Marking Rubric**

***This page is for TEACHER use. Adapt to suit – maybe A3 size.***

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Health condition:**  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | **Health Practices:** | | | **Comment** |
| 1: | 2: | 3: |
| Students will explain the underpinning **philosophy** of **each practice** in relation to the treatment of their chosen health condition. |  |  |  |  |
| Students will explain the **procedures** used in applying each practice to the identified health circumstance.  (May involve: diagnosis & treatment plan, details of treatment, duration & frequency of treatment). |  |  |  |  |
| Students will explain the **advantages** and **disadvantages** of each practice.  (May involve an explanation of side effects, ‘effectiveness, benefits/risks to well-being (short-term and long-term), costs, availability, interpersonal and/or societal considerations) |  |  |  |  |

**AS 91463: Framework for presentation to the class**

***This page is for STUDENT use.***

You will need to hand in a list of references and printed notes/slides.

|  |  |  |
| --- | --- | --- |
| Health condition | Practices | Category (WSM/CAM/TM) |
|  | One: |  |
| Two: |  |
| Three: |  |

You will need to:

* Explain the **philosophy** that underpins each health practice being used to treat/manage/prevent the health condition
* Explain the **procedures** involved for each health practice in treating/managing/preventing the health condition
* Discuss the **advantages** and **disadvantages** of each of the three practices when used to treat/manage/prevent the health condition.

**Use this set of questions to research EACH of your THREE chosen health practices:**

Explain the **philosophy** that underpins your chosen health practice being used to treat/manage/prevent the health condition.

* Is this practice Western Scientific Medicine, Traditional Medicine or Complementary Alternative Medicine?
* Where does it originate / how long has it been used for?
* Why do practitioners believe that this practice will work for your chosen health condition? Explain the beliefs behind it.

Explain the **procedures** involved for your chosen health practice in treating/managing/preventing the health condition.

* What happens when a patient/client goes to have this health practice?
* How long does it take?
* What happens during the appointment?
* Where is it available?
* How much does it cost?
* Do you have to go back multiple times or is it a one-off?
* What other information can you add about the procedure?

What are the **advantages** and **disadvantages** of your chosen health practice when used to treat/manage/prevent the health condition?

* What is the likelihood that it will work?
* What are the side effects?
* How much will it cost?
* Is it easy to access - locations, age restrictions, public health service funding etc?
* What are the effects on well-being, which aspects are enhanced, or potentially risked?
* Is it a controversial practice or do most people in NZ accept it?
* How much training does the practitioner receive?

**AS91463: Writing framework for comparison of health practices**

***This page is for STUDENT use.***

**Compare** and **contrast** the advantages and disadvantages of the three different health practices when used to treat/manage/prevent the health condition.

Draw **conclusions** as to which is best and in what situations (which may include a combination). This must be supported by reasoned arguments. This means that you need to be clearly explain which health practice(s) are more suitable for the health circumstance (based on weighing up the advantages and disadvantages).

**If you are struggling to know where to start, you could set it out in the following way if it helps you to organise your thoughts:** *(you don’t need to use all of these and you can add in other more relevant ones)*

* The **most effective** of the three practices would be……because…………
* The **cheapest** of the three practices would be……because…………
* The **most widely available** of the three practices would be……because…………
* The **least likely to have side effects** of the three practices would be……because…………
* The **least controversial** of the three practices would be……because…………
* The **most socially acceptable** of the three practices would be……because…………
* The **most likely to enhance all aspects of well-being** of the three practices would be……because…………
* The **most scientifically proven** of the three practices is ……because…………

Don’t forget to use ‘HOWEVER’ if you are balancing both sides and weighing up both sides, e.g. *“The cheapest health health practice would be …. Because…. However, it is unlikely to be effective because….”*

**Finally** – If it helps, you might like to use a scenario to explain what would be the best course of action for a person to use. You may choose a couple of scenarios to explain this, e.g. *A female aged 19 with severe symptoms vs a 45 yr old with mild symptoms etc.*

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