

Internal Assessment Resource

Health Level 2

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| This resource supports assessment against:  Achievement Standard 91239 version 2  Analyse issues related to sexuality and gender to develop strategies for addressing the issues |
| Resource title: Reporting on Real Issues |
| 5 credits |
| This resource:   * Clarifies the requirements of the standard * Supports good assessment practice * Should be subjected to the school’s usual assessment quality assurance process * Should be modified to make the context relevant to students in their school environment and ensure that submitted evidence is authentic |

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| Date version published by Ministry of Education | January 2015 Version 2  To support internal assessment from 2015 |
| Quality assurance status | These materials have been quality assured by NZQA.  NZQA Approved number: A-A-01-2015-91239-02-5539 |
| Authenticity of evidence | Teachers must manage authenticity for any assessment from a public source, because students may have access to the assessment schedule or student exemplar material.  Using this assessment resource without modification may mean that students’ work is not authentic. The teacher may need to change figures, measurements or data sources or set a different context or topic to be investigated or a different text to read or perform. |

Internal Assessment Resource

Achievement Standard Health 91239: Analyse issues related to sexuality and gender to develop strategies for addressing the issues

Resource reference: Health 2.5A v2

Resource title: Reporting on Real Issues

Credits: 5

Teacher guidelines

The following guidelines are supplied to enable teachers to carry out valid and consistent assessment using this internal assessment resource.

You need to be very familiar with the outcome being assessed by Achievement Standard Health 91239. The achievement criteria and the explanatory notes contain information, definitions, and requirements that are crucial when interpreting the standard and assessing students against it.

Context/setting

This assessment activity requires students to develop an article for a magazine or newspaper which analyses issues related to sexuality and gender by explaining influences on gender and sexual identity and recommending strategies which reflect the values of social justice to address the issues arising from the influences.

It is expected that this assessment will take place in conjunction with a teaching and learning programme that includes developing an understanding of concepts relating to the construction of sexuality and gender and developing students’ skills in applying a critical lens to stimulus materials.

Students will explore a range of factors that influence people’s sexuality and gender and actions that can be taken at personal, interpersonal and societal levels to address issues relating to sexuality and gender that arise from these influencing factors.

You will need to ensure that students are familiar with the concept of social justice (fairness, inclusiveness and non-discrimination) and its application in a gender identity and sexuality context.

Conditions

Students will individually develop their magazine/newspaper articles over one week of in- and out-of-class time. You can adapt this timeframe to suit your context and/or students.

Students may have access to classroom and other relevant resources as they develop their magazine feature.

Students could present their article in an e-format, for example: <http://softwareforlearning.tki.org.nz/Browse-Software/(type)/e-portfolios>

Resource requirements

This is a resource-based assessment. Students will be presented with three scenarios which are unfamiliar to them (i.e. that they did not evaluate during their programme of learning).

Teachers may need to adapt the scenarios to ensure that they relate to their programme of learning and their students’ needs.

Resource A

This resource offers a choice of two scenarios (one male-focused and one female-focused) and relates to an aspect of popular culture in relation to gender roles – the portrayal of women in hip hop music videos OR men in situational comedies.

You will need to support this resource with at least three clips from hip hop music videos and three clips from sitcoms for students to use to provide specific examples of the images portrayed.

Alternatively, you might ask students to find their own music videos or sitcom clips using, for example, YouTube.

Resource B

This resource also offers a choice of two scenarios (one male-focused and onefemale-focused), and relates to peer and family expectations of sexual identity (the female-focused scenario) or gender roles (the male focused scenario).

Resource C

Thisis a male-focused scenario which relates to personal attitudes, values and beliefs about sexual orientation.

Additional information

The resource *Social and Ethical Issues in Sexuality Education*, by G. Tasker, Christchurch College of Education, provides guidance for teachers planning lessons for Year 12-13 classes exploring sexuality issues at this level of the curriculum, and using Health Education Achievement Standards to assess their programme.

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| Achievement | Achievement with Merit | Achievement with Excellence |
| Analyse issues related to sexuality and gender to develop strategies for addressing the issues. | Analyse in depth, issues related to sexuality and gender to develop strategies for addressing the issues. | Analyse comprehensively, issues related to sexuality and gender to develop strategies for addressing the issues. |

Student instructions

Introduction

This assessment activity requires you to write an article for a magazine or newspaper which analyses issues relating to sexuality and gender.\*

These issues arise from a range of societal, interpersonal and personal factors, which are provided to you in three student resources at the end of the task instructions.

You will have one week of in- and out-of-class time to complete your article.

You will have access to resources you have gathered over your programme of learning.

You will complete all work individually.

You will be assessed on how comprehensively you are able to analyse issues related to sexuality and gender and develop strategies addressing the issues.

Final submission date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Teacher note: Amend the timeframe to suit your programme.

\* **‘Gender’** refers to what it means to be male or female. **‘Sexual identity’** refers to ideas like to whom a person is sexually attracted, or how a person describes himself or herself as a sexual person.

Task

Write an article for a magazine or newspaper which reports on three issues relating to sexuality and gender by responding critically and thoughtfully to (a), (b) and (c) below.

Three resources, on which the assessment questions are based, are provided for you. *You must use these resources to complete the assessment task*. Note that you can also use information from your learning workbook to support your answers.

An in-depth and comprehensive analysis requires you to:

* Explain why or how influences impact on gender and/or sexual identity by engaging critically with the resource material provided
* recommend and justify strategies to address issues that reflect the values of social justice\*
* Explain the interrelationships between the personal, interpersonal and societal aspects indicated by the task.

\*Note: To encourage social justice means individuals need to contribute individually and collectively (together) to actions and strategies that promote the well-being of all people in society, rather than just take personal action to help themselves.

***(a) Portrayal of women OR men in popular culture***

1. Use **Resource A** to **explain** how the portrayal of women in hip hop music videos OR the portrayal of men in situational comedies can influence people’s ideas about gender. Describethe cultural attitudes and values and/or behaviours portrayed and then explain why/how these influence people’s thinking about what it means to be male and/or female.
2. **Describe** one way the values of social justice are NOT being encouraged (in relation to gender). In other words,what do you consider to be unfair, non-inclusive, or discriminatory to males and/or females mentioned in your chosen Resource A scenario?
3. **Explain** a societal strategy that a community could become involved in, to encourage social justice in relation to this gender issue and address the injustice you described in (ii) above. Describe the strategy itself and then explain why/how it would encourage social justice in this situation.
4. **Explain** an interpersonal action people could use when communicating with or supporting each other that would contribute to this societal strategy. Describe the strategy itself and then explain how it could contribute to the societal strategy you described in (iii) above and how it would encourage social justice in this situation.

***(b) Peer and family expectations relating to gender OR sexual identity***

1. Use **Resource B** to **explain** how peer and family expectationsinfluence people’s ideas about gender OR sexual identity (depending on the scenario chosen). Describe the expectations and then explain why/how these influence people’s thinking about what it means to be male in society (scenario 1) or female sexual identity (scenario 2).
2. **Describe** one way the values of social justice are NOT being encouraged (in relation to being male, or in relation to female sexual identity) in the chosen scenario from Resource B. In other words, what do you consider to be unfair, non-inclusive, or discriminatory to those mentioned in the resource?
3. **Explain** a strategy **people could use in their interpersonal communications** with other people, which could promote the well-being of a group of people in order to encourage social justice in relation to this gender issue. Describe the strategy itself and then explain why/how it would encourage social justice in this situation.
4. **Explain** a **personal action** that would be needed in order for this interpersonal strategy to be successful. Describe the action itself and then explain why/how it would allow the interpersonal strategy to be effective and encourage social justice in this situation.

***(c) Personal attitudes, values and beliefs about sexual orientation***

1. Use **Resource C** to explain how personal aspects related to sexual orientation influence people’s ideas about sexual identity. Describe the attitudes, values and beliefs, and then explain why/how these influence people’s thinking about a male’s sexual identity.
2. **Describe** one way the values of social justice are NOT being encouraged (in relation to sexual identity) in resource C. In other words, what do you consider to be unfair, non-inclusive, or discriminatory to the male mentioned in the resource?
3. **Explain** a **societal** **strategy** that a community could become involved in, to encourage social justice in relation to this sexual identity issue and address the injustice described in (ii). Describe the strategy itself and then explain why/how it would encourage social justice in this situation.
4. **Explain** an **interpersonal action** people could use when communicating with or supporting each other that would contribute to this societal strategy. Describe the strategy itself and then explain how it could contribute to the societal strategy in (iii) and also encourage social justice in this situation.
5. **Explain** an action **an individual person** could take responsibility for, in order to encourage social justice in relation to this sexual identity issue. Describe the strategy itself and then explain how it could contribute to the societal strategy in (iii) and also encourage social justice in this situation.

Resource A: Portrayal of Women OR Men in Popular Culture

Choose ONE of these aspects of popular culture to respond to (a).

Use information from these resources and evidence you draw from music videos or TV clips your teacher shows you to help you complete your responses.

Choose EITHER:

Portrayal of women in hip hop music videos

Women are often objectified in hip hop music videos. The role played by women in some music videos involves women being seen as a sexual object to be admired by men and envied by other women. Women are portrayed as being a male’s possession, and are dispensable – there are always several women for every man.

Images of women that are portrayed include:

* attractive, made-up women, who are slim but curvy with large breasts, and who are skimpily dressed – often wearing little more than a bikini
* women who are dancing provocatively
* women working hard to please a man and enjoying attention from him
* suggestions of bisexuality – women dancing suggestively with other women for a male’s benefit.

It is not only in music videos by male artists that such images are portrayed. Often, female music artists include such images in their music videos. These images present a culture of using sex to sell, male empowerment and sexual objectification of women.

Your teacher will show you three music videos. Make notes about each video that will help you complete the first part of the assessment activity.

For each video:

* name the artist and song
* describe images of women that are portrayed in the video.

OR:

Portrayal of men in situational comedies

Situational comedies (sitcoms) often portray men and women in stereotypical ways as a source of much of the humour and many of the storylines that are presented.

Sitcoms often portray men as being unintelligent – particularly in relation to the women in the show, messy, lazy and women chasers.

Some common images of men portrayed include:

* being less attractive than the woman he is paired with
* being sexually promiscuous – a bachelor who enjoys dating many women
* behaving in a silly, reckless, dangerous or immature way
* relying on his wife to look after the children and the house, cook his meals and mop up his mistakes – he is unable to look after himself.

Many men (and women) find that the portrayal of men in this way maintains unhealthy and unhelpful stereotypes and is unfair.

There are have been many examples of situation comedies over the past several decades that portray men in this way and there are many examples of this type of portrayal in sitcoms screening in New Zealand today.

Your teacher will show you three clips from TV sitcoms. Make notes about each sitcom clip that will help you complete the first part of the assessment activity.

For each clip:

* name the TV show
* describe images of men that are portrayed in the sitcom.

Resource B: Peer and Family Expectations Relating to Gender OR Sexual Identity

Choose ONE of these scenarios to respond to (b).

*Choose EITHER:*

Peer and family expectations relating to male gender roles

Sam is a 16-year-old boy who was born and raised in a traditional family environment. His mother has always stayed at home to look after him and his three younger siblings and his dad has always worked in the same job as a builder which requires him to work long hours to bring home enough money for the family to live on.

Sam plays rugby for his school’s first XV team and is a rep player, which his parents are very proud of. Sam is expected to do some chores at home, but it is his sister and mum who do the majority of the housework and all of the cooking.

Sam enjoys school and did well in level 1 NCEA last year. He studies hard and secretly hopes to be able to further his studies at University when he finishes school – he is really interested in political science and foreign affairs. He keeps this desire secret from his parents because he knows that they expect him to get a job when he finishes school (his dad hopes he will enter the building trade), in order to help out the family financially and so he can set himself up to support his own family down the track.

His dad also hopes that Sam will continue his involvement in rugby, because that might open opportunities to play professionally. While Sam is talented on the field and enjoys the game, he is more interested in the social aspect of being in a team, and does not want to take his rugby to the next level.

Sam values his family and his family’s attitudes and beliefs deeply, but wishes that he could tell his parents what he wants in life – and what he doesn’t want – without fearing that he will disappoint them, or damage his relationship with them.

*OR:*

Peer and family expectations relating to female sexual identity

Tracey is 17 years old and is in year 12.

Tracey is attracted to both boys and girls and is out as bisexual to her group of friends. Whilst her close friends are supportive of her sexual identity, she has been the target of some serious bullying from some other students in the school who dislike Tracey and seem to think she has made a choice to be bisexual.

Tracey knows that her parents and siblings would disapprove if they were to find out, and works hard to hide her sexual identity from her parents. Her family members are all in heterosexual relationships and are rather traditional – her two older brothers both married young.

Tracey has had a serious boyfriend in the past, but has recently become close to Hana, who is out as lesbian. The two have been spending time together in and out of school. Tracey and Hana have both noticed disapproving looks and taunts when they have been holding hands when walking down the street, and from others at school who have heard about their relationship.

Tracey has met Hana’s mum, who is accepting of her daughter’s sexuality and of her relationship with Tracey.

Hana has not met Tracey’s parents – Tracey knows that they would realise straight away that they were more than friends, and that they would demand that Tracey stops seeing Hana.

Resource C: Personal Attitudes, Values and Beliefs about Sexual Orientation

Use information from this scenario to help you complete your responses to (c).

**Useful terms:**

*Sexual orientation* refers to patterns of emotional, romantic and/or sexual attraction to same, both, opposite or neither sex. The terms used to describe these patterns, respectively, are *homosexual, bisexual, heterosexual* and *asexual.*

*Heterosexism* includes the presumption that people are heterosexual, heterosexual relationships are ‘the norm’ and are expected.

*Coming out* refers to people’s disclosure of their homosexuality or bisexuality. It is sometimes described as a gradual process which begins with self-awareness of one’s sexual orientation.

Scenario:

Harry is a 17-year-old male who, for as long as he can remember, has been attracted to males. This is something which he feels ashamed of and feels like he should try to change (or grow out of), so he has never had a romantic experience with another guy. Instead, he has had several girlfriends. Although he gets on well with girls, he has never had a lasting relationship with any of them.

He considers himself in most respects a typical New Zealand male – he enjoys (and is good at) different sports, spending time with friends and skateboarding. He hasn’t told anyone that he is attracted to guys because he thinks that his friends, others at school and his family would give him a hard time about it, or reject him.

The images of gay men in the media confuse Harry – he wonders how he can be gay when he is not interested in beauty and fashion and does not have any of the mannerisms that are typically associated with homosexual males.

Harry’s English teacher has chosen a novel to study in class which has a homosexual male as the main character. The novel is about the challenges he is facing as he comes to terms with his emerging sexual identity. As he is reading through the novel, Harry is relating closely to this character’s journey. He is starting to realise that he has not made a choice to be gay, and is going to have to be honest with himself and people around him about who he is. He is nervous and scared about what his future holds and feels it is unfair that he has to “come out” as gay – no-one has to come out as heterosexual.

Assessment schedule: Health 91239 Reporting on Real Issues

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| Evidence/Judgements for Achievement | Evidence/Judgements for Achievement with Merit | Evidence/Judgements for Achievement with Excellence |
| The student writes an article which analyses issues related to sexuality and gender to develop strategies for addressing the issues.  The student has:   * explained influences on gender and sexual identity * recommended a relevant combination of personal, interpersonal and societal strategies which reflect the values of social justice, to address the issues arising from the influences * used evidence from the resource, music videos and/or other teaching and learning materials to support their responses.   For example:  Extract relating to Student Resource C  People’s personal attitudes, values and beliefs that same sex attraction is wrong and it is a choice can influence those people who feel attracted to people of the same sex to doubt the feelings of sexual attraction they are having, doubt that they are normal and feel unconfident and withdrawn.  This is the case for Harry in the scenario. In his community, heterosexuality is the norm and is expected. It is abnormal to be homosexual and he has believed for a while that there was something wrong with him. He is moving towards self-acceptance recently, which influences him (and hopefully other people) to be more accepting of different sexual identities – not just heterosexuality. If he develops the attitude and belief that it is OK to be attracted to the same sex, then he can start to influence others’ thinking too about accepting people with a range of sexual identities.  It is unfair that Harry feels unable to accept himself and that he has to go through a process of coming out (heterosexuals don’t have to).  The school could provide an education programme about sexual diversity and acceptance. They could use people from the group Rainbow Youth to deliver some of the lessons, or to talk to students about their experiences growing up gay. This would be a good strategy because it involves everyone and they can all learn something from it.  People can stop using put downs when communicating with others and teachers can refuse to put up with homophobic language. If people use more positive and inclusive language when interacting, people who are homosexual or bisexual feel safer and more accepted.  Harry can approach his English teacher for advice. This teacher has chosen a novel with a gay character, so is probably sensitive to the issues and will be able to advise Harry. This means Harry can move closer towards self- acceptance and coming out as gay. | The student writes an article which analyses in-depth issues related to sexuality and gender to develop strategies for addressing the issues.  The student has:   * explained why or how these influences impact on gender and sexual identity, using a range of supporting evidence * explained how these strategies reflect the values of social justice.   For example:  Extract relating to Student Resource C  ‘…He wants to be honest with himself and let others know eventually too. If he develops the attitude and belief that it is OK to be attracted to the same sex, then he can start to influence others’ thinking too about accepting people with a range of sexual identities and also seeing that you can be a ‘typical NZ male’ and be gay…This would encourage social justice because gay youths would feel empowered and that they are not isolated. Everyone else would learn about accepting people, tolerance, inclusivity and treating people fairly without judgement.  People can stop using put downs when communicating with others and teachers not putting up with homophobic language. By using more positive and inclusive language when interacting, people who are homosexual or bisexual feel safer and more accepted. This is fairer for all students because it creates a more positive vibe around the school…and encourages social justice because once others in the school hear about individuals ‘coming out’, they too can feel empowered to come out without fear of being discriminated against or bullied.’ | The student writes an article which analyses comprehensively issues related to sexuality and gender to develop strategies for addressing the issues.  The student has:   * explained the interrelationships between the personal, interpersonal and societal strategies (how personal and interpersonal actions can contribute to a wider societal strategy) * engaged critically with evidence from the resource, music videos and/or other teaching and learning materials to support their responses.   For example:  Extract relating to Student Resource C  . ‘… This influences people to believe that homosexuality is a choice that people make and sexual identity can therefore be changed. He is moving towards self-acceptance recently, which influences him (and hopefully other people) to be more accepting of different sexual identities – not just heterosexuality...., without having the stereotypical mannerisms, looks or interests that are seen in the media…This would assist Harry and other students in this situation (and work well with what’s being studied in English) because it creates a more supportive and tolerant school climate, which supports those who want to ‘come out’ as gay…This helps reinforce the content of the school lessons and encourages social justice because people with diverse sexual identities feel that they are being treated fairly, cared for and not judged…This links to the wider societal strategy because Harry could get the support he needs from his teacher to feel empowered to seek help further afield, such as from Rainbow Youth or a support group at school.’ |

Final grades will be decided using professional judgement based on a holistic examination of the evidence provided against the criteria in the Achievement Standard.