Internal Assessment Resource

Health Level 2

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| This resource supports assessment against:Achievement Standard 91239 version 2Analyse issues related to sexuality and gender to develop strategies for addressing the issues |
| Resource title: Investigating Gender Identity and Sexuality 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 2To support internal assessment from 2015 |
| Quality assurance status | These materials have been quality assured by NZQA.NZQA Approved number: A-A-01-2015-91239-02-5540 |
| 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 2.5B v2

Resource title: Investigating Gender Identity and Sexuality 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 activity requires students to carry out an investigation to complete a written report analysing issues related to sexuality and gender. Students will explain influences on gender identity and sexuality in four contexts and recommend and justify strategies that reflect the values of social justice to address issues arising from influences for two of these contexts.

It is expected that this assessment will take place as part of a teaching and learning programme where students are developing conceptual understanding of sexual identity and the social construction of gender. Their investigation will require them to explore a range of factors that influence people’s sexual identity AND gender, and what actions can be taken at personal, interpersonal and societal levels to address issues of injustice that arise from these influencing factors.

The strategies and actions must reflect the concept of social justice – fairness, inclusiveness and non-discrimination.

Students need to apply a critical lens to the contexts they investigate so that they can develop their understanding of the influences and strategies.

Conditions

You will need to combine the students’ investigations to collect evidence for the assessment with the teaching and learning programme, over approximately four weeks.

The assessment task will require 2–3 periods of in-class time.

You can adapt this timeframe to suit your context.

Students should be able to access materials gathered over their programme of learning for this task.

Students will complete all work handed in for assessment individually.

Resource requirements

Students will need to gather their own evidence from an investigation carried out during the teaching and learning programme, into FOUR different sexuality and gender contexts.

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.

*Influences on gender and sexual identity* can relate to individuals and/or groups in society and include a relevant selection of considerations:

* personal (e.g. biological)
* interpersonal (e.g. family or friends) and/or
* societal (e.g. culture, media) considerations.

*Strategies that reflect the values of social justice* require personal and collective actions that contribute to a societal good and benefit the well-being of individuals, groups and communities.

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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 carry out an investigation and write a report which analyses issues relating to sexual identity and gender\*. These issues arise from a range of societal factors (like attitudes, values and practices that are a part of culture), interpersonal factors (like the attitudes and values of family or friends), and/or personal factors (like a person’s biology – their genes).

*\*****Gender***refers to what it means to be male or female. ***Sexual identity*** includes ideas like who they are sexually attracted to, or how they describe themselves as sexual people.

When investigating, you will need to ensure that at least one situation is clearly gender-focused and at least one other is a clear sexual identity-focused situation. Some contexts may include both concepts.

This information and evidence that you find will need to be organised prior to the assessment so that you can extract relevant ideas and have relevant examples available to use as justification for your answers.

In your analysis you will need to:

* explain how FOUR factors influence sexual identity and/or gender
* recommend strategies that encourage social justice in relation to sexuality and/or gender-related issues arising from TWO of these factors.

You will have four weeks of in- and out-of-class time to complete your investigation, and to organise and record your findings to use as evidence for the assessment task.

You will complete the assessment task over 2–3 class periods.

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

All assessment task work must be completed 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.

Assessment dates: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Teacher note: Amend these details to suit your context.

Task

Using the findings from your investigation into four situations, write a report which analyses issues relating to sexual identity and gender.

There are two sections in this report. Make sure you complete both sections.

Aim to produce an in-depth and comprehensive analysis by:

* explaining how/why factors influence sexual identity and/or gender
* recommending and justifying strategies to address issues that reflect the values of social justice\*
* explaining the interrelationships between the personal, interpersonal and societal aspects indicated by the task
* supporting your analysis with evidence from your investigation.

\*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.

See Student Resource A for further guidance.

Influencing factors

For each of the FOUR situations you investigated:

* Describe the situation.
* State the influencing factor you focused on.
* Identify whether this is a factor influencing people’s *gender* (what it means to be male or female), or whether it is a factor affecting their *sexual identity* (which includes ideas like who they are sexually attracted to, or how they describe themselves as sexual people). In some situations it could be both.
* Explain how/why this factor is influencing people’s gender and/or sexual identity.
* Use evidence from your investigation to justify your answer.

Strategies to address social injustices

Select TWO of your investigations where it is clear that injustices have occurred or could occur. *Think of injustices as situations that result in people being unfairly treated, or they are discriminated against, or excluded in some way.* For EACH of the investigations:

* Describe a scenario that has occurred (or could occur) where people are treated unfairly, are discriminated against, or excluded. Make sure the scenario is related to your investigation.
* Describe an alternative scenario related to your investigation where people were being treated fairly, were being included, or were not being discriminated against.
* Describe a **societal strategy** that a community could support, and explain how/why the strategy could achieve the alternative situation.
* Describe an **interpersonal action** people could use when communicating with or supporting each other and explain how/why it would contribute to the societal strategy.
* Describe a **personal action** people could be responsible and explain how/why it would contribute to this societal strategy.
* Explain how all of these strategies and actions inter-relate (work together) to encourage social justice.

 Student Resource A: Investigation Record

Use this as a guide to recording information from each of your investigations that will help you complete the report.

For each investigation:

* Describe the context or situation for the investigation (e.g. Pasifika hip hop music videos; fashion magazine, TV or billboard advertisements; stories about males/females in families of different cultures; articles about same-sex attraction).
* Describe the focus for your investigation (e.g. gender issues related to being male and/or female; sexual identity issues related to sexual attraction).
* Describe how you investigated this context or situation (e.g. surveyed peers; analysed the meaning of messages or images in advertisements or videos; interviewed family members; class discussion or debate about a gender or sexuality situation).
* Describe the messages you identified or understandings about gender and/or sexuality you gained from each of the resources (e.g. articles, videos, stories, or scenarios) that you investigated.
* Keep specific examples (e.g. advertisements, things people said, song lyrics, or descriptions of music video/TV images) that you could use to support the findings and strategies that you present in your report.

Assessment schedule: Health 91239 Investigating Gender Identity and Sexuality Issues

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| Evidence/Judgements for Achievement  | Evidence/Judgements for Achievement with Merit | Evidence/Judgements for Achievement with Excellence |
| The student writes a report which analyses issues related to sexuality and gender to develop strategies for addressing the issues. The student has:* undertaken investigations into at least four scenarios to gather evidence for their report
* 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 their investigation to support their responses.

For example:Partial extract: investigation of gender roles in families**Influencing factor**This factor is gender roles in families. I interviewed people from five families to find my information. This factor is influencing people’s ideas about gender – what it means to be male and female in New Zealand families and communities. The messages that came from my findings about being a man were that he always goes out to work and usually works longer hours and makes more money than his female partner. In three families, he also spends time on the weekends playing sports or going hunting. He does help out around the home, but the wife does most of the housework. In all of my interviews, the woman did all the cooking. Other messages about being a woman were that if a child is sick she is the one to stay at home with them, she works part-time, and is at home more often than her husband. These messages show us that there are still common ideas about being male and female in NZ families. **Strategies to address injustices**The woman doesn’t have time for her own hobbies and has to look after the kids while the man is away on the weekends. If this was fairer, then she would get to spend time on the weekends with her friends or having her own hobbies while the husband looked after the kids. A societal strategy could be that communities offer women the opportunity to be involved in interesting events and groups on the weekends where childcare is available if needed. This means the woman can pursue her own activity and have more fun on the weekend, without feeling resentful of her husband who is enjoying himself. An interpersonal action could be that the husband commits to giving his wife time to herself on the weekends so that she can pursue her hobbies. This means he takes more responsibility for helping out with children and housework and will be fairer for the household because mum gets time for leisure and the kids get to spend more time with their dad too. The woman could learn personal skills in problem-solving, time management and assertiveness so she can compromise with her husband on the household duties and opportunities for leisure. This makes her feel more equal and empowered in the household and that her ‘time out’ is valued too.  | The student writes a report 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 strategies reflect the values of social justice.

For example:Partial extract: investigation of gender roles in families**Influencing factor**. ‘…This seems to result in the male feeling more that he deserves time out from family responsibilities on the weekend…. He does help out around the home, but the wife does most of the housework. In all of my interviews, the woman did all the cooking…She only works part-time so she earns less money and her job is probably seen as less important than her husband’s. **Strategies to address injustices**‘…This leads to social justice because women in society are treated as equals, more fairly and are included in the community more than previously…. This creates a household which is built on mutual respect and equality. Everyone feels that their interests are valued and their opinions heard… . If more and more women are able to negotiate their situation then there is more balance and fairness in households and in communities between a male’s time out and a woman’s time out.’  | The student writes a report 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 their research to support their responses.

For example:Partial extract: investigation of gender roles in families**Influencing factor** ‘...and spend time with other males who presumably feel the same way/have a similar work situation… This means that he is not able to spend a lot of time with his children and make connections with them, reinforcing the situation that the woman is the main caregiver...Because the male is busy on the weekend, she doesn’t have time for her own leisure interests and may feel restricted. She will have a closer connection to her children but may resent the fact that she has no time to have her outside interests and time out. **Strategies to address injustices**. ‘…In my interviews, I got the impression that the women in the family would like to have more time to spend with friends or on their own interests in their spare time. …This connects to the societal strategy because she is more easily able to be involved in the activities and even take on a leadership role in the community to encourage other women’s involvement too…. This makes it more likely that she will be able to communicate effectively when interacting with her husband but also with others in the community and she could act as a role model for other women who wish to negotiate similar family arrangements.’  |

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