

HEALTH EDUCATION HPO2030Y1

INTERNAL ASSESSMENT ACTIVITY

ACHIEVEMENT STANDARD 91239 (VERSION 2) HEALTH EDUCATION 2.5

Analyse issues related to sexuality and gender to develop strategies for addressing these issues

Level 2, Internal assessment

5 credits

STUDENT INSTRUCTIONS

Overview:

In this assessment activity you will write an analytical essay/report which:

- explains the issues related to sexuality and gender
- recommends strategies to address the issues.

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.

Conditions:

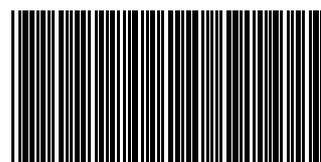
- You will work individually, under open book conditions.
- You must not directly copy work from any source, and any source you use must be referenced.
- This is no time limit.
- Your supervisor must be present for at least part of the time that you are completing this assessment task.
- Plagiarism detection software may be used to check that this is your own work.

You will need:

- Your own device.
- Journals HPO2031 and HPO2032.

Supervisor requirements

A supervisor must be present at specified times for this assessment. You must provide the full name of the supervisor and their relationship to you (e.g. parent, teacher, teacher aide etc.) when you upload your assessment to the HPO2030Y1 assessment dropbox.



ASSESSMENT CRITERIA

ACHIEVEMENT STANDARD 91239 (VERSION 2) HEALTH EDUCATION 2.5 Analyse issues related to sexuality and gender to develop strategies for addressing these issues

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.

Achievement level

Analyse issues related to sexuality and gender to develop strategies for addressing the issues involves:

- explaining influences on gender and sexual identity
- recommending a relevant combination of personal, interpersonal and societal strategies to address the issues, which reflect the values of social justice.

Achievement with Merit level

Analyse in depth, issues related to sexuality and gender to develop considered strategies for addressing the issues involves explaining:

- why or how influences impact on gender and sexual identity
- how strategies to address issues reflect the values of social justice.

Achievement with Excellence level

Analyse comprehensively, issues related to sexuality and gender to develop strategies for addressing the issues involves engaging critically with the evidence to explain:

- how recommended strategies to address issues reflect the values of social justice
- the interrelationships between the personal, interpersonal and societal aspects
- the supporting evidence throughout.

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.

These actions should embody the components of social justice - fairness, non-discrimination and inclusiveness.

ASSESSMENT ACTIVITY

HEALTH EDUCATION

INSTRUCTIONS

- Read the questions carefully.
- This is an open book assessment.
- Your supervisor must be present to observe you for some of this process.

Write a report that analyses three issues related to sexuality and gender by responding critically and thoughtfully to the questions. Use Resources A–C on pages 5–9 to assist you.

You must use these resources to complete the assessment task.

TASK A: PORTRAYAL MEN IN MUSIC VIDEOS OR WOMEN IN SITUATIONAL COMEDIES

1. Use **Resource A** to **explain** how the portrayal of men in music videos **or** the portrayal of women in situational comedies can influence people's ideas about gender.
 - Describe the attitudes, values and/or behaviours portrayed.
 - Then explain why/how this influences what it means to be male and/or female.
2. **Describe** how 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?
3. **Explain** a societal strategy to address the issues and encourage social justice.
 - Describe the strategy
 - Then explain how/why it would address the issues and encourage social justice in this situation.
4. **Explain** an interpersonal strategy people could use that would contribute to this societal strategy.
 - Describe the strategy.
 - Then explain how it could contribute to the societal strategy you explained above and how/why it would address the issues and encourage social justice in this situation.

TASK B: PEER AND FAMILY EXPECTATIONS RELATING TO GENDER OR SEXUAL IDENTITY

1. Use **Resource B** to **explain** how peer and family expectations influence people's ideas about gender **or** sexual identity.
 - Describe the expectations
 - Then explain how/why these expectations influence what it means to be male in society (Scenario 1) or female sexual identity (Scenario 2).
2. **Describe** how the values of social justice are NOT being encouraged 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?

ASSESSMENT ACTIVITY

3. **Explain** an interpersonal strategy to address the issues and encourage social justice.
 - Describe the strategy
 - Then explain how/why it would address the issues and encourage social justice in this situation.
4. **Explain** a personal strategy to address the issue and would be needed for the interpersonal strategy to be successful.
 - Describe the strategy
 - Then explain how it would contribute to the interpersonal strategy and how/why it would address the issues and encourage social justice in this situation.

TASK C: PERSONAL ATTITUDES, VALUES AND BELIEFS ABOUT SEXUAL IDENTITY/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.
 - Then explain why/how these influence, female sexual identity.
2. **Describe** how the values of social justice are NOT being encouraged in Resource C.
In other words, what do you consider to be unfair, non-inclusive, or discriminatory to the female mentioned in the Resource?
3. **Explain** a societal strategy to address the injustice described in 2 above.
 - Describe the strategy
 - Then explain why/how it would address the issues and encourage social justice in this situation.
4. **Explain** an interpersonal strategy people that would contribute to this societal strategy, address the issues and encourage social justice.
 - Describe the strategy
 - Then explain how it could contribute to the societal strategy in Question 3 above, address the issue and encourage social justice in this situation.
5. **Explain** a personal strategy that would contribute to the interpersonal strategy, address the issues and encourage social justice in relation to this sexual identity issue.
 - Describe the strategy
 - Then explain how it could contribute to the interpersonal strategy and encourage social justice in this situation.

ASSESSMENT RESOURCE A

PORTRAYAL OF MEN IN MUSIC VIDEOS OR WOMEN IN SITUATIONAL COMEDIES

Choose **one** of these aspects of popular culture to answer the questions in **Task A** on Page 3. Use the information below and evidence you have collected from music videos or TV clips to write your answers.

Choose **either**:

PORTRAYAL OF MEN IN MUSIC VIDEOS

In recent times, men have been objectified in music videos. The role played by men in some music videos involves being an object for women to admire and being there for the benefit of a woman as a provider or protector.

Additionally, men have been portrayed as being an object of attraction for different women at the same time e.g. 'a piece of meat', or as an object to be envied by other men for their strength, attractiveness, perceived or actual wealth, material possessions (cars, etc.).

Images of men that are portrayed in music videos include:

- being topless, tall, and strong with big biceps and abdominal muscles
- aiding a range of scantily clothed females
- enjoying attention from women, or seeking attention from women.

These images present a culture of objectification of men; and indicates that they are simply there to help make life easier and more interesting for women.

You should examine three music videos.

Make notes about each video:

- name the artist and song
- describe images of men that are portrayed in the video.

Or

PORTRAYAL OF WOMEN IN SITUATIONAL COMEDIES (NEXT PAGE)

PORTRAYAL OF WOMEN 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 women as being homemakers – particularly in relation to looking after the men, children and household chores.

Some common images of women portrayed include:

- being attractive
- being monogamous – only interested in their husband
- behaving in a maternal manner – including cooking meals and cleaning for everyone.
- relying on her husband to look after earning the money, she cooks the meals and mops up mistakes – she looks after her husband and the children as her core role.

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

You should examine three TV sitcoms.

Make notes about each sitcom clip:

name the TV show

describe the images of women that are portrayed in the comedy.

ASSESSMENT RESOURCE B

PEER AND FAMILY EXPECTATIONS RELATING TO MALE GENDER ROLES OR FEMALE SEXUAL IDENTITY

Choose **one** of these scenarios to answer the questions in **Task B** on Pages 3–4.

Choose **either**:

SCENARIO 1: PEER AND FAMILY EXPECTATIONS RELATING TO MALE GENDER ROLES

Pita is a 16-year-old boy who was born and raised in a traditional family environment. His mother has stayed at home to look after him and his younger siblings. Pita is expected to do some outside chores at home, but it is his sisters and mum who do the housework and cooking. His dad has always worked long hours as a labourer to bring home enough money for the family to live on. They also often have extended family living in the house with them, which means Pita needs to share a room with other family members.

Pita plays rugby league for his school's first XIII team and is also a rep player, which his parents are very proud of. His dad hopes that Pita will continue his involvement in rugby league, because that might open opportunities to play professionally. While Pita is talented on the field and enjoys the game, he is more interested in the social aspect of being part of the team and does not really want to take his rugby league to the next level.

Pita enjoys school and is doing well at Level 1 NCEA. He studies hard and secretly hopes to go to University. He is interested in media studies and film. 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 a trade – like being an electrician or plumber. His dad feels that Peter needs to help out the family financially. This year at school Pita's class were invited to participate in a workshop put on by a visiting dance and drama group. Pita surprised himself by how much he enjoyed performing on stage. He has been thinking about auditioning for a part in the school's annual dance and musical production later in the year.

Or:

SCENARIO 2: PEER AND FAMILY EXPECTATIONS RELATING TO FEMALE SEXUAL IDENTITY

Lana is 17 years old and is in Year 12. Lana 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 her and seem to think she has made a choice to be bisexual. Lana and Sal 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. Recently, there have also been some nasty comments posted on Lana's Snapchat and Facebook pages.

Lana 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 sisters both married young and already

ASSESSMENT RESOURCE B

have big families. Lana doesn't know if she ever wants to be a mum. Lana has met Sal's mum, who is accepting of her daughter's sexuality and of her relationship with Lana. However, Sal has not met Lana's parents, even though she has asked to come around to Lana's house.

Lana has had a serious boyfriend in the past, but has recently become close to Sal, who is out as lesbian. The two have been spending time together. Lana isn't ready for a sexual relationship just yet, but she is really attracted to Sal and can see things might be heading in that direction in the future.

ASSESSMENT RESOURCE C

PERSONAL ATTITUDES, VALUES AND BELIEFS ABOUT SEXUAL ORIENTATION

Use information from this scenario to answer the questions in Task C on Page 4.

Stef is a 17-year-old female who, for as long as she can remember, has been attracted to other females. This is something which she feels ashamed of and feels like she should try to change (or grow out of), so she has never had a romantic experience with another girl. Instead, she has had several boyfriends. Although she gets on well with both girls and guys, she has never had a lasting relationship with any of them.

She considers herself in most respects a typical New Zealand girl – she enjoys (and is good at) lots of different sports, spending time with friends and playing the guitar. She hasn't told anyone that she is attracted to girls because she thinks that her friends might give her a hard time about it or reject her. She also goes to a very traditional school, where the women in her family have gone before her. The images of gay men and women in the media confuse Stef – she sometimes wonders how she can be lesbian when she enjoys fashion and beauty and doesn't have short hair or any of the mannerisms that are typically associated with homosexual females.

Stef's Physical Education teacher has chosen to talk to the class about some case studies involving openly gay male and female athletes in different team sports, and the journey they have gone through to be accepted in their various sporting fields. Some of them have struggled, while others have been very successful. As she is participating in class, Stef notices a lot of similarities between the athletes, and some of the feelings she has recently been having. She is anxious about telling people who she truly is and feels it is unfair she has to 'come out' as lesbian – she hasn't made a choice to be gay, and no-one has to come out as being heterosexual.

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.

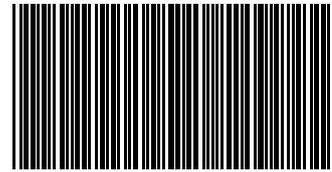
Coming out refers to people's disclosure of their homosexuality or bisexuality. It is sometimes described as a gradual process which begins with self-awareness of one's sexual orientation.

Acknowledgements

Every effort has been made to acknowledge and contact copyright holders. Te Aho o Te Kura Pounamu apologises for any omissions and welcomes more accurate information.

Extracts: Resource A – Portrayal of Women OR Men in Popular Culture; Resource B – Peer and Family Expectations Relating to Gender OR Sexual Identity; Resource C – Personal Attitudes, Values and Beliefs about Sexual Orientation, all from NCEA Health Level 2 Achievement Standard 91239 version 2, <http://ncea.tki.org.nz/Resources-for-Internally-Assessed-Achievement-Standards/Health-and-physical-education/Health-education/Level-2-Health-education>, © Crown 2015. All adapted. Extract only.

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