

Internal Assessment Resource

Health Level 1

EXPIRED

|  |
| --- |
| This resource supports assessment against:  Achievement Standard 90974 version 4  Demonstrate understanding of strategies for promoting positive sexuality |
| Resource title: Promoting Positive Sexuality |
| 4 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 |

|  |  |
| --- | --- |
| Date version published by Ministry of Education | January 2015 Version 3  To support internal assessment from 2015 |
| Quality assurance status | These materials have been quality assured by NZQA.  NZQA Approved number A-A-01-2015-90974-02-4441 |
| 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 90974: Demonstrate understanding of strategies for promoting positive sexuality

Resource reference: Health 1.5A v3

Resource title: Promoting Positive Sexuality

Credits: 4

Teacher guidelines

The following guidelines are designed to ensure that teachers can carry out valid and consistent assessment using this internal assessment resource.

Teachers need to be very familiar with the outcome being assessed by Achievement Standard Health 90974. 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 demonstrate understanding of strategies for promoting positive sexuality through the development of a series of short magazine articles.

They will respond to scenarios that have been carefully selected in order to encompass diversity in people, to explore a range of sexuality-related issues, and to allow students to explain the types of strategies for promoting positive sexuality that is required by the standard. These include strategies that:

* enhance interpersonal (sexual) relationships, which includes knowledge of rights, responsibilities, and effective communication
* consider ways schools, local communities, and/or the whole of society can support the promotion of positive sexuality for all people
* can prevent unplanned pregnancy and sexually transmissible infections
* consider ways school and community can support young people in relation to sexual health.

You may choose to alter the scenarios to suit your teaching and learning programme. Examples around which alternative scenarios could be developed include:

* cultural and religious perspectives on sexuality
* monogamous, non-monogamous, or other sexual behaviours
* abstinence
* GLBT issues
* younger-older couples, single people, attached people.

Conditions

Students will need in- and out-of-class time to gather their resources prior to developing their magazine articles.

Students will work individually to present their work in the format of magazine articles. Alternatively, students could present their work in an e-format, for example: <http://softwareforlearning.tki.org.nz/Browse-Software/(type)/e-portfolios>

Note: If you modify the mode of presentation, you may also need to modify the allocated time.

Resource requirements

Students may have access to information relating to the promotion of positive sexuality and sexual health as they complete their magazine articles.

In addition to the students’ learning journal and class notes, information from websites (such as the following) may be useful.

* [www.familyplanning.org.nz](http://www.familyplanning.org.nz)
* <http://healthed.govt.nz/resources/search-resources.aspx?id=18>
* [www.theword.org.nz](http://www.theword.org.nz)
* <http://www.health.govt.nz/our-work/preventative-health-wellness/sexual-and-reproductive-health>
* <http://www.rainbowyouth.org.nz/>
* <http://www.fertilityassociates.co.nz>
* <http://www.ihc.org.nz>

Additional information

None.

|  |
| --- |
| Internal Assessment Resource |

Achievement Standard Health 90974: Demonstrate understanding of strategies for promoting positive sexuality

Resource reference: Health 1.5A v3

Resource title: Promoting Positive Sexuality

Credits: 4

| Achievement | Achievement with Merit | Achievement with Excellence |
| --- | --- | --- |
| Demonstrate understanding of strategies for promoting positive sexuality. | Demonstrate in-depth understanding of strategies for promoting positive sexuality. | Demonstrate comprehensive understanding of strategies for promoting positive sexuality. |

Student instructions

Introduction

This assessment activity requires you to demonstrate understanding of strategies for promoting positive sexuality through the development of a series of short magazine articles.

You will produce a series of short magazine articles (for people your age) in response to scenarios given to you by your teacher.

This is an individual assessment task.

Preparation work will be done in-class and out-of-class time. You will have approximately 2–3 hours of class time to produce your magazine articles.

You will be assessed on how comprehensively you understand strategies for promoting positive sexuality. This means that you will be assessed on the quality of the content of your magazine articles, *not on their presentation*.

To *demonstrate comprehensive understanding*, you will need to do the following across your articles:

* choose crucial, important or relevant strategies for each scenario
* explain the essential actions and resources that are needed as part of the strategy
* explain how well-being is enhanced and positive sexuality is promoted by the application of each strategy
* show an understanding of how strategies can be connected (inter-relate)
* show an understanding of the sorts of attitudes and values that need to be promoted or reflected by use of the strategies.

Task

Preparation

Before you write your articles for each section of your magazine, you will be given an opportunity to gather relevant resources. Keep a record of all the resources you use.

Magazine

Refer to your notes as you complete your magazine articles.

Your magazine will have three sections under the following headings:

* personal and interpersonal strategies in sexual relationships
* school and community strategies for promoting positive sexuality
* strategies for promoting safer sex and sexual health.

Use your understanding of strategies to promote positive sexuality to write articles for your magazine for the following scenarios.

Teacher note: Check these scenarios carefully before using. Remove or adapt as necessary. If appropriate, use a “post box” activity for students to develop their own scenarios, which could then be assessed by you as to their appropriateness and included in this assessment activity.

Personal and interpersonal strategies in sexual relationships

Scenario A

|  |
| --- |
| Li is 17 and feels ready to have sex for the first time with his long-term girlfriend, Kate, aged 16, who is also a virgin. He respects and loves her, but is not quite sure how to bring up the topic of sex without appearing to be putting pressure on her. |

* describe how Li can use the skill of assertiveness when communicating with Kateabout their relationship. (*What* could he say and *how* could he say it?) Consider both verbal and non-verbal components of assertive communication
* explain how Li and Kate’s well-being will be enhanced both now and in the future by Li’s use of assertive communication, and how positive sexuality is promoted
* explain the attitudes and values that Li is showing towards himself and towards Kate when he communicates assertively.

Scenario B

|  |
| --- |
| Polly is 16 and has recently started a sexual relationship with William, who is a year older. She knows that he has had sex with a couple of girls in the past and would like him to get checked for STIs to make sure that everything’s safe. She also wants to feel confident and secure in her relationship with William and hopes that they can communicate effectively about anything that is worrying the other. |

* describe ONE **right** and ONE **responsibility** that Polly has in this relationship
* describe ONE **right** and ONE **responsibility** that William has in this relationship
* explain how consideration of these rights and responsibilities will enhance their well-being and promote positive sexuality.

School and community strategies for promoting positive sexuality

Scenario C

|  |
| --- |
| Liz has been brought up by two mums, who have been together all of her life. Most people have been pretty accepting of her family situation, but recently a few students have been giving her a really hard time at school about her two mums and about her own sexual orientation. |

* describe a support that Liz could access at school to help her in this situation
* describe an inclusive practice that the school could be involved in to promote positive attitudes and behaviours towards people of all sexual orientations in the school
* explain how the support and inclusive practice recommended above would enhance Liz’s well-being, the well-being of other students, and promote positive sexuality within the school community
* explain how the support and inclusive practice recommended above could help Liz and the other students to develop and maintain positive attitudes and values around sexual orientation
* explain how the support and inclusive practice recommended above are interconnected.

Scenario D

|  |
| --- |
| Scott and Brenda are in their early twenties and both have a mild intellectual disability. They consider each other boyfriend and girlfriend, but their caregivers both refuse to allow them to spend the night together. This is very frustrating for them, as they both feel capable of making their own decisions about sex. |

* describe a community-based support strategy that Scott and Brenda could access in this situation
* explain how use of this strategy would enhance Scott’s and Brenda’s well-being, positively challenge the attitudes and values of the caregivers, and promote positive sexuality and positive attitudes in society relating to the sexuality of people with disabilities.

Scenario E

|  |
| --- |
| Kath and Tim are in their early twenties and want to start a family. Kath had chemotherapy treatment in her late teens and as a result her fertility is unknown. They both know that trying for a baby will be stressful and may be unsuccessful. |

* describe a community-based support strategy that Kathand Timcould use in this situation
* explain how use of this strategy would enhance Kath’s and Tim’s well-being and promote positive sexuality.

Strategies for promoting safer sex and sexual health

Scenario F

|  |
| --- |
| Aroha and Freddie are both 17 years old and have been going out for a little over six months. They have decided together that they want to take the next step in their relationship and have sex, and want to be protected against pregnancy and STIs. |

* describe TWO contraceptive (pregnancy-prevention) options for Arohaand Freddie
* describe TWO methods that Aroha and Freddie could use to protect themselves from STIs
* describe a sexual health service that is available at school or in the community for Aroha and Freddie to use
* explain how correct use of safer sex practices, as well as access to a sexual health service, would enhance Aroha’s and Freddie’s well-being both now and in the future and promote positive sexuality.

Final submission

Submit the following materials for assessment:

* your completed magazine articles
* your list of sources.

Assessment schedule: Health 90974 Promoting Positive Sexuality

Teacher note: You will need to adapt this assessment schedule to include examples of the types of responses that can be expected.

|  |  |  |
| --- | --- | --- |
| Evidence/Judgements for Achievement | Evidence/Judgements for Achievement with Merit | Evidence/Judgements for Achievement with Excellence |
| The student demonstrates understanding of strategies for promoting positive sexuality.  The student describes in magazine articles, strategies for promoting positive sexuality, including:   * at least one strategy that enhances interpersonal (sexual) relationships. This includes knowledge of rights, responsibilities, and effective communication * at least one strategy that considers ways schools, local communities, and/or the whole of society can support the promotion of positive sexuality for all people * at least one strategy that prevents unplanned pregnancy and sexually transmissible infections * at least one strategy that considers ways the school and community can support young people in relation to sexual health.   For example:  Descriptions are provided of the recommended strategies, along with an indication of how they could promote positive sexuality for some people in society. There is an indication of how the strategies support sexual health, self-worth, and self-acceptance; are inclusive of sexualities; maintain and enhance well-being in sexual relationships; and develop, maintain, and enhance health enhancing attitudes, values and beliefs.  There is a range of strategies that are mostly applied to, and are appropriate for, the scenarios, however, there may be some repetition or non-specific strategies. | The student demonstrates in-depth understanding of strategies for promoting positive sexuality.  The student explains the strategies, including how these strategies help promote positive sexuality for a variety of people in society.  For example:  Detailed descriptions of the recommended strategies are provided, along with explanations of how they promote positive sexuality for a variety of people in society.  The articles include appropriate responses to the scenarios.  A wide range of strategies is recommended that will provide effective support, relating to the context of the scenarios and the people/groups involved.  Wider considerations could be taken into account and explored rather than just focussing on the individuals in the scenario at the present time. | The student demonstrates comprehensive understanding of strategies for promoting positive sexuality.  The student:   * critically explains the strategies, including how these strategies help promote positive sexuality for a diverse variety of people in society * presents explanations that consider a relevant combination of: * essential actions integral to a strategy * how a strategy impacts on all aspects of well-being * how a strategy reflects the attitudes and values of the learning area * the interconnections between different strategies * the need for different strategies for different groups in society * the need for multiple strategies at personal, interpersonal, and societal levels.   For example:  The recommended strategies are more effective in attending to the crucial or important issues that are present in the scenarios.  The descriptions will illustrate and explain the essential tasks or actions that are required as each part of the strategy.  Explanations of how all four dimensions of hauora could be enhanced, with some consideration to future implications.  Demonstrates an understanding of how health-enhancing attitudes and values are being developed, promoted, or are reflected.  Demonstrates an understanding of how some of the strategies are connected.  The underlying concepts are integrated into and are explicit in the student’s articles. Across the student work the following has been illustrated: health enhancing attitudes and values, hauora, health promotion and the socio-ecological perspective (recommended strategies cover personal, interpersonal and societal, as well as enhancing the well-being for the individual, other people or groups and society as a whole). |

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