

Internal Assessment Resource

Health Level 1

EXPIRED

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| This resource supports assessment against:  Achievement Standard 90974 version 4  Demonstrate understanding of strategies for promoting positive sexuality |
| Resource title: Diversity at College |
| 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 |

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| 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-01-2015-90974-02-4442 |
| 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. |

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| Internal Assessment Resource |

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

Resource reference: Health 1.5B v3

Resource title: Diversity at College

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 a series of short magazine articles or a visual display.

Students will create scenarios in a preparatory activity in order to undertake this task. You will need to ensure that these scenarios encompass diversity in people, explore a range of sexuality-related issues, and allow students to explain the types of strategies 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 of scenarios are provided in Student Resource A.

Conditions

Students could work individually or in groups to create scenarios in a preparatory activity.

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

Students will work individually to present their work in the format of magazine articles or visual display. 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 journals 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.

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| Achievement | Achievement with Merit | Achievement with Excellence |
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| 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.

You will produce a series of short magazine articles or a visual display (for people your age) in response to scenarios you have developed.

This is an individual assessment task. However, you may work with other students to create the scenarios.

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 or visual display.

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 or visual display, *not on its presentation*.

To demonstrate comprehensive understanding, you will need to do the following in your articles or visual display:

* 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.

Preparatory activity

Create a scenario

*This work will not be assessed. However, you will need to complete this work carefully, as your scenarios will affect the quality of your work for assessment.*

Create three scenarios that allow you the opportunity to discuss strategies for promoting positive sexuality. This can be done individually or brainstormed in a group.

Scenarios will need to be approved by your teacher before beginning the assessment task.

Before you write your magazine articles or the text for your visual display, you will be given an opportunity to gather relevant resources. Keep a list of resources that you use in your assessment.

See Student Resource A for examples of scenarios.

Task

Use your understanding of strategies to promote positive sexuality to develop articles in your magazine or visual display for your scenarios. Refer to your notes as you work.

Your magazine or visual display will have three sections under the following headings.

Personal and interpersonal strategies in sexual relationships

Use a scenario that involves two people in a sexual relationship.

Demonstrate your understanding of how the use of two personal and interpersonal skills might enhance the relationship and promote positive sexuality for the people in the scenario both now and in the future.

You might:

* describe how two personal or interpersonal skills can be used in the relationship
* explain how the well-being of the people in the relationship will be enhanced by the use of the two skills and how positive sexuality is promoted
* explain the attitudes and values that both partners show for each other (and themselves) when they use these skills
* describe ONE right and ONE responsibility that one of the two people has in this relationship
* describe ONE right and ONE responsibility that the other person has in this relationship
* explain how consideration of these rights and responsibilities will enhance their well-being and promote positive sexuality for them both.

School and community strategies for promoting positive sexuality

Use a different scenario that involves two people in a sexual relationship.

Demonstrate your understanding of how the use of school and community supports and inclusive practices promote positive sexuality for the people in the scenario. This includes the well-being of the student(s), other students at school, and promotes positive sexuality within the school and community.

You might:

For school supports

* describe a support that the student(s) involved could access at school to help in this scenario
* describe an inclusive practice that the school could be involved in to promote positive attitudes and behaviours towards diversity of people in relation to sexuality
* explain how the support and inclusive practice would enhance the well-being of the student(s), the well-being of other students, and promote positive sexuality within the school community
* explain how the support and inclusive practice could help the student(s) involved, as well as all students in the school, to develop and maintain positive attitudes and values around sexual orientation
* explain how the support and inclusive practice are interconnected.

For community supports

* describe a community-based support strategy that the student(s) could access in this scenario
* explain how use of this strategy would enhance the well-being of the student(s) and promote positive sexuality and positive attitudes in society relating to the sexuality of teenagers.

Strategies for promoting safer sex and sexual health

Use a scenario that involves a need for safer sex practices and sexual health promotion.

Demonstrate your understanding of how strategies for safer sex and sexual health might promote positive sexuality for the people in the scenario.

You might:

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

Final submission

Submit the following materials for assessment:

* your completed magazine or visual display
* your list of sources.

Student Resource A: Examples of scenarios

Sexual orientation

Antony is in year 12 and has decided to come out to his family that he is gay. He has several close friends who already know his secret, including a boyfriend, but he is worried about how to tell his parents and how they’ll react to his news.

Safer sex practices

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.

Peer pressure

Tania is 16 and part of a big social group at school. Recently, a few of her close friends have started having sex and Tania is feeling like the odd one out. They have told her that sex is no big deal and she should just “get her first time over and done with” like they have.

Sexuality in the media

The year 12 Health Education class has studied the portrayal of teens and sexuality in the media and wants to challenge this portrayal and promote healthy messages about sexuality to other students in the school.

Bullying

Liz has been brought up my two mums, who have been together all of her life. Most people have been pretty accepting of her family scenario, 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.

Sexual health

Mere is 16 and two weeks ago had casual sex at a party whilst under the influence of alcohol. Afterwards, she felt very ashamed and has not told anyone about it. Mere feels that something “isn’t quite right down there” and isn’t sure what to do about the possibility that she has contracted an STI.

Sexuality and disability

A number of students with physical disabilities have missed out on the sexuality unit in Health Education. One of the students is upset about this and wants the school to do something about it.

Sexual relationships

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.

Assessment schedule: Health 90974 Diversity at College

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

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| 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 strategies for promoting positive sexuality in magazine articles or a visual display, 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 are provided of the recommended strategies, along with explanations of how they promote positive sexuality for a variety of people in society.  Responses are applied to, and are appropriate for, 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 responses. 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.