

Gender and Sexuality Assessment – Reporting on Real Issues

Student name: _____

Hub: _____

Achievement Standard Health 91239

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

Level	2
Version	2
Credits	5

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.
GRADE		
	N	A
	M	E

Student declaration:

All work submitted for this assessment is my own and where necessary I have referenced and/or acknowledges any external sources of material used in this assessment.

Signature: _____

Date: _____

FINAL GRADE:

Teacher's name: _____

Date: _____

Signature: _____

STUDENT INSTRUCTIONS

Introduction

This assessment activity requires you to analyse issues relating to sexuality and gender.

There are **three** parts to this assessment task and you must complete **all** three.

Scenarios that include issues that arise from a range of societal, interpersonal and personal factors are provided to you in **three student resources** at the end of the task instructions (pages 5-9).

You will have **four weeks of in- and out-of-class time** to complete this assessment.

This is an **open book** assessment and you will have access to resources you have gathered over your programme of learning.

You **must** 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: 1 November 2017

NOTE:

‘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

For this assessment task, you are required to respond critically and thoughtfully on issues relating to sexuality and gender. You may submit your assessment work using any **one** of the formats below:

- An essay
- A newspaper or magazine article
- A PowerPoint presentation
- A video clip

There are three parts to this assessment and you must complete ALL of them (A, B & C). 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.

Portrayal of women OR men in popular culture.

(A) Portrayal of women OR men in popular culture

- (i) Use **Resource A (on pages 5-6)** 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. Describe the 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.
- (ii) **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?
- (iii) **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.
- (iv) **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

- (i) Use **Resource B (on page 7-8)** to **explain** how peer and family expectations influence 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).
- (ii) **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?

- (iii) **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.
- (iv) **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

- (i) Use **Resource C (on page 9)** 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.
- (ii) **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?
- (iii) **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.
- (iv) **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.
- (v) **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.

Using the internet and/or YouTube research and select three music videos to use for this assessment. For each music video you only need to use a 30 – 60 sec clip. Make notes about each music video clip 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.

Using the internet and/or YouTube research and select three TV sitcoms to use for this assessment. For each TV sitcom you only need to select a 30 – 60 sec clip. 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 The New Zealand Film School in Auckland when he finishes school – he is really interested in hairdressing and make-up design for movies and television. 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 girls and is out as lesbian 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 lesbian.

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:

Phillip is a 13-year-old male who, for is starting to notice that he is 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 Phillip – 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.

Phillip’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, Phillip 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

Evidence/Judgements for Achievement	Evidence/Judgements for Achievement with Merit	Evidence/Judgements for Achievement with Excellence
<p>The student analyses issues related to sexuality and gender to develop strategies for addressing the issues.</p> <p>The student has:</p> <ul style="list-style-type: none"> <input type="checkbox"/> explained influences on gender and sexual identity <input type="checkbox"/> 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 <input type="checkbox"/> used evidence from the resource, music videos and/or other teaching and learning materials to support their responses. 	<p>The student analyses in-depth issues related to sexuality and gender to develop strategies for addressing the issues.</p> <p>The student has:</p> <ul style="list-style-type: none"> <input type="checkbox"/> explained why or how these influences impact on gender and sexual identity, using a range of supporting evidence <input type="checkbox"/> explained how these strategies reflect the values of social justice. 	<p>The student analyses comprehensively issues related to sexuality and gender to develop strategies for addressing the issues.</p> <p>The student has:</p> <ul style="list-style-type: none"> <input type="checkbox"/> explained the interrelationships between the personal, interpersonal and societal strategies (how personal and interpersonal actions can contribute to a wider societal strategy) <input type="checkbox"/> engaged critically with evidence from the resource, music videos and/or other teaching and learning materials to support their responses.

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