



## RESPECTFUL RELATIONSHIPS EDUCATION

RELATE Stage 2 Assessment Task - Photostory	
Year level	8-9
Learning area	Health and Physical Education
Subject	Health Education – Relationship and Sexuality Education
Cross curricular links	English, Technologies
Title of task	Photostory – gender stereotype investigation
Task details	
Description of task	Students take photographs to portray gender stereotyping. They then identify why gender stereotyping and gender expectations are limiting. See <i>Photostory - assessment task – student instructions</i> for detailed description of task.
Type of assessment	Summative
Purpose of assessment	<ul style="list-style-type: none"> <li>To assess students' ability to identify gender stereotyping and gender expectations.</li> <li>To assess students' understanding of the consequences and impact of gender stereotyping and gender expectations.</li> </ul>
Assessment strategy	Photographical artwork and written work
Evidence to be collected	Photographs and written descriptions
Suggested time	1-2 session 1 session for photographing (or photographs can be completed as homework). 1 session for written description.
Content description	
Content from the Western Australian Curriculum	<p><b>Being Healthy, Safe and Active</b>            Factors that shape identities and adolescent health behaviours, such as the impact of:</p> <ul style="list-style-type: none"> <li>societal norms</li> <li>stereotypes and expectations</li> <li>the media</li> <li>body image (<a href="#">ACPPS089</a>)</li> </ul> <p><b>Contributing to healthy and active communities</b>            The implications of attitudes and behaviours on individuals and the community, such as:</p> <ul style="list-style-type: none"> <li>prejudice</li> <li>marginalisation</li> <li>homophobia</li> <li>discrimination (<a href="#">ACPPS098</a>)</li> </ul>
Task preparation	
Prior learning	Completion of RELATE Stage 2.
Assessment differentiation	Writing frames can be used for lower ability students. Oral presentations, video recordings or audio recordings can be used instead of written descriptions to remove focus of written literacy skills.
Assessment task	
Assessment conditions	Students can work in small groups to plan and take photographs. Written/oral descriptions to be completed individually.
Resources	<ul style="list-style-type: none"> <li>Cameras</li> <li>Computer access</li> <li>Recording devices for oral descriptions</li> </ul>