**Assessment task guidance – combining 1.4 and 1.5**

Scenarios to draw out students’ understanding. Get students to write or co-construct these? I don’t recommend trying to combine more than two standards – too complicated? Narrows the learning? 1.4 and 1.5 have the most overlap.

The outcome (of using strategies) for 1.4 is **enhanced relationships** – now (specifically related to the scenario) and in the future (including possible future relationships with other people).

The outcome (of using strategies) for 1.5 is **positive sexuality** (again, now and possibly also in the future?).

Note that neither of these standards focus on outcomes for well-being, although IP skills relates obviously to **social well-being**, and positive sexuality is **inclusive of all aspects of well-being**. I suggest these are asked as separate Qs, in case one is understood better than the other (and therefore one AS might be at A level and the other at M).

So, how do we ask a question that covers the different foci of the two standards, and (probably the more difficult part) ensure we are looking for and making judgements on two standards accurately, at the same time? Tip: Make a chart/diagram that ‘maps out’ which tasks/questions/parts of the question contributes to 1.4, 1.5 or both.

Scenario example:

Jodi and Sam are 17 years old and have been going out for five months. Sam feels ready to begin a sexual relationship but isn’t sure how Jodi feels. Sam knows that Jodi was badly hurt by a past relationship that moved too quickly.

|  |  |  |
| --- | --- | --- |
| **Personal or interpersonal skill** | **Could contribute evidence for**  | **Outcome (of using the strategy)**  |
| Assertiveness – How can Sam use the skill of assertiveness?  | 1.5 (effective communication) 1.4 (assertiveness skills- and practical demo) | 1.5 – positive sexuality 1.4 – enhanced r’ship/ highly effective and coherent demo  |
| Rights and responsibilities: Describe one right and one responsibility for each person  | 1.5 (rights/resp) 1.4 (skills for maintaining, managing changes to, enhancing r’ships) | 1.5 – positive sexuality 1.4 – enhanced r’ship  |
| Other effective communication skills to maintain/manage changes to/enhance a relationship  | 1.5 (effective communication) 1.4 (skills for maintaining, managing changes to, enhancing r’ships) | 1.5 – positive sexuality 1.4 – enhanced r’ship  |
| What effective listening skills could Sam or Jodi use if they were to have a conversation about this?  | 1.5 (effective communication) 1.4 (listening skills- and practical demo) | 1.5 – positive sexuality 1.4 – enhanced r’ship/ highly effective and coherent demo  |

NZHEA, 2019. For member use.