Fertile Question: What part does my gender play in constructing who I am?

ASSESSMENT GUIDE

The assessment item for this unit is designed to provide students with an opportunity to answer the fertile question: What part does my gender play in constructing who I am? This item will allow students to demonstrate the three equally weighted exit criteria found in section 8.4 of the SAS Religion and Ethics document, Knowledge and Understanding, Processing Skills and Communication Skills. One suggested assessment item for students to demonstrate these criteria and answer the fertile question is given here. Other suggestions can be found in the SAS Religion and Ethics document on page 23. Remember, you must submit your own study plan for approval to the Queensland Studies Authority.

TASK: Pretend you are the interviewer of the students that feature in the Gender and spirituality movie clip. Create the list of the questions you asked that led to the responses that the students made and then make your own response to each of your questions. Include an extra response to the fertile question: What part does my gender play in constructing who I am? (Note: Your interview questions may be different to another class member depending on your interpretation of the student responses on the video).

Suggested process:

1. Review the activities completed in the unit that helped you to make sense of the fertile question.

2. View and listen carefully to the Gender and spirituality movie clip, imagining that you are interviewing these students and what questions you are asking.

3. Choose 3-5 questions that you may have asked in the role of interviewer to the students in this clip. Include in your list of 3-5 questions the fertile question for this unit: What part does my gender play in constructing who I am?

4. Make your own response to each of the 3-5 questions you identified, including the fertile question.

5. Record your responses in the form of blog entries. Each question could be a separate blog entry or you might like to make a single entry that answers all of the questions. Entries can be written and/or supported by other material such as YouTube clips or digital images.

6. Create your response. Suitable blogging tools for students include: Blogger, WordPress, and Tumblr. Each has its strengths and weaknesses. Blogger is probably the simplest to use.
Blogs

**Blogger** is a free tool for creating web logs or blogs. A blog is a website where entries are written in chronological order and commonly displayed in reverse chronological order. Blogs provide commentary or news on a particular subject such as food, politics, or local news; some function as more personal online diaries.

**Step one:** register with an email address, username and password

**Step two:** give your blog a name

**Step three:** choose a template from the free list of templates

**Step four:** select settings and change the settings so that only your teacher can read it. (Your teacher will need to have a blogger account too).

**Step five:** make your blog entry. Share the address of your Blog with your teacher.
Criteria for marking can be found in the QSA SAS document on page 79.