

Stage 1 WOMEN'S STUDIES



ASSESSMENT TYPE 1 TEXT ANALYSIS

For a 10-credit subject, students undertake at least **one** text analysis assessment. For a 20-credit subject, students undertake at least **two** text analysis assessments.

Students identify and analyse diversity in gender representations of women in cultural text(s), such as films, television shows, magazines, a series of advertisements, video games, multimedia texts, books that explore gender issues, or government reports. This analysis includes aspects of empowerment and/or disempowerment.

Students may negotiate the form of presentation for their analysis. Examples of suggested forms include an oral presentation complemented by visual material and/or sound, a multimodal presentation, or a written analytical argument.

A presentation should be a maximum of 1000 words if written or a maximum of 6 minutes if oral, or the equivalent in multimodal form.

For this assessment type, students provide evidence of their learning primarily in relation to the following assessment design criteria:

- knowledge and understanding
- identification and analysis.



ASSESSMENT TYPE 2 GROUP PRESENTATION

For a 10-credit subject, students undertake at least **one** group presentation. For a 20-credit subject, students undertake at least **two** group presentations.

Students provide evidence of knowledge and understanding of gender, gender relations, and the diversity of women's experiences in a collaborative activity followed by a negotiated form of group presentation. Examples of presentations include a debate on a particular key issue to be determined by the teacher and class, a scripted role play, or a gender audit of television news or sport.

Students may use a range of presentation forms for a variety of audiences. A presentation should be a maximum of 1000 words if written or a maximum of 6 minutes if oral, or the equivalent in multimodal form.

For this assessment type, students provide evidence of their learning primarily in relation to the following assessment design criteria:

- knowledge and understanding
- communication.



ASSESSMENT TYPE 3 ISSUES ANALYSIS

For a 10-credit subject, students analyse **one** issue from Topic 2: Key Issues in Women's Studies and include aspects of empowerment and/or disempowerment in their analysis.

For a 20-credit subject, students undertake two issues analysis assessments. They analyse **two** issues from Topic 2: Key Issues in Women's Studies and include aspects of empowerment and/or disempowerment in their analyses.

Presentation for assessment may take a variety of forms, following consultation with the teacher. Students undertaking a 20-credit subject should present at least one issues analysis assessment in written form.

An issues analysis assessment should be a maximum of 1000 words if written or a maximum of 6 minutes if oral, or the equivalent in multimodal form. Students should acknowledge sources appropriately.

The following format is recommended:

- an introductory statement that outlines and defines the parameters of the selected issue and its context
- a series of paragraphs or equivalent presentation that develops a gender analysis of the issue, including strategies for empowerment and/or disempowerment
- a conclusion that draws significance from the arguments/evidence about the issue
- a reference list and/or bibliography.

For this assessment type, students provide evidence of their learning in relation to the following assessment design criteria:

- knowledge and understanding
- identification and analysis
- communication.

Content

Women's Studies is a 10-credit subject or a 20-credit subject at Stage 1.

A 10-credit subject consists of:

- Gender Analysis Framework: Women, Gender, and Social Identity
- Topic 1: Representations of Women in Cultural Texts
- Topic 2: Key Issues in Women's Studies (one issues study).

A 20-credit subject consists of:

- Gender Analysis Framework: Women, Gender, and Social Identity
- Topic 1: Representations of Women in Cultural Texts
- Topic 2: Key Issues in Women's Studies (two issues studies).

Students apply the gender analysis framework to one issues study (for a 10-credit subject) or two issues studies (for a 20-credit subject).

The following issue descriptions suggest a number of possible interpretative approaches. These approaches are intended as a guide only. Teachers should use their own knowledge and resources to develop their interpretative approaches and should encourage students' particular interests by providing guidance and resource support where possible.

- Issue 1: Women and Work
- Issue 2: Family Life and Caring
- Issue 3: Health and Well-being
- Issue 4: Women and the Law
- Issue 5: Women's Achievements, Struggles, and Empowerment
- Issue 6: Women, Culture, and Society
- Issue 7: Negotiated Issue

Knowledge and Understanding

The specific features are as follows:

- KU1 Knowledge and understanding of the meaning of gender and its construction.
- KU2 Knowledge and understanding of gender stereotyping in different social contexts, times, and cultures.

Identification and Analysis

The specific features are as follows:

- IA1 Identification and analysis of diversity in representations of women in cultural texts.
- IA2 Identification and analysis of the impact of various social structures and cultural practices on the lives of women of diverse backgrounds and experiences.
- IA3 Identification and analysis of examples of women's disempowerment.
- IA4 Identification and analysis of strategies for empowerment and alternative futures.

Communication

The specific features are as follows:

- C1 Communication of informed ideas in group constructed texts.
- C2 Communication of informed ideas in individually constructed texts.
- C3 Use of the language of gender analysis, and appropriate forms, with acknowledgment of sources.