**Stage 2 Women’s Studies**

**Assessment Type 3: Folio**

**Issue: Representations of Women in Cultural Texts**

**Purpose:**

To investigate and evaluate the ways in which various social structures, cultural practices, and ways of thinking disempower women.

To analyse the social implications of gender relations for a diversity of women across contexts, times, and culture.

To investigate and evaluate the ways in which various social structures, cultural practices, and ways of thinking disempower women.

**The Task:**

***The task requires you to collect a range of images of women from magazines and analyse them showing your understanding of gender construction.***

*Your findings will be presented as a* ***photo journal with an analysis at the end.***

*The introduction has been written for you and does not count towards the word count.*

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| **Step One** | **Read this introduction**  The power of visual media to shape our image of ourselves as women and men in society is unrivalled. Through media, many of our values and social expectations are formed. If we do not match the prevailing images; if we have a different shape, age, ability or race to the perfect people we see advertising products in every magazine and on every billboard, we can feel inferior and insecure. Subconsciously, our expectations of our roles are being shaped: for women, the images often present passive, sexual or domestic roles; for men assertive, dominant and public roles and so suggest to us that these are our natural functions in life. The objectification of women is everywhere observed: even in women’s magazines, women are placed as objects of the male gaze and inevitably this leads to the disempowerment of all women. For men, the struggle to live up to images of dominant, physically and emotionally strong, athletic men can be equally disempowering. |
| **Step Two** | Collect a range of images from various magazines with different target audiences, which represent women in diverse contexts, times and cultures (eg private sphere, public sphere, ethnicity, age, race, country). Choose carefully and keep in mind the questions you need to answer.  **(Four images recommended)** **[GA1], [C1]** |
| **Step Three** | For each image answer the following questions. Write approximately 200 words for each image.   * What does the image tell us about the construction of femininity and masculinity? **[KU1]** * Is there a gender bias stereotype present? If so, does it disempower or empower women? How does it do this? **[GA2]** * What does the image tell us about the nature of gender relations and gender power? **[GA1]** * Who is excluded and who is included in the image? (class, age, disability, culture, ethnicity, sexuality, Aboriginality) **[IE1]** * Is the image representative of any awareness of change in gender relations? **[GA1]** * Whose gaze has constructed the text? **[GA1]** |
| **Step Four** | Write an analysis of your key findings in relation to the specific featuresof theperformance standards nominated for this Foliotask. (approximately 200 words) |
| **Step Five** | Organise your work as a photo journal with the analysis at the end.  Submit your draft by ……………………… |
| **Step Six** | After gaining feedback, alter, add, delete etc and submit final assignment by................................... |

**Assessment conditions**

You will work independently to collect images and prepare your journal.

Word limit 1000 YOUR WORD COUNT: \_\_\_\_\_\_\_\_\_\_\_\_

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| Learning Requirements | Assessment Design Criteria |
| 1. demonstrate knowledge and understanding of the meaning of gender and its construction  2. analyse the social implications of gender relations for a diversity of women across contexts, times, and cultures  3. analyse representations of women for gender bias, and identify ways of effecting change to address gender bias  4. investigate and evaluate the ways in which various social structures, cultural practices, and ways of thinking disempower women  5. evaluate strategies for empowerment  6. communicate informed ideas about the diversity of women’s experiences, using the language of gender analysis, and appropriate forms, with acknowledgment of sources. | Knowledge and Understanding  The specific feature is as follows:  KU1 Knowledge and understanding of the meaning of gender and its construction.  Gender Analysis  The specific features are as follows:  GA1 Analysis of social implications of gender relations for a diversity of women across contexts, times, and cultures.  GA2 Analysis of representations of women for gender bias.  GA3 Identification of ways of effecting change to address gender bias.  Investigation and Evaluation  The specific features are as follows:  IE1 Investigation and evaluation of the ways in which various social structures, cultural practices, and ways of thinking disempower women.  IE2 Evaluation of strategies for empowerment.  Communication  The specific features are as follows:  C1 Communication of informed ideas about the diversity of women’s experiences.  C2 Use of the language of gender analysis.  C3 Use of appropriate forms, including persuasive communication, and with acknowledgment of sources. |

Performance Standards for Stage 2 Women’s Studies

|  | Knowledge and Understanding | Gender Analysis | Investigation and Evaluation | Communication |
| --- | --- | --- | --- | --- |
| A | In-depth knowledge and understanding of the meaning of gender and its construction. | Astute and detailed analysis of social implications of gender relations for a diversity of women across contexts, times, and cultures.  Perceptive analysis of representations of women for gender bias.  Discerning identification of ways of effecting change to address gender bias. | In-depth investigation and evaluation of the ways in which various social structures, cultural practices, and ways of thinking disempower women.  Perceptive and insightful evaluation of a range of strategies for empowerment. | Perceptive and coherent communication of informed ideas about the diversity of women’s experiences.  Perceptive use of the language of gender analysis.  Discerning use of highly appropriate forms, including persuasive communication, and with clear acknowledgment of sources. |
| B | Some depth in knowledge and understanding of the meaning of gender and its construction. | Detailed analysis of social implications of gender relations for a diversity of women across contexts, times, and cultures.  Well-considered analysis of representations of women for gender bias.  Clear identification of ways of effecting change to address gender bias. | Some depth in investigation and evaluation of the ways in which various social structures, cultural practices, and ways of thinking disempower women.  Well-considered evaluation of strategies for empowerment. | Mostly clear and convincing communication of informed ideas about the diversity of women’s experiences.  Thoughtful use of the language of gender analysis.  Well-considered use of appropriate forms, including persuasive communication, and with clear acknowledgment of sources. |
| C | Considered knowledge and understanding of the meaning of gender and its construction. | Generally competent analysis of social implications of gender relations for a diversity of women across contexts, times, and cultures.  Considered analysis of representations of women for gender bias.  Competent identification of ways of effecting change to address gender bias. | Competent investigation and evaluation of the ways in which various social structures, cultural practices, and ways of thinking disempower women.  Considered evaluation of strategies for empowerment. | Generally clear communication of informed ideas about the diversity of women’s experiences.  Generally competent use of the language of gender analysis.  Considered use of mostly appropriate forms, including persuasive communication, and with generally clear acknowledgment of sources. |
| D | Recognition and some awareness of the meaning of gender and its construction. | Some attempted analysis, with mostly description, of social implications of gender relations for women.  Some consideration of representations of women for gender bias.  Identification and some description of one or more ways of effecting change to address gender bias. | Consideration of one or more ways in which social structures, cultural practices, and ways of thinking disempower women.  Some description of strategies for empowerment. | Some endeavour to communicate basic ideas about the diversity of women’s experiences.  Some use of the language of gender analysis.  Some use of one or more forms that may be appropriate, and with limited acknowledgment of sources. |
| E | Emerging awareness of the meaning of gender and its construction. | Brief description of one or more social implications of gender relations for women.  Limited consideration of representations of women for gender bias.  Identification of a way of effecting change to address gender bias. | Attempted description of a way in which social structures, cultural practices, or ways of thinking disempower women.  Identification of elements of a strategy for empowerment. | Limited attempt to communicate basic ideas about the diversity of women’s experiences.  Emerging use of the language of gender analysis.  Attempted use of one or more forms, with limited appropriateness, and limited acknowledgment of sources. |