

Stage 2 WOMEN'S STUDIES



Government
of South Australia

SACE
Board of SA



ASSESSMENT TYPE 1 TEXT ANALYSIS (20%)

Students undertake one or two text analysis assessments in which they analyse, for gender bias, the representation of gender in a text or texts, including cultural texts. Texts that could be analysed include films, lyrics, music videos, video games, speeches, paintings, government or non-government reports, websites, or a series of advertisements.

The form of presentation may vary depending on the audience. Examples of suggested forms include an oral presentation complemented by visual material and/or sound, a multimedia presentation, or a written analytical argument.

If one assessment task is undertaken, the presentation should be a maximum of 2000 words if written or a maximum of 12 minutes if oral, or the equivalent in multimodal form.

If two assessment tasks are undertaken, each 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
- gender analysis
- communication.



ASSESSMENT TYPE 3 FOLIO (30%)

Students undertake three gender analysis assessments.

These assessments may take a variety of forms of presentation, and a different form is recommended for each assessment. Examples include a documentary, a scripted role play, a speech, an analytical report, a newspaper article, or a short-answer assignment under timed conditions. The form of presentation may vary depending on the audience.

Students should be clearly advised of the requirements of each assessment.

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:

- gender analysis
- investigation and evaluation
- communication.



ASSESSMENT TYPE 4 ISSUES ANALYSIS (30%)

Students undertake one issues analysis. They negotiate and undertake a detailed, in-depth, independent investigation of a gender issue that is derived from one of the issues in Key Issues in Women's Studies. Possible topics should be identified by students as they study key issues in class and develop responses to issues of gender and identity in cultural texts.

The issues analysis should be presented as a piece of analytical and evaluative writing of a maximum of 2000 words. Students must 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 that develop a gender analysis of the issue, including implications of bias
- a conclusion that draws significance from the arguments/evidence about the issue
- a reference list and/or bibliography.

The following specific features of the assessment design criteria for this subject are assessed in the issues analysis:

- knowledge and understanding — KU1
- investigation and evaluation — IE1
- gender analysis — GA1 and GA2
- communication — C1, C2, and C3.

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 writing, and with acknowledgment of sources.



ASSESSMENT TYPE 2 ESSAY (20%)

Students undertake one gender analysis assessment in the form of a persuasive written essay of a maximum of 1200 words.

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

- gender analysis
- investigation and evaluation
- communication.

Content

Stage 2 Women's Studies is a 20-credit subject.

The gender analysis framework provides the key concepts and analytical tools that students use in an examination of Key Issues in Women's Studies.

Gender Analysis Framework

Gender analysis offers a way of identifying, describing, and/or examining aspects of women's lives. It offers students opportunities to critically assess the institutions and ideas of societies and cultures from a gender perspective that extends beyond biological capacity.

The key concepts of the gender analysis framework are:

- gender identity (femininity/masculinity)
- gender relations (gender stereotypes, private/personal, public/political distinction)
- gender identity and difference (social/cultural location and social/cultural difference).

Gender and identity are basic analytical concepts in Women's Studies. These key concepts facilitate the analysis of identity as a social construction that is shaped by gender.

Gender analysis allows students to distinguish and interpret gender in two ways. Firstly, gender is understood in a personal sense, as an attribute that shapes a sense of identity. Secondly, gender is understood in a political sense, as a pervasive social construction that can facilitate or hinder social relationships and access to institutions.

The social/cultural location aspect of the framework establishes a connection between women's identities and their social location. Students should consider gender identity (femininity/masculinity) and the social context; for example, the connection between women's identity and gender roles in the private sphere (where women's traditional role is as carers in families) and in the public sphere (where women are workers and citizens).

Key Issues in Women's Studies

Students use their understanding of gender identity (femininity/masculinity), gender relations (gender stereotypes, public/private distinction), and identity as difference (identity politics) to work through four to six of the following key issues:

- Issue 1: Representations of Women in Cultural Texts
- Issue 2: Women and Work
- Issue 3: Family Life and Caring
- Issue 4: Health and Well-being
- Issue 5: Women and the Law
- Issue 6: Women's Struggles, Achievements, and Empowerment
- Issue 7: Women, Culture, and Society
- Issue 8: Lifestyle and Choice
- Issue 9: Communication and Technology
- Issue 10: Development and Globalisation
- Issue 11: Negotiated Issue.

These approaches are intended as a guide only. Teachers should use student interest and their own knowledge to develop alternative approaches.