2022 Women’s Studies Subject Assessment Advice

Overview

Subject assessment advice, based on the 2022 assessment cycle, gives an overview of how students performed in their school and external assessments in relation to the learning requirements, assessment design criteria, and performance standards set out in the relevant subject outline. They provide information and advice regarding the assessment types, the application of the performance standards in school and external assessments, and the quality of student performance.

Teachers should refer to the subject outline for specifications on content and learning requirements, and to the subject operational information for operational matters and key dates.

Across Assessment Types 1 and 3 for this subject, students can present their responses in oral or multimodal form, where 6 minutes is the equivalent of 1000 words. Students should not speed-up the recording of their videos excessivelyin an attempt to condense more content into the maximum time limit.

From 2023, if a video is flagged by markers/moderators as impacted by speed, schools will be requested to provide a transcriptand markers/moderators will be advised to mark/moderate based on the evidence in the transcript, only considering evidence up to the maximum word limit (e.g. up to 2000 words for AT3).

If the speed of the recording makes the speech incomprehensible, it affects the accuracy of transcriptions and it also impacts the ability of markers/moderators to find evidence of student achievement against the performance standards.

School Assessment

Assessment Type 1: Text Analysis

For this assessment type, 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.

The more successful responses commonly:

* used a range of texts or a text that enabled in-depth analysis of gender, intersectionality, and the diversity of women’s experiences, including similarities
* analysed specific parts of the texts that reflected biased views, treatment, or stereotypes of women
* perceptively used the language of gender analysis and fluently embedded evidence from the texts into the analysis
* Demonstrated sufficient depth and breadth of understanding in relation to the construction of gender and gender relations.

The less successful responses commonly:

* did not cover the diversity of women’s experiences
* recounted texts rather than analysed them through a gender lens.

General comments or observations

The choice of text/s chosen influenced the ability of the student to meet the assessment criteria.

Assessment Type 2: Essay

For this assessment type students undertake one gender analysis assessment in the form of a persuasive written essay of a maximum of 1200 words.

The more successful responses commonly:

* had questions that allowed them to respond persuasively
* used a range of sources, referenced appropriately
* were well set out, with a clear focus for each paragraph.

The less successful responses commonly:

* demonstrated a limited acknowledgement of sources
* were narrative in style, rather than a persuasive essay
* chose a question that did not have a gender focus.

Assessment Type 3: Folio

For this assessment type students undertake three gender analysis assessments.

The more successful responses commonly:

* covered a range of issues across different times, context, and cultures (e.g. covered three issue areas)
* used a range of sources to demonstrate in-depth investigation
* used images incorporated into the analysis of the construction of gender and the representations of women.

The less successful responses commonly:

* described, rather than analysed, the diversity of experiences of women in relation to the construction of gender
* covered similar issues across the three tasks.

External Assessment

Assessment Type 4: Issues Analysis

Students undertake one issues analysis. The following specific features of the assessment design criteria for the subject are assessed in the issues analysis task:

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

Overall, the standard of work of most students demonstrated a sound understanding of gender and its impact on individuals and on specific groups.

Some issues analysis tasks utilised extensive quotes and were heavily referenced. Students must also ensure that a gender analysis of the issue is developed. In some tasks the depth of investigation was at an A level, whereas the gender analysis was more evident in the C range. Students need to find a balance.

The more successful responses commonly:

* demonstrated an understanding of gender and intersectionality and how it impacts a diverse range of women, both in their private and public sphere
* investigated, analysed, and deconstructed a number of particular examples in relation to their question, supported by referenced evidence
* demonstrated sophisticated, accurate and consistent use of the language of gender analysis that reinforced their point of view, in a persuasive style, embedding fluently the evidence in the analysis
* demonstrated in-depth investigation and acknowledgement of all sources with consistent referencing.

The less successful responses commonly:

* read as a Society and Culture essay and lacked a gender analysis focus. This has been present in previous years and whilst the response is often well written and researched, it is not a Women’s Studies gender analysis investigation
* lacked depth and diversity of investigation of women’s experiences
* focused on how the issue can be improved/strategies of empowerment but this is not a performance standard addressed in the Issues Analysis. This has been present in previous years.