# Pre-approved Learning and Assessment Plan

Stage 2 Women’s Studies

Pre-approved learning and assessment plans are for *school use only*.

* Teachers may make changes to the plan, retaining alignment with the subject outline.
* The principal or delegate endorses the use of the plan, and any changes made to it, including use of an addendum.
* The plan does not need to be submitted to the SACE Board for approval.

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| School |  | Teacher(s) |  |

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| SACE school code | | |  | Year |  | Enrolment code | | | | |  | Program variant code (A–W) |
| Stage | Subject code | | | No. of credits (10 or 20) |
|  |  |  |  | **2** | **W** | **O** | **M** | **20** |  |

Addendum – changes made to the pre-approved learning and assessment plan

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| Describe any changes made to the pre-approved learning and assessment plan to support students to be successful in meeting the requirements of the subject. In your description, please explain:  what changes have been made to the plan   * the rationale for making the changes * whether these changes have been made for all students, or for individuals within the student group. |

Endorsement

The use of the learning and assessment plan is approved for use in the school. Any changes made to the plan support student achievement of the performance standards and retain alignment with the subject outline.

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| Signature of principal or delegate |  | Date |  |

# Assessment overview

Stage 2 Women’s Studies – 20 credits

The table below provides details of the planned tasks and shows where students have the opportunity to provide evidence for each of the specific features of all of the assessment design criteria.

Assessment Type 1:Text Analysis – weighting 20%

| Assessment details | Assessment design criteria | | | | Assessment conditions  (e.g. task type, word length, time allocated, supervision) |
| --- | --- | --- | --- | --- | --- |
| KU | GA | IE | C |
| Film Analysis  Students choose two films or documentaries from different times, cultures and/or class and analyse the diversity of women’s experiences. Students analyse the way gender is constructed in their chosen films/documentaries and discuss how this shapes women’s experiences and choices in comparison to men. Students analyse how women are represented in the films/documentaries and identify and analyse the social implications women face due to gender relations.  Students have the opportunity to present their assessment piece creatively by impersonating a film commentator whereby they analyse and explore the issues presented in their chosen films for a studio audience. | 1 | 2 | 1 | 1 | Written response (maximum 2000 words).  Scripted role play (maximum 12 minutes).  iMovie. |

Assessment Type 2: Essay – weighting 20%

| Assessment details | Assessment design criteria | | | | Assessment conditions  (e.g. task type, word length, time allocated, supervision) |
| --- | --- | --- | --- | --- | --- |
| KU | GA | IE | C |
| Women, Culture & Society  This task allows for a high level of student choice in terms of the essay topic as well as the cultures and societies students want to investigate and evaluate. Students write a persuasive essay in response to one of the following questions and suggest strategies for the empowerment of women in their chosen cultures and societies:   * The cultural expectations and socially constructed gender roles in (choose 1 or 2 countries) directly affects women’s experiences and life choices. * The burka disempowers and actively represses women and should be banned. * Cultural practices in (choose 1 or 2 countries) physically, emotionally and financially disempower women while empower men. * Some religious groups actively maintain patriarchal practices and dictate the gender roles, rights and responsibilities for both women and men. * Women from different races or classes do not enjoy equal rights or experiences. * Gender equality in first and third world countries (choose one of each) does not exist and must be improved. |  | 1,3 | 1 | 3 | Persuasive essay (maximum 1200 words). |

Assessment Type 3: Folio – weighting 30%

| Assessment details | Assessment design criteria | | | | Assessment conditions  (e.g. task type, word length, time allocated, supervision) |
| --- | --- | --- | --- | --- | --- |
| KU | GA | IE | C |
| Women and Work  Students are provided with a selection of recent media articles and statistics, which are analysed and discussed as a class. After independently undertaking research and analysing statistics, students choose 2-3 workplace gender issues and create an informative report or newspaper/magazine article, analysing the gender issues for disempowerment. Students investigate how the social structure of the workplace disempowers women and evaluate a range of strategies for empowerment. Students discuss the effectiveness of the strategies and analyse why (or why not) these strategies may be working for women in the workforce. Students then identify ways of change to promote gender equality in the workforce. |  | 3 | 1,2 | 2 | Newspaper or magazine article, or written report (maximum 1000 words).  Student choice of mode of presentation (6 min oral or equivalent multimodal). |
| Women’s Health and Wellbeing  Students explore the issue of sexualisation and the impact that it has on the health and wellbeing of girls and women and the effects sexualisation has on society as a whole (including men). They analyse how sexualised images are gender biased and explore how the sexualisation and objectification of individuals may result in unequal gender power/relationships. The assessment task is broken in to two parts. Part 1- analysis of images. Part 2- summary of key findings. |  | 1,2 | 1 | 2 | Image analysis & summary (Maximum 1000 words).  Narrated Power Point, iMovie (6 mins max). |
| Women and the Law  Women’s Rights as Human Rights. Students explore the legal rights that women have (or do not have) that actively disempower women in different countries and cultures. Students explore issues such as war crimes against women, marriage contracts/laws, and family and cultural laws and investigate how the campaign for international recognition of women’s rights as human rights is affecting international law. Students identify the gender bias’ evident in the legal system, and analyse how these bias’ affect the lives and choices of women. They identify strategies, laws, organisations etc. that are working towards gender equality, and evaluate these strategies for their effectiveness. |  | 1 | 1,2 | 3 | Choice of written assessment mode (maximum 1000 words or equivalent with visuals).  iMovie (6 minutes max) |

Assessment Type 4: Issues Analysis – weighting 30%

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| --- | --- |
| Assessment details | Assessment conditions  (e.g. task type, word length, time allocated, supervision) |
| *External assessment* | *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.*  *A piece of analytical and evaluative writing of a maximum of 2000 words with accurate and consistent referencing/bibliography.* |

*Six or seven assessments. Please refer to the Stage 2 Women’s Studies subject outline.*