# 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 |
| Issue 1  In small groups, students choose a text from a popular magazine such as a feature article, a photo-essay, an advertisement or similar, and which presents a hegemonic view of women.  They analyse their chosen text and present their findings to the class. | 1 | 1,2 |  | 1,2 | Negotiated form of presentation of evidence of analysis and communication of findings. |

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 |
| Issue 1  In a formal essay, students analyse and discuss the construction elements of a television, print, or electronic advertisement and the way it illustrates and reinforces notions of a hegemonic gender construction. In their discussion, students should suggest and evaluate one or more strategies to redress this bias. |  | 1,2 | 1,2 | 1,2,3 | Formal essay up to a maximum of 1200 words appropriately structured and referenced. |

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 |
| Issue 6  Students investigate the struggles, achievements, and empowerment of a specific woman from the past or the present and communicate their findings in a short film, either in documentary or creative style. |  | 1,2,3 | 1,2 | 1,2,3 | Short film up to a maximum of 6 minutes. |
| Issue 3  Students choose an area of interest connected with the private family sphere. They interview a person with regard to how gender construction influences their everyday lives.  Students discuss their findings with the teacher 1:1.  Some examples of topics are:   * maintenance of the body * childrearing practices * paid/unpaid/volunteer employment * care of the elderly and/or disabled relatives * shopping for the home. |  | 1,2,3 | 1,2 | 1,2,3 | 1:1 discussion up to a maximum of 6 minutes. |
| Issue 4  Students investigate how the discipline of medicine has disempowered, and continues to dis-empower women through hierarchies of knowledge. Some areas for investigation include menopause, IVF, abortion, hysteria, pregnancy, and menstruation. |  | 1,2 | 1 | 1,2,3 | A formal essay up to a maximum of 1000 words maximum. |

Assessment Type 4: Issues Analysis – weighting 30%

| 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.*