# 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 3: ‘Family Life and Caring’  *Western notions of a housewife, child rearing and caring are embedded in mid-20th century stereotyping. To what extent are the images of womanhood, pertaining to these ideals of the past, still influencing contemporary women’s feelings of self-worth?*  To understand how housewives/homemakers/stay-at-home mums are perceived in contemporary times, students critique texts/images from the mid-20th century (compiled by teacher). Students address the following considerations and questions to explore the diversity of women’s experiences.   * For women who choose, or are compelled by economic circumstance to undertake paid work, research issues surrounding: childcare options; household management issues; the availability of paid domestic help; how society perceives these women in relation to their care of home and family. * For women who choose, or are compelled to stay home due to economic circumstance, consider: how contemporary society perceives these women; are they valued? if not, why not? * In each circumstance, what can society do to support, promote, and effect change for women? | 1 | 1,2,3 |  | 1,2 | Written response of a maximum 1000 words. |
| Issue 1: ‘Representations of Women in Cultural Texts’ explanatory wall texts  *Explanatory wall texts are developed for a prominent public gallery exhibition which details the dichotomy between the male gaze in art history and contemporary images of women that better demonstrate women’s diversity of experience.*  Students view and discuss the PowerPoint presentation produced by the teacher. Students individually act as a curator of the exhibition. They select 3 male gaze images and 3 contemporary female images and create 3 wall texts where each male image is linked through discussion to a corresponding contemporary female image. The images will be included as part of the wall text.  Students deconstruct the artworks through:   * describing how these art works reflect the social structures and modes of thinking of the day * describing why women were represented in this way * discussing how these representations do not represent women in contemporary contexts.   Students reconstruct a contemporary viewpoint of women through:   * selecting 3 art works from the PowerPoint that offer alternative views of the diversity of women’s roles, lives, issues and politics from the perspective of a female artist * addressing how these women artists have challenged historical notions of the roles of women through the culture of the visual arts. * addressing how the diversity of these visual depictions reflect current thinking about redressing gender bias – and how such images can help to effect change. | 1 | 1,2,3 |  | 1,3 | Three individually written explanatory wall texts with reference to selected images. Each wall text should be approximately 330 words with a maximum of 1000 words in total. |

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 5: ‘Women and the Law’  Students write a persuasive essay in response to the following quote: “Women’s crimes simultaneously appall and entice us, exciting an interest not generated by male felons.” [Femme Fatale: the female criminal catalogue, 2009]  Students discuss the way Western society has interpreted and contained the criminality of women, using content from the catalogue to support discussion of the quote. They:   * analyse and comment on the perceived gender roles displayed in the Hollywood posters in comparison to the reality of the women’s lives displayed in the mug shots * investigate how the reality of women who committed crimes is in stark contrast to the Hollywood version of “evil” women * analyse and evaluate gender constructions which have supported the disempowerment of women in both “realities” * identify and evaluate strategies for empowering change using feminist theory. |  | 1,2,3 | 1 | 1,2,3 | Essay of a maximum 1200 words. |

Assessment Type 3: Folio – weighting 30%

*Students negotiate three relevant gender analysis assessments from the six options provided.*

*Students should note that a different form of presentation is recommended for each assessment.*

| Assessment details | Assessment design criteria | | | | | | | Assessment conditions  (e.g. task type, word length, time allocated, supervision) |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| KU | GA | | IE | | C | |
| Issue 7: Women, Culture, and Society Students analyse gender construction and the implications of gender relations, both past and present in the films The Duchess and Talk 19. |  | 1,2 | | 1 | | 1,2 | | Continuous prose response of a maximum 1000 words. |
| Issue 6: Women’s Struggles, Achievements, and Empowerment Students write an opinion article for a contemporary feminist journal, exploring the currency of contemporary feminism for young women today. |  | 1,3 | | 1,2 | | 1,2,3 | | Opinion article format of a maximum 1000 words. |
| Issue 10: Development and Globalisation  Students address the topic “Women are frequently victims of oppression in a global economy which cares more about money than human life.” |  | 1,3 | | 1,2 | | 1,2 | | Oral presentation or PowerPoint of a maximum 6 minutes. |
| Issue 2: Women and Work  Students respond to the issue of “the glass ceiling” for women in the workplace, using the article: ‘Executive Decisions’ by Lucinda Schmidt as an initial point of reference. |  | 3 | | 1,2 | | 2,3 | | A campaign speech either delivered to a group or presented as first speaker for the affirmative in a debate format. Maximum of 6 minutes pre-recorded or live oral. |
| Issue 4: Health and Well-being  Students answer 4 key questions:   1. How do the manufactured images of women which surround us in the media (electronic, television, film/video, and print) and in our culture generally, influence women’s health and sense of well-being? 2. What role has feminism played in combating these powerful influences? 3. How could our culture be changed to reduce the stress on women to minimise these influences? 4. What actions are taking place to affirm and reinforce positive images of womanhood? |  | 2 | | 1,2 | | 1,2 | | Short answer responses, either written or oral. Maximum 1000 words in total. |
| Issue 11: Negotiated Issue  Students negotiate the content, presentation mode, appropriate learning requirements and specific features of assessment design criteria for this issue with the teacher. |  | |  | |  | |  | Negotiated issue and task presentation. Maximum 1000 words or 6 minutes if oral/multimodal. |

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.*