2021 Women’s Studies Subject Assessment Advice

Overview

Subject assessment advice, based on the 2021 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.

School Assessment

Assessment Type 1: Text Analysis

The more successful responses commonly:

* used a range of texts or a text that enabled in-depth analysis of both the diversity of women’s experiences and similarities
* analysed specific parts of the texts that reflected bias views, treatment, or stereotypes of women
* perceptively used the language of gender analysis and fluently embedded evidence from the texts into the analysis
* used the full word count to demonstrate their 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
* did not use the full word count.

General comments or observations

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

Assessment Type 2: Essay

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 acknowledge of sources
* was a narrative rather than a persuasive essay
* chose a question that did not have a gender focus.

Assessment Type 3: Folio

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
* did not use the full word count.

General comments

In all assessment types, some students narrated and described, rather than analysed gender related to the chosen issue. As in previous years, students struggled with the evaluation of strategies for empowerment; they did not make a judgement on the various strategies’ effectiveness.

External Assessment

Assessment Type 4: Investigation

The more successful responses commonly:

* demonstrated an understanding of gender and how it impacted 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
* 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 acknowledged all sources, used consistent referencing, and used the full 2000 words.

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 response
* lacked depth and diversity of investigation
* did not use the full word-limit to demonstrate in-depth investigation and diversity 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.