

## Task 1: Research and In-Class Exam

Due Date: 9<sup>th</sup> May 2024

**Task Distributed:** 12<sup>th</sup> April

**Unit:** Popular Culture: Reality TV

**Task Type:** Research and In Class Exam

**Task Weighting:** 40%

**Outcomes:** H1, H2, H3, H5, H7, H8, H9, H10

### Task Description

#### Part 1: Independent Investigation (10 marks)

Select TWO media articles that deal with an issue or event in society that reflects the **control of popular culture** specific to Reality TV. Try to select an article from the last two or three years. The article SHOULD NOT be an article that has been examined in class. Students must provide a copy or a link to the article as part of this component of the task.

For each article students must write a 300 word annotation which answers the following:

- **Harvard Reference**
- **Summarise** what the article is about. This should be no more than 2 sentences.
- **Analyse** how the article reflects the *relevant* syllabus dot points and concepts. For example, how does your chosen article reflect:
  - The ownership of reality
  - Tensions between producers and consumers
  - How stakeholders influence reality TV
  - The role and impact of official and unofficial censorship
  - The influence of power and authority at the micro, meso and macro levels of reality TV.
  - In applying and analysing the syllabus dot point, you should briefly explain how the example illustrates your understanding of the concept.

*To assist with this section of the task, a modelled response will be completed in class.*

For both articles, students should be submitting **no more than 600 words total**. These responses are to be submitted in the drop box on google classroom on the date of the task – **Thursday 9<sup>th</sup> May by 8:40 am**.

#### Part 2: In-class Task (20 marks)

Students will be expected to apply the knowledge of their reading and guided research to exam style questions that address this section of the syllabus. Students are also expected to be able to integrate knowledge from the "nature of" section of the syllabus and any content covered in class.

There will be one 5 mark question and one 15 mark question.

**Students will be allocated 45 minutes to complete this task – 40 min writing time, 5 minutes reading time.**

## NESA Glossary of Key Words

- **Summarise:** express, concisely, the relevant details
- **Explain:** relate cause and effect
- **Analyse:** Identify components and the relationship between them; draw out and relate implications
- **Evaluate:** Make a judgement based on criteria; determine the value of

Understand the verb associated with the task. The verb will provide an understanding of the detail needed to successfully answer the question.

Check the NESA Glossary of Key Words <https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/hsc-student-guide/glossary-keywords>

### Details of Submission

Part 1 will be submitted to google classroom on **Thursday 9<sup>th</sup> May by 8:40**

Part 2 will be completed in class during your society and culture period **Thursday 9<sup>th</sup> May**

Students are NOT permitted to bring notes into the exam.

Absences on the day will be dealt with in accordance with school policies.

## Teacher Feedback and Student Self-Reflection

- The task will typically be returned to students within two weeks of the due date.
- At this time feedback including information on how to improve will be provided through a mark and teacher comment.
- Students can clarify or seek further feedback by speaker with their teacher or the assessment marker.

## How does this link to my learning?

- Students will evaluate and effectively applies social and cultural concepts.
- Students will engage in independent research, summarising and analysis to develop their understanding of the focus group: Popular Culture
- This task will allow students to hone their skills in reflecting their conceptual knowledge to exam style questions.

## Assessment Procedures

All students should be fully aware of the School Assessment Procedures for their year group. These were provided at the beginning of the school year and are available off the school website under the Learning Tab for each year group.

# Marking Criteria

## Part 1: Independent Investigation Article One

Marking Criteria	Mark
Provides a clear summary and detailed analysis of how reality TV is controlled Analysis demonstrates insight and a comprehensive assessment of the way reality TV is influenced by power and authority. Presents a well-organised response that uses course concepts	5
Provides a summary and competent analysis of how reality TV is controlled Analysis demonstrates competent knowledge and a clear assessment of the way reality TV is influenced by power and authority Presents an organised response that uses course concepts	4
Makes a sound summary and some analysis of the of how reality TV is controlled Analysis demonstrates some knowledge and assessment of the way reality TV is influenced by power and/or authority Presents an organised response that uses course concepts, but may be inconsistent.	3
Conducts a basic summary and limited analysis of how reality TV is controlled Some reference to way the way reality TV is influenced by power and/or authority May refer to course concepts. Response may be too brief or disjointed	2
Makes a limited attempt to identify reality TV through an example.	1

## Independent Investigation Article Two

Marking Criteria	Mark
Provides a clear summary and detailed analysis of how reality TV is controlled Analysis demonstrates insight and a comprehensive assessment of the way reality TV is influenced by power and authority. Presents a well-organised response that uses course concepts	5
Provides a summary and competent analysis of how reality TV is controlled Analysis demonstrates competent knowledge and a clear assessment of the way reality TV is influenced by power and authority Presents an organised response that uses course concepts	4
Makes a sound summary and some analysis of the of how reality TV is controlled Analysis demonstrates some knowledge and assessment of the way reality TV is influenced by power and/or authority Presents an organised response that uses course concepts, but may be inconsistent.	3
Conducts a basic summary and limited analysis of how reality TV is controlled Some reference to way the way reality TV is influenced by power and/or authority May refer to course concepts. Response may be too brief or disjointed	2
Makes a limited attempt to identify reality TV through an example.	1

For Part Two, marks will be indicated on the paper for each question. Students should answer each question according to how much the question is worth, and marks will be awarded accordingly. Students will be required to apply the knowledge of their research in carefully structured responses.

Feedback and specific marking guidelines for each question in this task will be provided for the students when the marked papers are returned.