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| <b>Task Name:</b> Research and Writing Task           | <b>Unit:</b> Popular Culture: Reality TV                  |
| <b>Task Distributed:</b> Week 3, Monday 4th May 2026. | <b>Task Due:</b> Week 4, Friday 15th May 2026             |
| <b>Task Type:</b> Research & In-Class Written Exam    | <b>Syllabus Outcomes:</b> H1, H2, H3, H5, H7, H8, H9, H10 |
| <b>Task Weighting:</b> 25%                            | <b>Task number for Course:</b> 3                          |

#### Task Description:

#### Part 1: Independent Investigation (10 marks - 2 x 5 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 task component.

For each article, students must write a 300-word annotation that 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 Google Classroom drop box on the date of the task – **Friday, 15<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 minutes for writing, 5 minutes for reading.**

## NESA Glossary of Key Words

- **Summarise:** express, concisely, the relevant details
- **Explain:** Relate cause and effect; make the relationships between things; provide why and/or how
- **Assess:** Make a judgement of value, quality, outcomes, results or size
- **Analyse:** Identify components and the relationship between them; draw out and relate implications
- **Evaluate:** Make a judgment 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 A: Google Classroom Submission, Friday 15th May 8:40 am.

For both articles, students should be submitting **no more than 600 words in total**. These responses are to be submitted in the Google Classroom drop box on the date of the task.

Since this component is a hand-in task, it must be submitted on time. Failure to hand in work on the specified time and date, with no successful illness/misadventure appeal, will result in a zero mark and an N-Warning notification for this component of the task. Students will still need to submit the task to ensure learning outcomes are met.

#### Part B: In-Class Written Task, Friday 15th May, Period 3.

This task will be completed in exam conditions. Students must bring the required equipment for the examination: a blue or black pen. The examination paper will be provided. Students are NOT permitted to bring notes into the exam.

Students who are absent from the in-class task or have a legitimate reason for missing it must notify the school before the task begins. To avoid a zero mark being awarded, any absence must be supported by valid misadventure/illness documentation outlined in the Year 12 Assessment Booklet.

## Assessment Procedures

All students should be fully aware of the school assessment procedures. Students should access their 2026 Assessment Guide for more information.

### Feedback provided

- The task will typically be returned to students within two school weeks of the submission date.
- At this time, feedback, including information on how to improve, will be delivered through mechanisms such as marking criteria and/or written comments.
- Students can clarify or seek further feedback by meeting with their teacher.

### Self-Reflection Component

Students will be required to complete a self-reflection worksheet at the time students receive their assessment mark and teacher feedback. Self-reflection is an important part of the learning process as it provides an opportunity to reflect on the strength of your performance, as well as areas that have been identified to strengthen in future tasks.

## What Areas of Learning will this Assessment Task Report On?

In this task, you will be assessed on your ability to:

- Students are expected to demonstrate knowledge of the society culture syllabus and concepts to present a clear and logical response.
- Students will engage in independent research, summarising and synthesis and develop their understanding of the syllabus.
- This task will allow students to hone their skills in reflecting on their conceptual knowledge on exam-style questions.

## Marking Criteria

### Part 1: Independent Investigation Article

| Marking Criteria  | Mark |
|---|------|
| <ul style="list-style-type: none"><li>• Includes a clear and accurate <b>Harvard Reference</b> for the chosen article.</li><li>• Provides a clear summary and detailed analysis of how reality TV is controlled</li><li>• The analysis demonstrates insight and a comprehensive assessment of how reality TV is influenced by power and authority.</li><li>• Presents a well -structured, logical and cohesive response using appropriate <b>social and cultural terms and concepts</b>, within the word count.</li></ul> | 5    |
| <ul style="list-style-type: none"><li>• Includes a clear <b>Harvard Reference</b> for each chosen article.</li><li>• Provides a summary and detailed analysis of how reality TV is controlled</li><li>• The analysis demonstrates detailed knowledge and a clear assessment of how reality TV is influenced by power and authority.</li><li>• Presents a logical and cohesive response using appropriate <b>social and cultural terms and concepts</b>, within the word count.</li></ul>                                  | 4    |
| <ul style="list-style-type: none"><li>• Includes some attempt at a <b>Harvard Reference</b> for at least one chosen article</li><li>• Makes a sound summary and some analysis of how reality TV is controlled</li><li>• The analysis demonstrates some knowledge and/or assessment of how reality TV is influenced by power and/or authority.</li><li>• Presents a logical response using some appropriate <b>social and cultural terms and/or concepts</b>.</li></ul>  | 3    |
| <ul style="list-style-type: none"><li>• May include a <b>reference</b> for a chosen article</li><li>• Conducts a basic summary and limited analysis of how reality TV is controlled.</li><li>• Some reference to the way reality TV is influenced by power and/or authority.</li><li>• May refer to course concepts. Response may be too brief or disjointed.</li></ul>   | 2    |
| <ul style="list-style-type: none"><li>• Makes a limited attempt to identify reality TV through an example.</li><li>• May provide a comment on one article's reliability and validity</li><li>• May use some appropriate social and cultural terms and/or concepts.</li></ul>  | 1    |

For Part Two, marks will be indicated on the paper for each question. Students should answer each question according to its value, 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.