

Year 12 Society and Culture

Assessment Task (Popular Culture)

Outcomes assessed

The student:

- H4 evaluates continuity and change, and assesses social futures and strategies for change and the implications for societies and cultures
- H5 evaluates the influence of power, authority, gender and technology on decision making and participation in society
- H7 applies appropriate language and concepts associated with society and culture
- H8 selects, organises and evaluates information and sources for usefulness, validity and bias
- H10 communicates information, ideas and issues using appropriate written, oral and graphic forms

The task

Focus Study: Pop Rock

This task involves researching and evaluating material in the topic area of pop rock. For the purposes of this task, pop rock refers to popular styles of music that can establish links to the original rock'n'roll music of the 1950s.

- Identify and describe the role of pop rock music in your own life (5 marks).
- Identify and describe the role of pop rock music in your macro world (5 marks).
- Find **five** media pieces related to pop rock and present a content analysis that shows how they enhance your understanding of the role of power, authority, gender or technology in pop rock (10 marks).
- Interview at least **two** members of an older generation to ascertain continuities and changes within pop rock. Briefly summarise the findings of your interviews, and explain the major continuities and changes you have discovered (10 marks).
- Construct a scenario for the future development of pop rock music on a local, national and global scale. This scenario should display an understanding of continuity and change from your interviews and any other research you have conducted (10 marks).
- Comment upon the usefulness, validity and bias of the sources of information you utilised to complete this task (10 marks).
- Include an annotated bibliography.

Marking criteria

Criteria	Mark
<ul style="list-style-type: none"> ▪ display a genuine ability to identify and describe the role of pop rock in both the micro and macro worlds. It will ▪ exhibit this understanding through the consistent use of relevant specific examples; the selection of media pieces for analysis will reflect a mastery of the role pop rock plays in the micro world; the relevance to power, authority, gender or technology will be clear and emphasised ▪ analysis will establish clear links between the media pieces and their conclusions; it will display an ability to draw insightful and relevant information from the interviews, and this material will provide the basis of an extensive and relevant range of specific examples ▪ scenario for future developments will be linked logically and directly to the previous examples of continuity and change, and will exhibit a clear understanding of the forces involved in maintaining continuity as well as acting as agents of change ▪ demonstrated understanding of usefulness, validity and bias, with that understanding being demonstrated through the use of examples ▪ bibliography will reflect the use of a range of sources, and be clearly annotated 	41–50
<ul style="list-style-type: none"> ▪ display an ability to identify and describe the role of pop rock in both micro and macro worlds; this will be shown through the use of a range of examples ▪ selection of the media pieces show an understanding of the role power, authority gender or technology plays in pop rock, and will be linked to the conclusions ▪ use their interviews sensibly to demonstrate continuity and change in pop rock ▪ scenario will establish links to continuity and change, and display a logical progression, using examples ▪ evidence of reflection upon the usefulness, validity and bias of the sources ▪ bibliography will reflect the use of a range of source and include annotation. 	31–40
<ul style="list-style-type: none"> ▪ recognise the role of pop rock in their micro and macro worlds in a descriptive fashion, with limited use of examples ▪ selection and use of the media pieces will be largely descriptive, and the analysis of power, authority, gender or technology will be limited ▪ use of the interviews will be similarly descriptive, with the examples typically enhancing description rather than analysis ▪ scenario will tend towards description, and the links to previous 	21–30

<p>understanding of continuity and change will be slight</p> <ul style="list-style-type: none"> ▪ reflection upon the sources will lack many of the specific examples found in better responses ▪ bibliography will reflect a limited range of sources, and the annotation will be limited 	
<ul style="list-style-type: none"> ▪ simply describe examples of pop rock in micro and macro worlds ▪ use of examples will be to contribute to description rather than analysis ▪ selection and use of the media pieces will reflect little understanding of power, authority, gender or technology, tending to describe what is in the media pieces rather than contributing to an analysis of the role of the concepts ▪ the interviews will be used as the basis of a description, and have a limited link to the discussion of continuity and change if it is covered ▪ reflection on the value of the sources will be limited to a description of their contents, and the bibliography will be limited to a small number of sources, with a limited annotation. 	11–20 marks

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Feedback sheet

Student: _____

Outcome	Achieved/comment
H4	
H5	
H7	
H8	
H10	

Identification and description of pop rock music in micro and macro worlds

Marks: /5 /5

Media pieces:

Links to power; authority; gender; technology:

Marks: /10

Interviews:

Number of interviews:

Examples used:

Links to continuity and change:

Marks: /10

Scenario:

Examples:

References to local, national and global:

Links to continuity and change:

Marks: /10

Sources:

Usefulness, validity and bias covered:

Marks: /10

Annotated bibliography:

Total marks: /50