

SOCIAL & CULTURAL WORLD ASSESSMENT TASK

Preliminary: Social & Cultural World

Mandy Webb, North Sydney Girls High School

Syllabus Content

Examine at least TWO contemporary issues within society, using ONE appropriate research method drawn from:

- content analysis of the media
- questionnaire (short)
- secondary research

Related concepts

Media; Public Knowledge; Primary Research, Micro, Meso, Macro Level.

Syllabus Outcomes

- H1 evaluates and effectively applies social and cultural concepts
- H3 analyses relationships and interactions within and between social and cultural groups
- H5 analyses continuity and change and their influence on personal and social futures
- H9 applies complex course language and concepts appropriate for a range of audiences and contexts
- H10 communicates complex information, ideas and issues using appropriate written, oral and graphic forms

Rationale

The following Preliminary assessment task is an innovative approach to facilitating student development of primary research skills, namely the application and analysis of a content analysis. This assessment is also a great demonstration of how contemporary issues can be leveraged to maximise engagement within a Year 11 classroom. There is also flexibility to change the focus of the task to meet the needs of your own class and context. The task also includes well structured marking criteria and opportunities for structured and constructive feedback to students in order to support achievement of learning goals.

SOCIAL & CULTURAL WORLD – ASSESSMENT TASK

Assessment Task Notification HSIE

Social and Cultural World				
Task No.	Date Issued	Date Due	Weighting	Total Marks
				25

Submission / Task Instructions

- Your task must be submitted to your classroom teacher during your scheduled lesson time.
- Your task is to be submitted as a hard copy.
- A Declaration of Authenticity must be signed by you and be submitted with your completed assessment task.

Outcomes Being Assessed

- H1 evaluates and effectively applies social and cultural concepts
- H3 analyses relationships and interactions within and between social and cultural groups
- H5 analyses continuity and change and their influence on personal and social futures
- H9 applies complex course language and concepts appropriate for a range of audiences and contexts
- H10 communicates complex information, ideas and issues using appropriate written, oral and graphic forms

Context For The Task

This assessment task will require students to analyse a contemporary issue using the method of content analysis. Students will then use this data to respond to a question within an written response task that will show their understanding of that issue with respect to their evolving social and cultural world.

SOCIAL & CULTURAL WORLD – ASSESSMENT TASK

The Task

Part A (10 marks):

You are to visit EIGHT different news media websites.
Please nominate from the list here:

- Sydney Morning Herald
- ABC news
- The Guardian
- The Daily Telegraph
- The Age
- The Examiner
- Herald Sun
- Crikey
- Mamamia
- BuzzFeed.com/tag/Australia
- The Conversation

You will be monitoring the reporting on the COVID-19 by Australia new outlets. You will be looking for trends in the media's reporting of the virus that will allow you to write a response to the question:

Examine the role of the media in creating and sharing public knowledge on the COVID-19 in 2020.

You will need to nominate FOUR things to detect and record across all of the different websites.
You may select from the following:

- Alarmist words
- Emotive words
- Close-up shots
- Expert opinions
- Data predictions
- Comparison images
- Members of parliament
- References to WHO or other world organisations
- Exclamation marks
- Question marks
- Quotes from the public
- References to Centrelink
- References to the 'public section'
- The word 'jobs' or 'economy'
- 'Social Distancing'
- Your own choice

SOCIAL & CULTURAL WORLD – ASSESSMENT TASK

Then you will need to nominate a day to visit your eight websites. You may choose to use the home page of the website, or one specific article per website to conduct your content analysis on. Whichever you choose, you must remain consistent – you can't do a content analysis of some home pages and some articles, it has to be one or the other. You will then draw up a table like the one below and complete it using your analyses of each website. An example has been included for you.

Date	Media Outlet	Unit of analysis/ Area 1 (eg alarmist words)	Unit of analysis/ Area 2 (eg social distancing)	Unit of analysis/ Area 3 (eg question marks)	Unit of analysis/ Area 4 (eg close-up shots)	Related Concepts (Fundamental and Related for SCW)	Micro/ Meso/ Macro Implications
25/3	ABC News	Crisis IIIII Pandemic IIIII IIII IIIII I	IIIIII (6 mentions)	39 (across 91 headlines)	9 (faces and hands)	Persons, Environment, Citizens, Power & Authority	People feel their micro interactions have macro implications, Govt changing laws/rules for our micro lives

Part B (15 marks):

You are to analyse and interpret the data from your content analysis table. Hopefully, by judging the frequency that certain words and images appear in the media you can start thinking about how the media is **creating** understanding (or panic) about the COVID-19 virus, and whether they are effectively **sharing** necessary information without bias. Also think about how there is a significant interaction between our **micro** worlds and the **macro** world right now, and how **meso** level institutions managing pressure coming from the macro and micro worlds. Draft some preliminary judgements on the role of the media in our current COVID-19 climate (these will not be marked).

Then, write a 700 word extended response to the following question:

Examine the role of the media in creating and sharing public knowledge on the COVID 19 in 2020.

Rubric

In your answers you will be assessed on how well you:

- demonstrate knowledge and understanding relevant to the question
- apply course concepts and terminology
- analyse and apply the findings from your content analysis to your response
- present a sustained, logical and cohesive response

SOCIAL & CULTURAL WORLD – ASSESSMENT TASK

Part A – Content Analysis Sheet (10)

<ul style="list-style-type: none"> • Presents content analysis for eight articles addressing four units of analysis/ areas • All categories are complete for each • Information is comprehensive, yet succinct • Shows deep understanding of course concepts 	8–10
<ul style="list-style-type: none"> • Presents content analysis for most of the eight articles addressing most units of analysis/ areas • Most categories are complete for each example • Information is descriptive • Shows understanding of course concepts 	6–7
<ul style="list-style-type: none"> • Presents content analysis some articles attempting some units of analysis/ areas • Most categories are complete for each example • Information is descriptive • Shows some understanding of course concepts 	4–5
<ul style="list-style-type: none"> • May attempt one of components of the content analysis • Some categories are/mat be complete for each example • Information is basic or limited • May mention course concepts 	1–3
Feedback	

Part B – Evaluation of content analysis (15)

<ul style="list-style-type: none"> • Demonstrates comprehensive use of content analysis data to inform judgements • Demonstrates a high level of understanding of the role of the media and implications on public knowledge • Makes informed judgement(s) observation data • Presents a sustained, logical and cohesive response • Effectively applies a range of concepts, language and appropriate examples 	12-15
<ul style="list-style-type: none"> • Demonstrates use of content analysis data to inform judgements • Demonstrates understanding of the role of the media and implications on public knowledge • Makes informed judgement(s) observation data • Presents a logical and cohesive response • Applies a range of concepts, language and appropriate examples 	8-11

