

# HSC POPULAR CULTURE ASSESSMENT: CONTENT ANALYSIS & RESPONSE

## HSC Depth Study Popular Culture

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### Syllabus Content

- Contemporary context:
  - examine a contemporary issue in popular culture using the research method of content analysis.
- The creation and development of the popular culture:
  - the role of mythology in the creation and perpetuation of the popular culture
- The consumption of the popular culture:
  - the relationship of heroes and mythology to media and consumption

### Rationale

The following assessment task and support documents were developed as part of the Year 12 internal (school) HSC assessment program. The aim of the assessment is:

- To provide guided/supported opportunities for students to further develop their theoretical and practical application of content analysis (quantitative and qualitative)
- To develop students knowledge and understanding of the different ways mythologies and heroes contribution to both the consumption and perpetuation of a popular culture
- To develop students skills in integrating both primary and secondary research data into HSC-style extended response questions

### Syllabus Outcomes

See task below

### Related concepts

commodification, ideology, continuity, change, worldview, values, institutional power



*Unsplash image by lanty*

# HSC POPULAR CULTURE ASSESSMENT: CONTENT ANALYSIS & RESPONSE

## Context for the task:

As part of the Depth Study: Popular Culture, students have been engaging in a focus study of ONE popular culture: Dating and Marriage Reality Television (DMRTV). Through the focus study, students have been able to apply the primary research method of content analysis and secondary research to examine the importance of heroes and mythology to the construction, consumption and perpetuation of DMRTV.

## Outcomes to be assessed:

A student:

- 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
- H7 selects, organises, synthesises and analyses information from a variety of sources for usefulness, validity and bias
- 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

## Submission details:

On \_\_\_\_\_ students will complete the following during their timetabled lesson:

- Part A: Submit Printed Content Analysis
- Part B: Complete 15 mark extended response under exam conditions in-class

## Task description:

Task 2 comprises of two components (Part A + Part B) detailed below:

**Part A** (10 marks): Content Analysis – hand in

You are required to apply the research method of content analysis to investigate the ways Dating and Marriage Reality Television constructs both heroes and mythology by:

1. Selecting TWO different Dating and Marriage Reality Television shows from the past 5 years and viewing TWO episodes of each show.
2. Conducting and recording quantitative content analysis on the construction of heroes (one hero per show) and mythology (2 myths per show) in each episode of each show.
3. Analysing your quantitative results from each show and using these to make qualitative judgements in relation to the construction of heroes and mythology in DMRTV

A copy of your quantitative and qualitative content analysis research results is required to be printed and submitted to your classroom teacher during your allocated lesson on \_\_\_\_\_.

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**Part B** (15 marks): In-class extended response

During your allocated lesson on \_\_\_\_\_ you will be required to respond to the following extended-response question in 35 minutes:

*Assess the importance of heroes and mythology to the consumption and perpetuation of ONE popular culture (DMRTV).*

In the question you are required to:

1. Clearly apply an extended-response structure to respond to the question in a 600-700 word response/approx 5 examination booklet pages
2. Apply evidence from secondary research to support your response
3. Apply evidence from Part A content analysis (quantitative and qualitative) as evidence to support your response

You will be permitted to bring the following materials into the examination room:

- A printed copy of Part A content analysis that will be submitted with your response
- A black pen and highlighter

## Task Rubric:

Students will be assessed on how well they:

- Apply the research method of quantitative and qualitative content analysis to an investigation into the construction and importance of heroes and mythology in the popular culture of DMRTV.
- Construct and sustain an argument in an extended response structure.
- Support judgements with a range of evidence, drawn from secondary and primary sources.
- Present and sustain a written argument in the form of an extended-response
- Integrate a range of relevant Society and Culture concepts and terms

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## Marking Criteria:

CRITERIA					
	5 marks	4 marks	3 marks	2 marks	1 mark
<b>Part A (Content Analysis)</b>					
<b>Content analysis structure (H7)</b>	Content analysis recording table is clearly structured with detailed categories relevant to BOTH heroes and mythology in DMRTV across the two selected shows.	Content analysis recording table is structured with categories relevant to BOTH heroes and mythology in DMRTV across the two selected shows.	Content analysis recording table is structured, with links to heroes AND/OR mythology in DMRTV across the two selected shows.	Content analysis recording table shows links to heroes AND/OR mythology in DMRTV.	An attempt at a content analysis recording table was made.
<b>Quantitative content analysis (H7, H10)</b>	Clear and detailed quantitative analysis of data recorded	Clear quantitative analysis of data recorded	Description of quantitative results from content analysis.	Identifies some quantitative data results.	Recorded some quantitative data.
<b>Qualitative content analysis (H7, H10)</b>	Clear and detailed qualitative analysis of data recorded	Clear qualitative analysis of data recorded	Description of qualitative results from content analysis.	Identifies some qualitative data results.	Recorded some qualitative data.

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CRITERIA					
Part B (In-class response)	13–15	10–12	7–9	4–6	1–3
<b>Ability to construct and sustain an argument (H3, H5)</b>  <b>Supports response with evidence from secondary research and own knowledge (H7)</b>	Makes well-informed and sustained judgements about the importance of heroes and mythology to the consumption and perpetuation of DMRTV.	Makes judgement(s) about the importance of heroes and mythology to the consumption and perpetuation of DMRTV.	Attempts to make judgement(s) about the importance of heroes and mythology to the consumption and perpetuation of DMRTV.	Describes the importance of heroes AND/OR mythology to the consumption AND/OR the perpetuation of DMRTV.	Shows a limited understanding of heroes OR mythology in relation to DMRTV.
	Supports the response with a range of detailed and accurate information and effectively integrates appropriate examples from secondary research and own knowledge.	Supports the response with detailed and accurate information and applies appropriate examples from secondary research and own knowledge.	Uses information and example(s) drawn from secondary research AND/OR own knowledge.	May use examples drawn from secondary research AND/OR own knowledge.	May include own knowledge as example/s.

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CRITERIA					
<b>Supports response with evidence from content analysis results (H7)</b>	Supports the response with a range of detailed and accurate quantitative and qualitative information and effectively integrates appropriate evidence from content analysis.	Supports the response with detailed and accurate quantitative AND/OR qualitative information and applies appropriate evidence from content analysis.	Uses quantitative AND/OR qualitative information drawn from content analysis.	May use examples drawn from content analysis results.	May include examples from content analysis.
<b>Response structure (H10)</b>	Presents a sustained, logical (well-structured) and cohesive response	Presents a logical (structured) and cohesive response	Presents an organised response using some elements of an extended-response structure.	Presents a response using some elements of an extended-response structure.	Presents a narrative response.
<b>Application of course concepts and language- SST (H1, H9)</b>	Effectively applies and integrates a range of relevant course concepts and language	Applies relevant course concepts and language	Uses some course concepts and language.	Includes some course concepts and/or language.	May use course concepts and/or language.

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## Task 2 Popular Culture HSC: Assessment Support Doc 2022

*The following document has been designed to assist you in engaging with Part A + Part B of Task 2. The scaffolds provided are just a suggestion and should be modified + adapted based upon your own personal choices and approach to the task.*

### Part A (10 marks): Content Analysis-hand in

You are required to apply the research method of content analysis to investigate the ways Dating and Marriage Reality Television constructs both heroes and mythology by:

1. Selecting **TWO** different Dating and Marriage Reality Television shows from the past 5 years and viewing **TWO** episodes of each show.
2. Conducting and recording **quantitative content analysis** on the construction of **heroes** and **mythology (at least 2 myths)** in each episode of each show.
3. Analysing your quantitative results from each show and using these to make qualitative judgements in relation to the construction of **heroes** and **mythology (at least 2 myths)** in DMRTV

A copy of your quantitative and qualitative content analysis research results is required to be printed and submitted to your classroom teacher during your allocated lesson on Thursday 5th May, 2022.

### Part A (10 marks): Content Analysis-hand in

You are required to apply the research method of content analysis to investigate the ways Dating and Marriage Reality Television constructs both heroes and mythology by:

1. Selecting **TWO different** Dating and Marriage Reality Television shows from the **past 5 years** and **viewing TWO episodes of each show**.

Contemporary DMRTV show	Episode		
<i>Type name of show here</i>	Name:	Date:	Duration (length):
	Link to episode:		
<i>Type name of show here</i>	Name:	Date:	Duration (length):
	Link to episode:		
<i>Type name of show here</i>	Name:	Date:	Duration (length):
	Link to episode:		
<i>Type name of show here</i>	Name:	Date:	Duration (length):
	Link to episode:		



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2. Conducting and recording **quantitative content analysis** on the construction of **heroes (one hero)** and **mythology (at least 2 myths)** in each episode of each show.
3. Analysing your quantitative results from each show and using these to make qualitative judgements in relation to the construction of **heroes** and **mythology (at least 2 myths)** in DMRTV

## Sample Content Analysis Scaffold:

	Show 1	Show 1	Show 2	Show 2		
Name of show	MAFS	MAFS	Bachelor	Bachelor	<b>Quantitative Analysis Tally Totals</b>	<b>Qualitative analysis:</b> Conclusions drawn about: – How the myth is constructed – How does the myth impact/ encourage consumption? – How does the myth help the show continue (perpetuate) over time?
Country	Australia					
Network	Channel 9					
Series Number	Series 9					
Episode Number	Episode 1					
Date of airing	Jan 31 2022					
Hyperlink to episode	1hr 31min					
Length of episode						



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**Myth 1:** We all have a romantic 'soulmate' 'the one'. This 'myth' has been propagated (developed) through western literature (e.g. Greek) that humans are 'incomplete' when they are alone.

Verbal language used to construct Myth 1: The romantic soulmate 'the one'					
Perfect					20
Destined					15
The one				I	30 (3)
Love					56 (1)
Somebody to be with...					11
Soul/ soulmate					40 (2)
Forever/ life-long					8
'Incomplete' if single					10

Verbal language throughout the DMRTV shows assists in the construction of the myth of love at first sight by emphasising the fatalistic/ destined nature of finding love with 'the one'. The most dominant term used in relation to 'the one' was 'love', used over 56 times across two episodes of Season 9 of Australian Married At First Sight (MAFS) and Season ?? of the Australian Bachelor. The second and third most dominant terms were soulmate (40 times) and 'the one' (30 times). During the 4 hours of viewing of the shows (240 minutes), every 3.5 minutes the term soulmate or 'the one' is referred to. The constant reference to these terms **creates and maintains the myth that true love is destined and can only be found with ONE person. Through emphasis of the above terms, western viewers are encouraged to consume the show as it aligns with their broader social ideals and worldview in relation to finding love and romance.**

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<b>Body language used to construct Myth 1: The romantic soulmate 'the one'</b>						Body language throughout the DMRTV shows...
Touching						
Holding hands						
Looking lovingly into each others eyes						
Kissing						
<b>Visual symbols in the show used to construct Myth 1: The romantic soulmate 'the one'</b>						Visual symbols throughout the DMRTV shows...
Photographs of parents who are 'happily married'						
Exchange of wedding rings?						
<b>Camera angles/ producer editing used to construct Myth 1: The romantic soulmate 'the one'</b>						Camera angles and producer editing throughout the DMRTV shows...
Romantic music						
Clips of couples 'staring' into each others eyes						
<b>Myth 2:</b>						
<b>Verbal language used to construct Myth 2:</b>						Verbal language throughout the DMRTV shows...
The one						
connection						
love (i.e. love him/her)						
Beautiful/ gorgeous						
Physically attractive i.e. body, smile						

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<b>Body language used to construct Myth 2:</b>						
Holding hands						
Touching						
Intimacy i.e. touching, kissing						
<b>Visual symbols in the show used to construct Myth 2:</b>						
Flowers						
Ring/ exchange of gifts						
<b>Camera angles/ producer editing used to construct Myth 2:</b>						
Close ups of eyes/ face						
Close ups of touching body parts etc						

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Construction of a 'hero' or a 'protagonist' in the show		Construction of a 'hero' or a 'protagonist' in the show		<p>Heroes are an essential component in creating and maintaining viewer interest and consumption of DMRTV shows. Through their POSITIVE characteristics and qualities of ??????? (character/ heroes name) a <b>parasocial connection</b> is created with the viewer as they embody the desires and hopes of the viewer... For example (use content analysis to support)...</p> <p><b>Hint for your analysis:</b> Think about HOW the characteristics and qualities of the heroes reflect changing constructions and expectations of gender? E.g. male heroes often show emotional vulnerability and reject historic elements of toxic masculinity...</p>	
What person/character is it?		What person/character is it?			
Name:		Name:			
Sex:		Sex:			
Age:		Age:			
<i>Below is a list of characteristics/ qualities + appearance + behaviours</i>		<i>Below is a list of characteristics/ qualities + appearance + behaviours</i>			
Muscular/ toned I.e. fit looking					
Clothing (add detail) e.g. suit etc					
Gestures towards opposite sex (list them) + tally E.g. pulls out chair					
Shows emotion					
You can continue to add rows if required...					

A copy of your quantitative and qualitative content analysis research results is required to be printed and submitted to your classroom teacher during your allocated lesson for Part B.

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## Part B (15 marks): In-class extended response

During your allocated lesson on Thursday 5 March, 2022 you will be required to respond to the following extended-response question in 35 minutes:

**Assess the importance of heroes and mythology to the consumption and perpetuation of ONE popular culture (DMRTV).**

In the question you are required to:

1. Clearly apply an extended-response structure to respond to the question in a 600–700 word response/approx 5 examination booklet pages
2. Apply evidence from secondary research to support your response
3. Apply data from Part A content analysis (quantitative and qualitative) as evidence to support your response

You will be permitted to bring the following materials into the examination room:

- A printed copy of Part A content analysis that will be submitted with your response. There are to be NO extended-response plans or notes on Part A in relation to Part B
- A black pen and highlighter

## Planning Space

### Step 1: Deconstruct the question = WHAT is it asking you to do?

Assess the importance of heroes and mythology to the consumption and perpetuation of ONE popular culture (DMRTV).

TERM	DEFINITION/NOTES
<b>Assess</b>	Make a judgement of value, quality, outcomes, results or size (NESA definition) = This means you need to have a clear line of argument (LOA) that engages directly with the key concepts/ ideas of the question
<b>Heroes</b>	<b>/protagonist:</b> an individual or group that displays positive values and actions. Positive actions and values can sometimes be seen as those that are currently reaffirming to the majority of society= <b>socially normative behaviour.</b>
<b>Mythology</b>	A set of stories or traditions that serves to support a worldview or is associated with a groups or historical event.  Myths may have arisen naturally from 'truth', or they may have been <i>fabricated or deliberately fostered</i> to rationalise, support and/or explain ideas.  Mythologies and their narratives provide a <i>framework</i> for societies to explain or support a belief or practice. (SAC Syllabus, NESA, p.55)
<b>Consumption (related term from PC unit)</b>	The process of selecting and using a <b>product</b> . Consumption involves a conscious decision to engage with a <b>commodity</b> . Consumption describes the people who are interacting with the popular culture, as well as how they interact with it. It can be dependent on accessibility, gender and technology.
<b>Perpetuation</b>	The act of causing something to continue. E.g. causing the popular culture of DMRTV to continue over time + maintain its popularity as a genre of reality television

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Other terms that could be relevant to the question include...

- ideology (related term)
- continuity (related term)
- change (related term)
- worldview (see HSC survival guide glossary)
- values (related term)
- institutional power

So...the question is asking me to:

**Make judgements about HOW IMPORTANT/SIGNIFICANT heroes and mythology are to:**

- **WHY + the different ways people consume DMRTV**
- **HOW DMRTV is able to perpetuate/continue over time (i.e. maintain popularity,**

## Step 2: Plan out the key judgements/ideas of your response

NOTE: A 15 mark question in Society and Culture is structured as an extended response. Under exam conditions this will be approx 5–6 writing booklet pages.

Use the scaffold below to plan out your judgements/ideas.

**YOU CAN NOT TAKE THIS INTO THE IN-CLASS EXAM WITH YOU.**

**Assess the importance of heroes and mythology to the consumption and perpetuation of ONE popular culture (DMRTV).**

## Introduction

<p>Line of Argument (LOA)/ Thesis (2–3 sentences)</p>	<p>This is where you DIRECTLY engage with the question and construct your argument (thesis) that will be reinforced in the essay through key judgements in each paragraph.</p>
<p>Key judgements from each body paragraph (BP)</p> <ul style="list-style-type: none"> <li>– (BP 1)</li> <li>– (BP 2)</li> <li>– (BP 3)</li> <li>– (BP 4) optional</li> </ul>	



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## Body Paragraph 1

<p><b>Point</b></p> <p>Judgement related to key idea 1</p>	
<p><b>Elaboration</b></p> <p>Expand on key idea/s</p>	
<p><b>Evidence</b></p> <p>Evidence to support key idea from secondary evidence + content analysis</p>	
<p><b>Elaboration</b></p> <p>Expand on another key idea/s</p>	
<p><b>Evidence</b></p> <p>Evidence to support key idea from secondary evidence + content analysis</p>	
<p><b>Link</b></p> <p>-Link back to judgement for the paragraph + the LOA</p>	

## Body Paragraph 2

<p><b>Point</b></p> <p>Judgement related to key idea 2</p>	
<p><b>Elaboration</b></p> <p>Expand on key idea/s</p>	
<p><b>Evidence</b></p> <p>Evidence to support key idea from secondary evidence + content analysis</p>	

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<p><b>Elaboration</b></p> <p>Expand on another key idea/s</p>	
<p><b>Evidence</b></p> <p>Evidence to support key idea from secondary evidence + content analysis</p>	
<p><b>Link</b></p> <p>-Link back to judgement for the paragraph + the LOA</p>	

### Body Paragraph 3

<p><b>Point</b></p> <p>Judgement related to key idea 3</p>	
<p><b>Elaboration</b></p> <p>Expand on key idea/s</p>	
<p><b>Evidence</b></p> <p>Evidence to support key idea from secondary evidence + content analysis</p>	
<p><b>Elaboration</b></p> <p>Expand on another key idea/s</p>	
<p><b>Evidence</b></p> <p>Evidence to support key idea from secondary evidence + content analysis</p>	
<p><b>Link</b></p> <p>-Link back to judgement for the paragraph + the LOA</p>	

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## Body Paragraph 4 (OPTIONAL?)

<p><b>Point</b></p> <p>Judgement related to key idea 4</p>	
<p><b>Elaboration</b></p> <p>Expand on key idea/s</p>	
<p><b>Evidence</b></p> <p>Evidence to support key idea from secondary evidence + content analysis</p>	
<p><b>Elaboration</b></p> <p>Expand on another key idea/s</p>	
<p><b>Evidence</b></p> <p>Evidence to support key idea from secondary evidence + content analysis</p>	
<p><b>Link</b></p> <p>-Link back to judgement for the paragraph + the LOA</p>	

## Conclusion

<p>Re-engage with the Line of Argument (LOA)/ Thesis (2–3 sentences)</p>	
<p>Re-engage with key judgements from each body paragraph (BP)</p> <ul style="list-style-type: none"> <li>- (BP 1)</li> <li>- (BP 2)</li> <li>- (BP 3)</li> <li>- (BP 4) optional</li> </ul>	<p><i>Thus...</i></p> <p><i>In conclusion...</i></p> <p><i>Therefore, ...</i></p>