# YEAR 10 SOSE

## Depth Study 2: Popular Culture

### Multimodal Presentation

<table>
<thead>
<tr>
<th>Semester I, 2016</th>
<th>Set Date</th>
<th>12 April</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name:</td>
<td>Draft</td>
<td>12 April</td>
</tr>
<tr>
<td>Teacher:</td>
<td>Journal</td>
<td>26 April</td>
</tr>
<tr>
<td></td>
<td>Script/Text</td>
<td>03 May</td>
</tr>
<tr>
<td><strong>This is an individual task</strong></td>
<td>Presentations commence</td>
<td>10 May</td>
</tr>
</tbody>
</table>

### Multimodal presentation

You are to investigate popular culture in Australia from a chosen decade between the 1950s and the 1970s. You will present your findings in a multimodal format. Choose from one of the suggested formats (outlined on page 2) or negotiate a presentation format with your teacher.

To complete this task, you will need to:

- Reflect on what life was like for Australians during your chosen decade
- Research and present one ‘item’ that is representative of popular culture in Australia during your chosen decade
- Provide an analysis of:
  - what this item reveal about the values, attitudes and beliefs of the time
  - how society responded to this item and how these responses reflect changes in society

You will need to keep a record of your research, analysis and planning. Use the template provided as a guide for documenting your work. This research journal will be assessed.

You will also need to **submit a bibliography** of all sources accessed or consulted. You must follow a recognised system of referencing.

### Audience

Teacher and peers

### Purpose

To demonstrate understanding of

- the values, attitudes and beliefs present in Australia post-World War II
- the development and significance of popular culture in Australia and responses to it
- how to effectively communicate historical explanations using a range of ICTs

### Conditions

- ✔️ 5 – 7 minutes OR 600 – 800 words (depending on multimodal format chosen)
- ✔️ Must submit hard copy of research journal, script/text and bibliography
- ✔️ Text of final product submitted via Schoology/Turnitin
- ✔️ Some use of class time to complete the task
- ✔️ Access to library and electronic resources
- ✔️ Individually assessed

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*The work shall be original and authentication must be produced if requested. Failure to be able to authenticate work may result in a penalty.*

*Students must adhere to the school assessment policy and use Turn It In via Schoology.*

*Written feedback will be provided for drafts submitted on or before the draft date.*

*Student work is expected on the preferred date. If the work is not submitted by the due date, the student will need to attend an academic support session after school to complete the work to an acceptable standard.*
Multimodal formats

You are required to present your findings in a multimodal format. This could take a range of forms. Choose one format from the list below, or negotiate an option with your teacher.

Remember, no matter which format you choose, you must address all aspects of the task.

<table>
<thead>
<tr>
<th>Possible format</th>
<th>Resource</th>
</tr>
</thead>
<tbody>
<tr>
<td>Virtual museum exhibit or time capsule</td>
<td>Website creation tools such as Weebly, Edublogs, Blogger, Pinterest, etc. (make sure you can access the site at school)</td>
</tr>
<tr>
<td>Live presentation with visuals</td>
<td>PowerPoint, Keynote, etc.</td>
</tr>
<tr>
<td>Filmed presentation with visuals</td>
<td>As above but pre-recorded and submitted via USB or Dropbox link</td>
</tr>
<tr>
<td>TV show format or similar</td>
<td>Recorded and submitted via USB or Dropbox link. You determine the style of TV show, the intended audience, etc.</td>
</tr>
</tbody>
</table>

An approach

For the purposes of this assignment, the term ‘item’ is loosely defined. An ‘item’ could be an industry (e.g. television, music, sport, film), a television show, a song, a band, a musician, an actor, a sportsperson, an event, a development, a movement and so on.

The following steps are set out for you in the research journal template.

1. Select a decade to explore – 1950s, 1960s, 1970s
2. In your research journal, devise a set of sub questions to help you research:
   - Life in Australia during the chosen decade (politically, economically, socially and/or culturally)
   - Three different items of popular culture in Australia from that decade
   - How different groups and/or individuals responded to the selected popular culture
3. Evaluate and enhance these questions.
4. Locate and evaluate a range of primary and secondary sources that will help you answer your sub questions.
5. Collect and organise relevant and purposeful notes from these sources to answer your sub questions.
6. After researching, analyse your item of popular culture:
   a. **What does your item tell you about the values, attitudes and beliefs of the time?** That is, what can you tell about life at the time? What seemed important? What did people seem to believe? How can you tell that? How accurately does your analysis of this item match what you found out when you researched what life was like in Australia at the time?
   b. **How did different groups respond to this item?** What do these different responses tell you about life at the time? Do these responses indicate an element of societal change or continuity?
7. Plan and develop your presentation. Draft the written aspect of the task. Seek feedback (teacher, peer, parent) and edit your work accordingly.
### Pacific Lutheran College – Year 10 SOSE

**Feedback:**

<table>
<thead>
<tr>
<th><strong>Historical Knowledge and Understanding</strong></th>
<th><strong>Historical Skills</strong></th>
<th><strong>Overall</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Significance, Precedence and Evidence</strong></td>
<td><strong>Historical Inquiry</strong></td>
<td><strong>Historical Skills</strong></td>
</tr>
</tbody>
</table>
| • Insightful explanation of:  
  - political, economic, cultural and/or social developments relevant to the chosen decade  
  - the beliefs, attitudes and values represented within popular culture of the time  
  - how a range of different groups responded | • Development of obvious sub questions to frame historical inquiry  
• Development and modification of clear sub questions to frame historical inquiry  
• Discerning selection of information from a wide range of primary and secondary sources  
• Insightful evaluation of the reliability and usefulness of primary and secondary sources | • Development of superficial sub questions partially connected to the historical inquiry  
• Selection of some information from primary and secondary sources  
• Statements of reliability and usefulness of sources  
• Limited description of information connected to the inquiry |
| **Historical Questioning and Research** | **Perspectives and Interpretations** | **Analysis of Sources** |
| • Development and purposeful modification of complex sub questions to frame historical inquiry  
• Discerning selection of information from a wide range of primary and secondary sources  
• Insightful evaluation of the reliability and usefulness of primary and secondary sources | • Considered analysis of historical interpretations and perspectives from the past to explain changing values and attitudes | • Description of historical interpretations and/or perspectives  
• Satisfactory analysis and synthesis of information  
• Description of information connected to the inquiry  
• Satisfactory analysis and synthesis of information  
• Description of information connected to the inquiry |
| **Communicating** | **Analysis of Sources** | **Historical Skills** |
| • Clear and purposeful communication in multimodal format that:  
  - organises and presents logical and valid historical explanations following format and style conventions  
  - integrates evidence from sources  
  - accurately uses the conventions of a recognised system of referencing (citations and annotated bibliography) | • Considered analysis and synthesis of information  
• Satisfactory analysis and synthesis of information | • Satisfactory analysis and synthesis of information  
• Description of information connected to the inquiry  
• Satisfactory analysis and synthesis of information |

*Code: 1002*