

PICTON HIGH SCHOOL

Creating Opportunities Achieving Success



Year: 12 Subject: Society and Culture

Due Date: Friday 21 st November 2025 (Week 6, Term 4)	Assessment Name: Social and Cultural Continuity and Change Media Task
Mark: 25	Weighting (if applicable): 25%

TASK DESCRIPTION:

In this task, you will explore the processes of continuity and change across a range of contemporary social and cultural contexts. You will investigate how societies maintain continuity, how and why change occurs, and how these processes influence both personal and social futures.

Scenario:

You are a social researcher working for the online magazine “CultureLens,” which is publishing a special multimedia feature titled “Then and Now: The Changing Faces of Society.”

Your task is to:

1. Produce a media file that explores five different topics relating to continuity and change in contemporary society, drawing on five separate secondary articles.
2. Write an editorial focusing in depth on one of those topics, analysing how continuity and change are shaping the personal and social futures associated with that issue.

Part 1 – Media File (3–5 minutes) 10 marks

Create a multimedia presentation (such as a short video, narrated slideshow, digital story, or podcast) that:

- Presents five distinct social or cultural topics, each supported by a different secondary article (e.g., credible news article, academic source, government report, NGO publication).
- For each article:
 - Summarises the key issue or social trend.
 - Analyses how the article reflects continuity and/or change within that context. (H5)
 - Analyses the validity, usefulness, and potential bias of the article as a source. (H7)
- Highlights links or contrasts between the five topics to illustrate the diverse ways continuity and change manifest in society.

Check your assessment booklet for the current PHS Assessment Policy procedures, located on the school’s website. This includes information on submission dates, plagiarism, malpractice and the use of AI.

Part 2 – Editorial (800–1000 words) 15 marks

Write an editorial that focuses on ONE of the five topics from your media file. Your editorial should:

- Analyse the continuity and change occurring within that specific issue.
- Identify and explain the forces and agents of change (e.g. media, technology, education, government, social institutions).
- Evaluate the influence of continuity and change on personal and social futures (H5).
- Draw upon your media research, especially the article you selected, while synthesising supporting information from other credible secondary sources.
- Analyse the usefulness, validity, and bias of your chosen article in shaping understanding of the issue (H7).
- Use appropriate Society and Culture language and concepts (e.g., social and cultural literacy, beliefs, values, empowerment, modernisation, globalisation) (H9).
- Communicate a clear, coherent and persuasive argument in a professional editorial format (H10).

SYLLABUS OUTCOMES TO BE ASSESSED:

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

DIRECTIVES TO BE ASSESSED:

Analyse - identify components and the relationship between them and then draw out and relate their implications.

ASSESSMENT CRITERIA AND STUDENT CHECKLIST

Media file

- Presents five distinct topics and relevant articles
- Analysis of how each article reflects continuity and/or change
- Analysis of validity, usefulness and potential bias of each source
- Course concepts and terminology integrated
- Multimedia is effectively integrated and communication is clear, coherent and logical

Editorial

- Analysis of continuity and change within the chosen issue
- Clear evaluation of the influence on personal and social futures
- Editorial is supported by relevant secondary research
- Analysis of usefulness, validity and bias of article
- Appropriate language and concepts are integrated effectively
- A clear, coherent and persuasive argument is presented

ASSESSMENT MARKING CRITERIA

Part One Media File

MARKING GUIDELINES	GRADE
• Demonstrates a comprehensive understanding of continuity and change across five distinct topics. Provides sophisticated analysis of how each issue reflects processes of continuity and/or change in contemporary contexts. • Critically evaluates all sources for validity, usefulness, and bias with strong evidence and reasoning. Demonstrates high awareness of reliability and differing perspectives. • Integrates Society and Culture concepts and terminology with accuracy and sophistication, enhancing the depth of analysis. • Communicates ideas clearly, coherently and persuasively through a well-structured, engaging and polished media presentation. Multimedia elements are effectively integrated.	9-10
• Demonstrates a thorough understanding of continuity and change across five topics. Provides effective analysis of how most issues reflect continuity and/or change with some insight. • Effectively evaluates most sources for validity, usefulness and bias; minor inconsistencies in depth or precision. • Uses relevant concepts and terms appropriately and consistently, with some insight. • Communicates ideas clearly and logically; presentation is mostly cohesive and engaging.	7-8
• Demonstrates a sound understanding of continuity and change, with basic analysis of topics, may contain some generalisations. May not present five distinct topics. • Some evaluation of sources; identifies basic aspects of bias or usefulness with limited analysis. • Sound use of relevant terminology, though usage may be inconsistent or simplistic. • Communicates ideas clearly in parts; presentation may lack polish, structure or engagement.	5-6
• Demonstrates basic understanding of continuity and change; mostly descriptive or superficial explanations. May not present five distinct topics. • Provides little evaluation of sources; vague or inaccurate reference to bias or reliability. • Limited or inaccurate use of Society and Culture concepts; shows basic understanding. • Communication is unclear or disorganised; limited use of multimedia or weak structure.	3-4
• Demonstrates limited understanding of continuity and change; ideas are unclear or inaccurate. Does not present five distinct topics. • No evaluation of sources; shows limited understanding of validity, usefulness or bias. • No evidence of appropriate course terminology or understanding of key concepts. • Minimal communication of ideas; presentation lacks coherence and relevance.	1-2

Feedback/Comments

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Part Two Editorial

MARKING GUIDELINES	GRADE
- Provides a comprehensive and insightful analysis of continuity and change within the chosen issue. Clearly identifies and explains the forces and agents of change, showing complex interrelationships. - Critically evaluates how continuity and change influence personal and social futures, demonstrating sophisticated insight into implications and possible outcomes. - Critically evaluates the chosen article and additional sources for validity, usefulness and bias, effectively supporting analysis with well-chosen evidence. - Integrates complex Society and Culture concepts and terminology with accuracy and sophistication throughout the editorial. - Presents a clear, coherent and persuasive argument in a professional editorial format. Expression is fluent, logical and engaging with sustained coherence.	13-15
- Provides a thorough and well-supported analysis of continuity and change, identifying most key forces and agents with relevant examples. - Explains how continuity and change influence futures with some evaluative insight. - Evaluates main and supporting sources with some insight into bias and reliability. - Uses appropriate course concepts and language effectively and consistently. - Presents a clear and well-structured argument, mostly fluent and logically developed.	10-12
- Provides a sound analysis of continuity and change; may only partially address forces or agents of change. - Describes how continuity and change might influence futures; evaluation is generalised. - Identifies some aspects of validity or bias, though evaluation is basic or uneven. - Makes sound use of relevant concepts, though may lack clarity, consistency or precision. - Presents a sound argument, though structure or expression may be uneven.	7-9
- Provides a basic or descriptive account of continuity and change; minimal discussion of forces or agents of change. - Provides limited or unclear discussion of influence on futures; lacks depth or understanding. - Provides limited or no reference to source reliability, usefulness or bias. - Basic or inaccurate use of key concepts and terminology. - Presents a disjointed or unclear argument; expression lacks fluency or structure.	4-6
- Presents limited understanding of continuity and change; lacks understanding of key ideas. - No meaningful discussion of personal or social futures. - No evaluation of sources; understanding of validity or bias is absent. - Little or no use of Society and Culture terminology or conceptual understanding. - Minimal or incoherent response; poor written expression or structure.	1-3

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