

**LIFE ORIENTATION
COMMON ASSESSMENT TASK
EDUCATOR'S NOTES**

Learners will explore the meaning of popular culture and the impact thereof on society and the individual through an exploration of various forms and contexts of popular culture.

LEARNERS WILL RECEIVE A LEARNER WORKBOOK.

A closer look at the Learner Workbook:

1. Definitions of popular culture on the Web: Definitions of popular culture to be discussed through questions and class response.
2. Cartoon response to popular culture. Learners will analyse the suggestions implicit in the cartoons.
3.
 - 3.1 The effect of advertising and popular culture.
 - 3.2 Subvertisements – Adbusters aim to identify the message suggested in advertisements and highlight and expose the effect these adverts may have on society. They aim to reinvent outdated paradigms and seek compelling ideas that provide critical perspective. The adverts they create are called 'subvertisements' as they subvert the original intention of the advertiser and more often than not, mock popular culture.
4. The effect of popular culture on society.
5. Popular culture's influence on children's identity.
6. Alternative culture/subcultures: an exploration of culture that exists outside or on the fringes of mainstream or popular culture.
7. The influence of popular culture on the real world: the effect of Hollywood on society.
8. Popular culture and gender inequality. This activity requires learners to understand what a blog is.
9. Popular culture and art: An exploration of Andy Warhol's response to consumerism and a commercially driven culture.

10. Section A

Learners are expected to respond to the set question in relation to the quotation. Educators may find it helpful to suggest they consider the following to provide them with areas of focus:

- Encourage learners to explore mediums through which popular culture speaks to the masses: print media or youth magazines, the World Wide Web, music and lyrics (modern day poetry), the entertainment industry, YouTube/social networking sites, current radio stations or film and television, etc. Identify those aspects with which they identify with within popular culture and which they are comfortable to embrace as part of their own identity.
- Identify those aspects which are prevalent in popular culture that they feel are attempting to force them to see themselves or act in a particular way and are therefore rejected.
- Consider the role of alternative popular cultures in forming their unique identity.

PRESENTATION OF SECTION A

Learner response should take the following form:

- A visual diary. (A visual diary is a collection of ideas and thought processes around a particular concept which combines both text and images.)
- Visual diary may be a written copy or in an electronic format.
- A minimum of **six** visuals which serve to complement the text and enhance perspective must be included.
- Text must consist of 500 – 600 words.

Section A will **not** be written under controlled conditions.
Section B will be written under controlled conditions on 1 June 2011.