



PICNIC POINT HIGH SCHOOL

HSC ASSESSMENT TASK NO. 1 NOTIFICATION

SUBJECT	TEACHER	DATE ISSUED	DATE DUE
Community & Family Studies	Ms Angelone/Ms Buller		Part A & B- Friday 16th November 2018 (progress check for the diary) Part C- Monday 17th December 2018- The Project Product (IRP) report and Diary

• TYPE OF TASK	Independent Research Project
• TOPIC	Research Methodology
• TASK WEIGHT	20%
• COMPONENT WEIGHTS	20%- Knowledge and understanding about research methodology and skills in researching, critical thinking, analysing and communicating.
• OUTCOMES	H4.1 justifies and applies appropriate research methodology. H4.2 communicates ideas, debates issues and justifies opinions.
• TASK DESCRIPTION	<p>Complete an Independent Research Project in accordance with the NESA requirements, which will consist of two phases and three parts:</p> <p><u>Part A</u> – The project plan (10 marks) due Week 5 – Students will need to negotiate/justify the format of your presentation as part of your project plan. Complete the attached “Project Plan” document to meet the requirements for this section.</p> <p><u>Part B</u> – The project diary (10 marks) due week 5 for progress check and then final submission in week 10. Students are to use a small exercise book/journal to compile their thoughts/ideas/mind maps/referencing/interviews and any other facts that they come across to support their IRP. The diary is to be handwritten, using the template as the guide.</p> <p><u>Part C</u> – The project product- (20 marks). The IRP final report) due Week 10 –. Students may choose from a range of mediums including using a written report, video, multimedia presentation, electronic form or an oral presentation to present their IRP. Please refer to the written report template / format document for specific presentation requirements.</p>
• PREPARATION	Refer to CFS textbook, class notes and previous examples to support your own research and execute this task. Students will have allocated time within lessons to work on their IRP. Remember, the IRP should relate to the course content of one or more of the following areas: <ul style="list-style-type: none"> • Individuals • Groups • Families • Communities • Resource management
• SUBMISSION DETAILS	All parts are to be submitted on the date due in CAFS lessons. If printed format is selected for the final IRP, then all work must be computer generated and in printed form and secured together.

Part A: The project plan (10 marks)

Present a plan for the Independent Research Project that provides an initial summary of the project and an outline of the research process to be undertaken. A scaffold has been provided to assist you in this task.

It needs to include:

- a research proposal
- Initial project areas of interest and prior knowledge of these interested topics.
- an explanation of the relationship between the focus of the project and the selected course content area/s
- a description of the primary research methodologies to be used, including the sampling process
- an outline of possible secondary sources of data
- guidelines to address issues such as bias and ethics
- a timeline indicating how and when resources will be used

(A copy of the time plan can be also inserted into the diary to check your progress of the project)

Part B: The project diary (10 marks)

Your diary should include:

- a record of thoughts and feelings as your project ideas take shape
- any options for the final presentation of the product
- evidence of contacts, conversations, readings and sources of secondary data
- an honest reflection on problems and concerns
- regular diary entries reflecting the timeline

Part C: The project product (20 marks)

Your product should include:

- Title author and date
- Abstract
- Acknowledgements
- Introduction
- Methodologies
- Results
- Analysis
- Conclusion
- Bibliography
- Appendix (which includes answered copies of your surveys and any other secondary information you have referenced.)

Assessment criteria

Your task will be assessed on your ability to:

- use appropriate research methodology to investigate a hypothesis
- analyse and interpret data from primary and secondary sources
- present data in a clear and concise form
- draw valid conclusions from the research
- carry out research methodologies in an ethical and unbiased manner



Picnic Point High School
Community and Family Studies
HSC- IRP Task 1

Marking Criteria

Part A: The project plan	Mark
<ul style="list-style-type: none"> • The research hypothesis or question precisely defined • Demonstrates outstanding prior knowledge on a number of interested topics • Extensively communicates the relationship between the focus of the project and the course content area • Describes the primary and secondary research methodologies in extensive detail. • Demonstrates a deep understanding of bias and ethics in research and can extensively apply it to the project. • Displays expertise in developing a timeline for the management of the research task. • An outstanding number of resources are evident for the development of the project product. 	A 10-9
<ul style="list-style-type: none"> • The research hypothesis or question was thoroughly defined. • Demonstrates thorough prior knowledge of interested topics • Effectively communicates the relationship between the focus of the project and the course content area. • Describes the primary and secondary research methodologies in thorough detail. • Demonstrates a thorough understanding of bias and ethics in research and can thoroughly apply it to the project. • Displays ability in the development of a timeline for the management of the research task. • Numerous resources are evident for the development of the project product. 	B 8-7
<ul style="list-style-type: none"> • The research hypothesis or question was outlined • Communicates briefly the relationship between the focus of the project and the course content area. • Demonstrates some prior knowledge of interested topics • Describes the primary and secondary research methodologies in sound detail. • Demonstrates a sound understanding of bias and ethics in research and can satisfactorily apply it to the project. • Displays some ability with the development of a timeline for the management of the research task. • A sound number of resources are evident for the development of the project product. 	C 6-5
<ul style="list-style-type: none"> • The research hypothesis or question was defined to a basic standard • Demonstrates limited prior knowledge of interested topics • Basically communicates the relationship between the focus of the project and the course content area. • Briefly describes the primary and secondary research methodologies. • Demonstrates a basic understanding of bias and ethics in research and can briefly apply it to the project • Displays limited ability with development of a timeline for the management of the research task • A limited number of resources is evident for the development of the project product 	D 4-3
<ul style="list-style-type: none"> • The research proposal lacks clarity. • Limited prior knowledge was demonstrated for a interested topic • Establishes a tenuous relationship between the focus of the project and the course content area. • Lists a limited range of primary and secondary research methodologies. • Identifies some basic issues related to bias and ethics in research. • Displays an elementary timeline for the management of the project. • Limited resources were listed. 	E 2-1

Part B- The Project Diary	Mark
<ul style="list-style-type: none"> • Extremely well documented evidence of project development. • Extensively identifies and explains the process for determining the nature of the product. • Critically and extensively documents relevant secondary sources and information. • Numerous and regular entries are made in line with appropriate time line. • Extensive evidence of problem solving to resolve any issues arising. • Documents conversations, readings and relevant contacts in an extremely logical and concise manner. 	A 10-9
<ul style="list-style-type: none"> • Well documented evidence of project development. • Thoroughly identifies and explains the process for determining the nature of the product. • Critically documents relevant secondary sources and information. • Many regular entries are made in line with appropriate time line. • Thorough evidence of problem solving to resolve any issues arising. • Documents conversations, readings and relevant contacts in a logical and concise manner. 	B 8-7
<ul style="list-style-type: none"> • Sound documented evidence of project development. • Identifies a sound range of possible product options. • Documents relevant secondary sources and information with some explanations. • Regular entries are made. • Some evidence of problem solving to resolve any issues arising. • Records descriptive accounts of mostly relevant conversations, readings and contacts 	C 6-5
<ul style="list-style-type: none"> • Basic documented evidence of project development. • Briefly identifies and explains the process for determining the nature of the product. • Basically documents relevant secondary sources and information. • Irregular entries are made which were not always in line with appropriate time line. • Limited evidence of problem solving to resolve any issues arising. • Limited documentation of conversations, readings and relevant contacts. 	D 4-3
<ul style="list-style-type: none"> • Vague evidence of project development. • Limited (1 or 2) possible product options. • One or two references made to relevant secondary sources and information. • Irregular entries are made • Little evidence of problem solving to resolve any issues arising. • Incomplete record of conversations and relevant contacts. 	E 2-1

Part C- The Project Product	Mark
<ul style="list-style-type: none"> • The collection of data is extremely appropriate to the research proposal. • Product presentation extensively communicates central ideas. • Extensively articulates the intentions of the project and relates specifically to syllabus content area/s. • Effectively acknowledges the relevant sources of support for the completion for the project. • Logical and coherent primary research methodologies are used and are evident in samples provided. • Research data is extensively represented in a clear and concise manner, including numerous graphs, tables etc. Extensive explanations were outlined with each graphs/ table. • Secondary data is analysed, interpreted and interrelated in conjunction with primary research data. • Superior analysis and interpretation of data is demonstrated which effectively communicates relevant information. • Research data is critically analysed to provide a detailed summary and conclusion. • Recommendations demonstrate direct correlation to the purpose of the project. • A comprehensive and extensive bibliography is presented (contains a range of sources). • An appendix contains samples of primary research responses and other relevant information • Presentation is extremely professional. 	A 20-17
<ul style="list-style-type: none"> • The collection of data was appropriate to the research proposal. • Product presentation thoroughly communicates central ideas. • Thoroughly articulates the intentions of the project and relates specifically to syllabus content area/s. • Acknowledges the relevant sources of support for the completion for the project. • Mostly logical and coherent primary research methodologies are used and are evident in samples provided. • Research data is thoroughly represented in a clear and concise manner. The inclusion of numerous graphs, tables, clearly labelled was evident. • Secondary data is mostly analysed, interpreted and interrelated in conjunction with primary research data. • Analysis and interpretation of data is demonstrated which communicates relevant information. • Research data is analysed to provide a somewhat detailed summary and conclusion. • Recommendations demonstrate direct correlation to the purpose of the project. • A comprehensive and thorough bibliography is presented (contains a range of sources). • An appendix contains most samples of primary research responses and other relevant information • Presentation is excellent 	B 16-13
<ul style="list-style-type: none"> • Most of the collection of data is appropriate to the research proposal. • Product presentation communicates one or two central ideas. • Limited discussion of aims of the project and relationship to syllabus content area/s. • Acknowledges some of the relevant sources of support for the completion of the project. • Primary research methodologies demonstrate poor structure, little relevant to the research proposal. • Research data is satisfactorily presented with the inclusion of some graphs/ tables with limited written explanations. • Secondary data is discussed with little depth and understanding with no interrelation to primary research data. • Limited analysis and interpretation of data is demonstrated. • A brief summary and conclusion of one or two relevant points. • Limited number of valid recommendations. • An appendix contains little or no evidence of primary research. 	C 12-9
<ul style="list-style-type: none"> • Some collection of data is appropriate to the research proposal. • Product presentation communicates one central idea. • No discussion of aims of the project and relationship to syllabus content area/s. • Acknowledges some of the relevant sources of support for the completion of the project. • Primary research methodologies demonstrate poor structure, little relevant to the research proposal. • Research data is not clearly presented or is limited in presentation. • Secondary data is discussed with little depth and understanding with no interrelation to primary research data. • Limited analysis and interpretation of data is demonstrated. 	D 8-5

<ul style="list-style-type: none"> • A brief summary and conclusion of one or two relevant points. • Limited number of valid recommendations. • A basic bibliography is presented (contains few sources). • An appendix contains little evidence of primary research. 	
<ul style="list-style-type: none"> • Inappropriate collection of data. • Poor communication of central ideas. • Introduction poor or not included. • Acknowledges some of the relevant sources of support for the completion of the project. • Poor or no evidence of primary research methodologies. • Research data is not presented or has little relevance. • Superficial discussion of one or two sources of secondary data with no interrelationship to primary research data. • Limited or no analysis and interpretation of data. • Basic summary and narrow conclusion with little relevant to the topic. • A limited bibliography is presented (contains few sources). • An appendix contained no evidence of primary research. 	E 4-1

Student Name: _____

What you did well: _____

Areas for improvement: _____

Total mark: _____ /40