



# ORANGE HIGH SCHOOL

## ASSESSMENT TASK NOTIFICATION

<b>Subject</b>	COMMUNITY AND FAMILY STUDIES
<b>Topic</b>	RESEARCH METHODOLOGIES – INDEPENDENT RESEARCH PROJECT
<b>Class Teacher</b>	DRAY AND WINSLADE
<b>Head Teacher</b>	DRAY
<b>Date Given</b>	FRIDAY 27 <sup>TH</sup> OCTOBER
<b>Date Due</b>	FRIDAY 15 <sup>TH</sup> DECEMBER
<b>Weighting</b>	20%

### **INDEPENDENT RESEARCH PROJECT**

**TASK DESCRIPTION:** Create an Independent Research Project by conducting research on a particular subject/focus and constructing a report detailing the results of your research. The focus of the IRP should be related to the course content of one or more of the following Community and Family Studies areas: Resource management, Individuals, Groups, Families, or Communities.

The project consists of three parts, including smaller components that will be either:

- developed **collaboratively as a class** as a progressive learning activity, OR,
- completed independently by each **individual student**

### **TASK COMPONENTS:**

**PART A: The Project Plan – Due Week 5 – Friday Nov 10<sup>TH</sup>, 2023.** (3 MARKS)

- Complete the template as a class, uploaded into Google Classroom in your IRP Google Doc.
- Collation of results will be done in groups in class. Analysis of results will be done individually, as per Part C of this task.

**PART B: The Project Diary (5 MARKS)** – completed individually, uploaded as part of your final IRP Google Doc submission.

- Make one entry per week for Weeks 2-10 of Term 4.
- Document sources of data - contacts, conversations, readings and sources of secondary data
- Document your actions/goals
- Record your thoughts and feelings of your research process
- Provide a critical reflection on problems encountered

**PART C: The Project Product (Independent Research Project)** – completed individually, uploaded as part of your final IRP submission. **Due Week 10 - Friday Dec 15, 2023**

- LITERATURE REVIEW (1-1/5 pages - 5 MARKS): Using the scaffolded group review as a guide, you are to conduct and **EXPLAIN** the findings of your own literature review into a secondary source of data related to your research topic. This means to show information that already exists for/against your research topic.
- ANALYSIS AND DISCUSSION (800-1000 words, 10 MARKS): You individually interpret and **ANALYSE** the results explaining why the results came out the way they did and what this means in regard to the research question/s or hypothesis.
- CONCLUSION (300 WORDS, 3 MARKS): a brief overall summary of the report which includes your research question, results and findings and analysis and discussion.
- EVALUATION (300 WORDS, 3 MARKS): Outline any problems encountered during research, any issues of concern, and make relevant suggestions for improvement and/or further areas of research.
- BIBLIOGRAPHY: Mandatory inclusion. All secondary data you utilised in completing this research project must be listed.

### **TASK SUBMISSION REQUIREMENTS:**

- Use **Scaffold** provided in your Google Classroom
- Task is to be submitted to the OHS Student uploaded into your GOOGLE CLASSROOM
- Due Date = **Week 10 - Friday Dec 15, 2023**

### **Outcomes/Content Assessed:**

<ul style="list-style-type: none"> <li>- H4.1 Justifies and applies appropriate research methodologies</li> <li>- H4.2 Communicates ideas, debates issues and justifies opinions</li> </ul>
<p><b>Non-completion of Task:</b> If you know you are going to be away on the day that the task is due, you must make alternative arrangements with your teacher beforehand. If you are suddenly away on the day that the task is due, you must contact your teacher or Head Teacher on your return to school. Documentation will be required in both classes.</p>
<p><b>Plagiarism:</b> Plagiarism, the using of the work of others without acknowledgement will incur serious penalties and may result in zero award. Any cheating will also incur penalties.</p>
<p><b>Failure to follow the above procedures may result in a zero award.</b> The policies and procedures that are outlined in the HSC Assessment Booklet will be followed regarding the non-completion of assessment tasks.</p>

## Marking Criteria

### PART A: PROJECT PLAN (3 MARKS)

<u>CRITERIA</u>	<u>MARK</u>
Project plan includes all required information Each section is detailed Uploaded by the due date	<u>3</u>
Project plan includes all required information Each section is mostly detailed Uploaded by the due date	<u>2</u>
Project plan includes most of the required information Uploaded by the due date	<u>1</u>

### PART B: THE PROJECT DIARY (5 MARKS)

<u>CRITERIA</u>	<u>MARK</u>
Thorough documentation of the research process, i.e. entries are detailed, clear and organised. Thorough documentation of sources - contacts, conversations, readings and secondary sources (Outlines who/what, when, why, and how the source relates to the research and demonstrates referencing skills) Clearly outlines the problems encountered, if any Explains specific thoughts and feelings related to the problems encountered and/or the research process EG did not give enough time in my timeline to complete the questionnaires and this was frustrating because... Demonstrates a sound ability to solve problems by resolving any issues that arise or suggesting improvements for the future All weeks completed	<b>5</b>
Adequate documentation of the research process, i.e entries are clear and organised. Satisfactory documentation of sources - contacts, conversations, readings and secondary sources (Identifies who/what, when, and why the source was used). Identifies the problems encountered, if any. Describes general thoughts and feelings related to the problems encountered and/or the research process Demonstrates a basic ability to solve problems by suggesting improvements for the future All weeks completed	<b>3-4</b>
Basic documentation of the research process (entries are brief and irregular, or lack clarity) Limited to no documentation of sources - contacts, conversations, readings and secondary sources (Identifies who/what, when, and why the source was used) Entries lack relevance to suggested timeline Identifies the problems encountered, if any. Identifies simple thoughts and feelings related to the research process Little evidence of problem solving to resolve any issues arising	<b>1-2</b>

**PART C: THE PROJECT PRODUCT - INDEPENDENT RESEARCH PROJECT**

## i) LITERATURE REVIEW (5 MARKS)

<b>CRITERIA</b>	<b>MARK</b>
Provides an introduction that outlines the purpose of the LR and its relevance to the IRP Choice of highly appropriate and credible (academic/scholarly) literature is evident Provides highly insightful consideration of the methodology and it's impact on research outcomes Accurately records the bibliographical details Draws valid conclusions about the main agreements and disagreements in the literature, and insightfully identifies any gaps or areas for further research Effectively communicates ideas in a very clear and logical manner	<b>5</b>
Provides an introduction that outlines the purpose of the LR and its relevance to the IRP Choice of appropriate literature is evident Provides satisfactory consideration of the methodology and it's impact on research outcomes Accurately records the bibliographical details Draws some conclusions about the main agreements and/or disagreements in the literature May identify gaps or areas for further research Communicates ideas in a clear and logical manner	<b>3-4</b>
Sketches in general terms the purpose of the LR or the IRP as a whole Considers a basic range of literature; may lack validity, reliability or specific relevance in some parts Summarises key points of the literature, which may include some points of their methodologies, consensus or inconsistencies Records some bibliographical details; may lack accuracy and/or detail May communicate ideas in a simple or scaffolded structure	<b>1-2</b>

## ii) ANALYSIS AND DISCUSSION (10 MARKS)

<b>CRITERIA</b>	<b>MARK</b>
Efficiently refers to all relevant primary data in graphs, tables and/or charts where appropriate Succinctly and objectively describes each of piece of primary data Provides clear links to shows the relationship between the primary data collected and the research hypothesis/question Provides clear links to show the relationship between the primary data collected and the significant conclusions identified in the secondary data/literature review, and/or discusses any significant inconsistencies between the two Demonstrates extensive knowledge and understanding of the factors that influence males (15-18 years) body image Effectively communicates information and ideas in a very clear and logical manner	<b>9 - 10</b>
Refers to relevant primary data in graphs, tables and/or charts where appropriate Provides characteristics and features of the primary data Provides links to shows the relationship between the primary data collected and the research hypothesis/question Provides links to show the relationship between the primary data collected and the secondary data/literature review, and/or discusses some inconsistencies between the two Demonstrates thorough knowledge and understanding of the factors that influence males (15-18 years) body image Communicates information and ideas in a clear and logical manner	<b>7 - 8</b>
Visually presents some primary data where appropriate Provides characteristics and features of primary data	<b>5 - 6</b>

Attempts to show links between the primary data, the research hypothesis/question and/or the secondary data; may make some points of discussion Demonstrates sound knowledge and understanding of the factors that influence males (15-18 years) body image May communicate ideas in a simple or scaffolded structure	
Recognises and names multiple relevant points about the primary data, males and body image either in visual and/or descriptive form Demonstrates basic knowledge of the factors that influence males (15-18 years) body image Communicates ideas in basic or scaffolded structure	<b>3 - 4</b>
May attempt to make reference to primary data in the context of males (15-18 years) body image Communicates ideas in basic form	<b>1 - 2</b>

iii) CONCLUSION (3 MARKS)

<b><u>CRITERIA</u></b>	<b><u>MARK</u></b>
Provides a logical, clear and definitive statement of the outcome/findings of the research Makes a judgement of the value, quality and outcomes of the methodologies used to collect data Provides a clear and logical summary of the significant findings of the IRP Effectively communicates ideas in a very clear and logical manner	<b>3</b>
Provides a statement of the outcome/findings of the research Provides the characteristics and features of methodologies used to collect data for the IRP Summarises findings and makes some recommendations for future associated research May communicate ideas in a simple or scaffolded structure	<b>2</b>
May attempt to make a somewhat relevant concluding statement and/or recommendation Recognises and names some relevant and/or general points regarding the outcomes of research Communicates ideas in basic or scaffolded structure	<b>1</b>

iv) EVALUATION (3 MARKS)

<b><u>CRITERIA</u></b>	<b><u>MARK</u></b>
Provides strongly supported recommendations for future research with clear links between the IRP and future intended purpose/s Identifies limitations or difficulties that arose during the research and reporting process Effectively communicates ideas in a very clear and logical manner	<b>3</b>
Provides recommendations for future research with links between the IRP and future intended purpose/s Identifies some limitations or difficulties that arose during the research and reporting process Communicates ideas in a simple manner	<b>2</b>
May attempt to make a somewhat relevant concluding statement and/or recommendation Recognises and names some relevant and/or general points regarding the outcomes of research Communicates ideas in basic or scaffolded structure	<b>1</b>

## OHS PDHPE/CAFS - Submission of Drafts

The submission of draft work is encouraged at Orange High School. Drafts allow feedback to occur and encourage student reflection. Drafts enable students to:

- Strive for excellence.
- Respond and act on questioning by a review.
- Appreciate the value of a reader's viewpoint/critique of their work.
- Assess whether or not their work satisfies the intent/criteria of the task.

### *Guidelines for Students*

- Expect a teacher to question and prompt you as to what or how you could refine or improve your work, ("not give you the answer").
- PDHPE/CAFS teachers will provide feedback on **one draft per assessment**.
- Individual staff and students may arrange for additional drafts based on teacher discretion.
- Drafts are to be submitted to your usual classroom teacher.
- Any final draft should be submitted TWO days prior to the submission date. A review process needs to include time for the reader to comment and adequate time for a response to the feedback. Drafts may be submitted closer to the deadline, however, the student must negotiate this with their teacher directly.
- Students should not assume that applying teacher feedback will ensure full marks. As students are incredibly diverse in their ability levels, teachers will seek to provide meaningful feedback to ensure they achieve 'their best.'

### *Guidelines for Staff*

- Ideally a reply to a draft will be given within 48 hours.
- Access to the task and the marking criteria is necessary.
- Reading and critiquing drafts is done primarily by the student's class teacher, if they are not available, all Stage 6 PDHPE/CAFS teachers are able to read the draft and provide feedback
- Limit your comments – 3 or 4 most important aspects.
- Alert students to missing components.
- Feedback will be reflective of the marking criteria

### Teachers are not expected to:

- Spend time 'proof reading' and correcting simple punctuation/grammatical mistakes.
- Rewrite sentences, phrases, provide scaffold sequence of 'to do' steps.
- Grade or indicate any sort of judgment on quality/band/mark.