



Task Number	2	Task Name	Independent Research Project
Course	HSC CAFS	Faculty	PDHPE
Teacher	Ms Ellis	Head Teacher	Mr Eakin
Issue date	Monday, 04/02/2024 Week 2, Term 1	Due date	3pm Friday, 05/04/2024 Week 10, Term 1
Focus (Topic)	Research Methodologies	Task Weighting	20%

Outcomes

A student:

H4.1 Justifies and applies appropriate research methodologies

H4.2 Communicates ideas, debates issues and justifies opinions

Task description

The IRP consists of THREE parts including:

Part 1 - The project proposal - Formative Assessment

- Provides an initial summary and outline of the complete research process
- Collaborative Google document/form used with contributors' names next to entries

Part 2 - The diary - Formative Assessment

- A record of ongoing process
- A record of values, attitudes and feelings
- An honest reflection on problems encountered and possible solutions
- Recording of conversations, contacts, readings and sources of secondary data
- Reflects a proposed timeline
- Collaborative Google document/form used with contributors' names next to entries

Part 3 - The completed product or report - 20% of HSC Assessment Mark

- Is independent; the student's own work
- Is research based; adding to the student's existing knowledge
- Reflects time and commitment allocated in the overall context of the course

Please refer to the following pages for more details on what is expected for each section.

Task description

Part 1 - Project proposal: Formative Assessment

Components of the Proposal (Collaborative)	Assessment
<ul style="list-style-type: none"> ● Presents the topic area ● Recognises why the topic was chosen. ● Outlines how the topic relates to the CAFS course content. ● Puts forward the research question or hypothesis. ● Offers an explanation of how the question or hypothesis was formulated. ● States the methodologies (including the sampling methods) to be used and why. ● Addresses any ethical issues that might be faced, and the strategies to be used to overcome them. ● Lists the sources of data, resources and actions to be used in conducting the research. ● Timeline is clear and detailed 	Highly Achieved/ Achieved/ Not Achieved

Part 2 – The diary: Formative Assessment

Components of the Diary (Collaborative)	Assessment
<ul style="list-style-type: none"> ● Clearly comments on research process and feelings involved in completing the IRP ● Record of thoughts with regular dated entries ● Problems encountered and possible solutions ● Suggest ways to improve for next time ● Evidence of development of the questionnaires and/or interviews 	Highly Achieved/ Achieved/ Not Achieved

Part 3 – The product or report: 20% of HSC Assessment Marks

Components of the Report	Assessment
<p>Title page (Collaborative)</p> <ul style="list-style-type: none"> ● Includes a title page focusing on the topic of report ● Add interesting pictures to capture the attention of the reader ● Include class, date due and teacher <p>Contents (Collaborative)</p> <ul style="list-style-type: none"> ● Lists all items in report ● Written in sections ● Pages numbered <p>Acknowledgements (Collaborative)</p> <ul style="list-style-type: none"> ● Notes all people who participated in research ● Evidence of permission to note names in report ● Includes an explanation of what they assisted with ● Includes a description on how the person or people assisted <p>Abstract (Collaborative) - ½ to 1 page</p> <ul style="list-style-type: none"> ● Outlines the topic, aim and purpose of the research ● Provides a summary of report (methodologies, sources of data) ● Presents findings of research (major findings and conclusion) <p>Introduction (Collaborative)</p> <ul style="list-style-type: none"> ● Describes the topic ● Outlines the background to selection of topic (why it was chosen) ● Highlights the research question/hypothesis (what the researcher expects to find out) ● Explains how it is related to CAFS 	Highly Achieved/ Achieved/ Not Achieved

<p>Literature review (Collaborative)</p> <ul style="list-style-type: none"> ● Summary of existing data that is relevant to the topic ● You may like to complete a planning scaffold for the sources which includes: <ul style="list-style-type: none"> - Positive and negative aspects of each - Analysis of secondary resources - Relevance of literature checked ● Include relevant quotes/statistics to support research 	<p>Highly Achieved/ Achieved/ Not Achieved</p>
<p>Methodologies (Independent)</p> <ul style="list-style-type: none"> ● Provides a logical and coherent description of the primary methodologies used, in relation to the hypothesis/research question. ● Justifies by creating a clear and strong argument (providing a variety of reasons) as to why these methodologies were applied as opposed to others. ● Explains in extensive detail the methods of data collection and their sampling process (use your diary entries for detail) ● Demonstrates extensive evidence of avoiding bias through the sampling process (method, size, group) and how it has contributed to valid and reliable research. ● Shows extensive evidence of avoiding bias in the development of the research tool through an analysis of the question types used (including a justification as to why the question was used, what types of data did they collect, how will that data be used to draw conclusions in relation to the hypothesis/research question). ● Explains with thorough knowledge of ethics and how the researcher has applied ethical procedure throughout their data collection process. 	<p>20 Marks</p>
<p>Data Analysis (Independent)</p> <ul style="list-style-type: none"> ● Presents graphs, tables, data and pictures (quantitative data) in a clear and logical way. ● Graphs, tables, data and pictures (quantitative data) are clearly labelled ensuring clear interpretation for the reader. ● Thorough and relevant analysis of primary and secondary research with strong links between quantitative data to qualitative data. (where applicable) and secondary data (referenced). ● Draws clear conclusions about the relationship between the primary data and the secondary data and any limitations within the research process. ● Explicit and relevant links are made to how the data supports the hypothesis (trends/patterns) or answers the research question. ● Analysis is presented in a clear and logical manner. 	<p>20 Marks</p>
<p>Conclusion</p> <ul style="list-style-type: none"> ● Clearly answers the research question/hypothesis. ● Clearly draws together the ideas from the data analysis to draw a clear and valid conclusion. ● Justifies by creating a clear and strong argument (providing a variety of reasons) as to why this conclusion has been drawn. ● Summary/conclusion/recommendations for future research or practice within the field are provided 	<p>5 Marks</p>
<p>Bibliography/References</p> <ul style="list-style-type: none"> ● All references cited in alphabetical order ● Lists all components of APA Referencing ● In text referencing 	<p>Highly Achieved/ Achieved/ Not Achieved</p>

Marking Guidelines

PROPOSAL CRITERIA – Part 1 Formative Assessment	Assessment
<p>Outstanding/High – extensive or high knowledge, understanding and skills are displayed through a response which:</p> <ul style="list-style-type: none"> ● Clearly defines the research proposal. ● Effectively communicates the relationship between the focus of the project and the course content area. ● Describes the primary and secondary research methodologies in detail. ● Demonstrates thorough understanding of bias and ethics in research. ● Displays expertise in developing a timeline for the management of the project. ● Shows a clear understanding of the requirements for the project product. 	Highly Achieved
<p>Sound/Basic – satisfactory knowledge, understanding and skills are displayed through a response which:</p> <ul style="list-style-type: none"> ● Outlines the research proposal. ● Identifies the relationship between the focus of the project and the course content area. ● Describes the primary and secondary research methodologies. ● Demonstrates a sound/basic understanding of bias and ethics in research. ● Displays satisfactory skill in developing a timeline for the management of the project. ● Shows an adequate understanding of the requirements for the project product. 	Achieved
<p>Not Achieved– understanding and skills are NOT displayed through a response which:</p> <ul style="list-style-type: none"> ● The research proposal is not outlined. ● The relationship between the focus of the project and the course content area cannot be identified. ● Primary and secondary research methodologies are not described. ● Fails to identify bias and ethics in research. ● Omits or displays an unrealistic timeline for the management of the project. ● Shows little to no understanding of the requirements for the project product. ● Late submission – no misadventure ● Assessment not submitted 	Not Achieved Parental notification

DIARY CRITERIA – Part 2 Formative Assessment	Assessment
<p>Outstanding/High – extensive or thorough knowledge, understanding and skills are displayed through a response which:</p> <ul style="list-style-type: none"> ● Well documented evidence of project development. ● Clearly identifies and explains the process for determining the nature of the product. ● Critically documents relevant secondary sources and information. ● Regular entries are made within the appropriate timeline. ● Evidence of problem-solving to resolve any issues arising. ● Documents conversations, readings and relevant contacts in a logical and concise way. 	Highly Achieved
<p>Sound/Basic – satisfactory knowledge, understanding and skills are displayed through a response which:</p> <ul style="list-style-type: none"> ● Sound documented evidence of project development. ● Identifies a range of possible product options. ● Documents relevant secondary sources and information with basic explanations. ● Regular entries are made. ● Evidence of problem-solving to resolve any issues arising. ● Records descriptive accounts of mostly relevant conversations, readings and contacts. 	Satisfactorily Achieved

<p>Not Achieved – knowledge, understanding and skills are NOT displayed through a response which:</p> <ul style="list-style-type: none"> ● Does not provide satisfactory evidence of project development. ● Does not provide possible product options. ● Lacks references made to relevant secondary sources and information. ● Irregular or no entries are made. ● Little to no evidence of problem-solving to resolve any issues arising. ● No record of conversations and relevant contacts 	<p>Not Achieved Parental notification</p>
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REPORT CRITERIA – Part 3 20% of HSC Assessment Mark	Assessment
<p>Outstanding – extensive knowledge, understanding and skills are displayed through a response which:</p> <p>Methodologies H4.1 justifies and applies appropriate research methodologies</p> <ul style="list-style-type: none"> ● Provides a logical and coherent description of the primary methodologies used, in relation to the hypothesis/research question. ● Justifies by creating a clear and strong argument (providing a variety of reasons) as to why these methodologies were applied as opposed to others. ● Explains in extensive detail the methods of data collection and their sampling process. ● Demonstrates extensive evidence of avoiding bias through the sampling process (method, size, group) and how it has contributed to valid and reliable research. ● Shows extensive evidence of avoiding bias in the development of the research tool through an analysis of the question types used (including a justification as to why the question was used, what types of data did they collect, how will that data be used to draw conclusions in relation to the hypothesis/research question). ● Explains with extensive knowledge of ethics and how the researcher has applied ethical procedure throughout their data collection process. 	<p>17-20 Marks</p>
<p>Data analysis H4.2 communicates ideas, debates issues and justifies opinions</p> <ul style="list-style-type: none"> ● Presents graphs, tables, data and pictures (quantitative data) in a clear and logical way. ● Graphs, tables, data and pictures (quantitative data) are clearly labelled ensuring clear interpretation for the reader. ● Thorough and relevant analysis of primary and secondary research with strong links between quantitative data to qualitative data (where applicable) and secondary data (referenced). ● Draws clear conclusions about the relationship between the primary data and the secondary data and any limitations within the research process. ● Explicit and relevant links are made to how the data supports the hypothesis or answers the research question. ● Analysis is presented in a clear and logical manner. 	<p>17-20 Marks</p>
<p>Conclusion H4.2 communicates ideas, debates issues and justifies opinions</p> <ul style="list-style-type: none"> ● Clearly answers the research question/hypothesis. ● Clearly draws together the ideas from the data analysis to draw a clear and valid conclusion. 	<p>5 Marks</p>

<ul style="list-style-type: none"> ● Justifies by creating a clear and strong argument (providing a variety of reasons) as to why this conclusion has been drawn. 	
<p>Formatively Assessed Report Components; title page, contents, acknowledgements, abstract, introduction, literature review, bibliography</p> <ul style="list-style-type: none"> ● Product presentation effectively communicates central ideas. ● Clearly articulates the intentions of the project and relates specifically to syllabus content area/s. ● Effectively acknowledges the relevant sources of support for the completion of the project. ● Extensively summarises and critiques existing data that is relevant to the topic ● Extremely relevant and coherent primary research methodologies are used and are evident in samples provided. ● The collection of data is highly appropriate to the research proposal. ● A comprehensive and extensive bibliography is presented (contains a range of sources). ● An appendix contains samples of primary research responses and other relevant information. 	<p>Highly Achieved</p>
<p>High – thorough knowledge, understanding and skills are displayed through a response which:</p> <p>Methodologies H4.1 justifies and applies appropriate research methodologies</p> <ul style="list-style-type: none"> ● Provides a logical and coherent description of the primary methodologies used, in relation to the hypothesis/research question. ● Justifies by creating a clear argument (providing a variety of reasons) as to why these methodologies were applied as opposed to others. ● Explains in detail the methods of data collection and their sampling process ● Demonstrates thorough evidence of avoiding bias through the sampling process (method, size, group) and how it has contributed to valid and reliable research. ● Shows thorough evidence of avoiding bias in the development of the research tool through an analysis of the question types used (including a justification as to why the question was used, what types of data did they collect, how will that data be used to draw conclusions in relation to the hypothesis/research question). ● Explains with thorough knowledge of ethics and how the researcher has applied ethical procedure throughout their data collection process. 	<p>13-16 Marks</p>
<p>Data analysis H4.2 communicates ideas, debates issues and justifies opinions</p> <ul style="list-style-type: none"> ● Presents graphs, tables, data and pictures (quantitative data) in a clear and logical way. ● Graphs, tables, data and pictures (quantitative data) are clearly labelled ensuring clear interpretation for the reader. ● Thorough and relevant analysis of primary and secondary research with links between quantitative data to qualitative data. (where applicable) and secondary data (referenced). ● Draws clear conclusions about the relationship between the primary data and the secondary data and any limitations within the research process. ● Relevant links are made to how the data supports the hypothesis or answers the research question. ● Analysis is presented in a clear and logical manner. 	<p>13-16 Marks</p>

<p>Conclusion H4.2 communicates ideas, debates issues and justifies opinions</p> <ul style="list-style-type: none"> ● Clearly answers the research question/hypothesis. ● Clearly draws together the ideas from the data analysis to draw a clear and valid conclusion. ● Justifies by creating a clear argument, providing reasons as to why this conclusion has been drawn. 	<p>4 Marks</p>
<p>Formatively Assessed Report Components; title page, contents, acknowledgements, abstract, introduction, literature review, bibliography</p> <ul style="list-style-type: none"> ● Product presentation effectively communicates central ideas. ● Clearly articulates the intentions of the project and relates specifically to syllabus content area/s. ● Effectively acknowledges the relevant sources of support for the completion of the project. ● Extensively summarises and critiques existing data that is relevant to the topic ● Extremely relevant and coherent primary research methodologies are used and are evident in samples provided. ● The collection of data is highly appropriate to the research proposal. ● A comprehensive and extensive bibliography is presented (contains a range of sources). ● An appendix contains samples of primary research responses and other relevant information. 	<p>Highly Achieved</p>
<p>Sound – satisfactory knowledge, understanding and skills are displayed through a response which:</p> <p>Methodologies H4.1 justifies and applies appropriate research methodologies</p> <ul style="list-style-type: none"> ● Provides a mostly logical description of the primary methodologies used, in relation to the hypothesis/research question. ● Attempts to justify by creating an argument as to why these methodologies were applied as opposed to others. ● Soundly explains the methods of data collection and their sampling process ● Demonstrates sound evidence of avoiding bias through the sampling process (method, size, group) and how it has contributed to valid and reliable research. ● Shows sound evidence of avoiding bias in the development of the research tool through an analysis of the question types used (including a justification as to why the question was used, what types of data did they collect, how will that data be used to draw conclusions in relation to the hypothesis/research question). ● Explains with sound knowledge of ethics and how the researcher has applied ethical procedure throughout their data collection process. 	<p>9-12 Marks</p>
<p>Data analysis H4.2 communicates ideas, debates issues and justifies opinions</p> <ul style="list-style-type: none"> ● Presents graphs, tables, data and pictures (quantitative data) in a clear and logical way. ● Graphs, tables, data and pictures (quantitative data) are labelled ensuring clear interpretation for the reader. 	<p>9-12</p>

<ul style="list-style-type: none"> ● Sound analysis of primary and secondary research with some links between quantitative data to qualitative data (where applicable) and secondary data (referenced). ● Draws sound conclusions about the relationship between the primary data and the secondary data and any limitations within the research process. ● Some relevant links are made to how the data supports the hypothesis or answers the research question. ● Analysis is presented in a sound and mostly logical manner. 	Marks
<p>Conclusion</p> <p>H4.2 communicates ideas, debates issues and justifies opinions</p> <ul style="list-style-type: none"> ● Clearly answers the research question/hypothesis. ● Clearly draws together the ideas from the data analysis to draw a sound and valid conclusion. ● Attempts to justify by creating an argument, providing reasons as to why this conclusion has been drawn. 	3 Marks
<p>Formatively Assessed Report Components; title page, contents, acknowledgements, abstract, introduction, literature review, bibliography</p> <ul style="list-style-type: none"> ● Product presentation communicates one or two central ideas. ● Sound 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. ● Summarises existing data that is relevant to the topic ● Primary research methodologies demonstrate mostly sound structure. May lack relevance to the research proposal. ● Most of the collection of data is appropriate to the research proposal. ● A sound bibliography is presented (contains satisfactory sources). ● An appendix contains sound evidence of primary research. 	Achieved
<p>Basic – elementary knowledge, understanding and skills are displayed through a response which:</p> <p>Methodologies</p> <p>H4.1 justifies and applies appropriate research methodologies</p> <ul style="list-style-type: none"> ● Provides a basic description of the primary methodologies used, in relation to the hypothesis/research question. ● May or may not attempt to justify by creating an argument as to why these methodologies were applied as opposed to others. ● Explains the methods of data collection and their sampling process to a basic level. ● Demonstrates basic evidence of avoiding bias through the sampling process (method, size, group) and may outline how it has contributed to valid and reliable research. ● Shows basic evidence of avoiding bias in the development of the research tool in regard to the question types used (may or may not include a justification as to why the question was used, what types of data did they collect, how will that data be used to draw conclusions in relation to the hypothesis/research question). ● May or may not provide a basic description of how the researcher has applied ethical procedure throughout their data collection process. 	5-8 Marks
<p>Data analysis</p> <p>H4.2 communicates ideas, debates issues and justifies opinions</p>	

<ul style="list-style-type: none"> ● Presents one or more graphs, tables, data and pictures (quantitative data) in a clear and logical way. ● Graphs, tables, data and pictures (quantitative data) are labelled with some clarity. ● Basic analysis of primary and secondary research. Links between quantitative data to qualitative data (where applicable) and secondary data (referenced) may or may not be made. ● Attempts to draw conclusions about the relationship between the primary data and the secondary data and/or any limitations within the research process. ● Some links are made to how the data supports the hypothesis or answers the research question. ● Analysis is presented in a basic manner. 	5-8 Marks
<p>Conclusion H4.2 communicates ideas, debates issues and justifies opinions</p> <ul style="list-style-type: none"> ● Attempts to answer the research question/hypothesis. ● Loosely draws together the ideas from the data analysis to draw a basic conclusion. ● May or may not attempt to justify why this conclusion has been drawn. 	2 Marks
<p>Formatively Assessed Report Components; title page, contents, acknowledgements, abstract, introduction, literature review, bibliography</p> <ul style="list-style-type: none"> ● Product presentation communicates one or two central ideas. ● Sound 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. ● Summarises existing data that is relevant to the topic ● Primary research methodologies demonstrate mostly sound structure. May lack relevance to the research proposal. ● Most of the collection of data is appropriate to the research proposal. ● A sound bibliography is presented (contains satisfactory sources). ● An appendix contains sound evidence of primary research. 	Achieved
<p>Limited – limited knowledge, understanding and skills are displayed through a response which:</p> <p>Methodologies H4.1 justifies and applies appropriate research methodologies</p> <ul style="list-style-type: none"> ● Provides a limited outline of the primary methodologies used, in relation to the hypothesis/research question. ● No attempt to justify by creating an argument as to why these methodologies were applied as opposed to others is demonstrated. ● Limited or no explanation of the methods of data collection or their sampling process is demonstrated. ● Demonstrates limited or no evidence of avoiding bias through the sampling process (method, size, group) and no attempt to outline how it has contributed to valid and reliable research is made. ● Shows limited evidence of avoiding bias in the development of the research tool in regard to the question types used and may not include a justification as to why the question was used, what types of data did they collect, how will that data be used to draw conclusions in relation to the hypothesis/research question). ● May or may not provide a limited description of how the researcher has applied ethical procedure throughout their data collection process. 	1-4 Marks

<p>Data analysis H4.2 communicates ideas, debates issues and justifies opinions</p> <ul style="list-style-type: none"> ● Presents one or more graph/s, table/s, data and picture/s (quantitative data) but may lack clarity. ● Graphs, tables, data and pictures (quantitative data) may not be labelled. ● Limited analysis of primary and secondary research. Links between quantitative data to qualitative data (where applicable) and secondary data (referenced) may not be made. ● Conclusions about the relationship between the primary data and the secondary data and/or any limitations within the research process are limited. ● Limited links are made to demonstrate how the data supports the hypothesis or answers the research question. ● Analysis is limited or not present. 	<p>1-4 Marks</p>
<p>Conclusion H4.2 communicates ideas, debates issues and justifies opinions</p> <ul style="list-style-type: none"> ● Limited attempt to answer the research question/hypothesis. ● Limited demonstration of ability to draw together the ideas from the data analysis to form a conclusion. ● May not attempt to justify why this conclusion has been drawn. 	<p>1 Mark</p>
<p>Formatively Assessed Report Components; title page, contents, acknowledgements, abstract, introduction, literature review, bibliography</p> <ul style="list-style-type: none"> ● Product presentation communicates one or two central ideas. ● Sound 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. ● Summarises existing data that is relevant to the topic ● Primary research methodologies demonstrate mostly sound structure. May lack relevance to the research proposal. ● Most of the collection of data is appropriate to the research proposal. ● A sound bibliography is presented (contains satisfactory sources). ● An appendix contains sound evidence of primary research. 	<p>Not Achieved</p> <p>Parental notification</p>
<ul style="list-style-type: none"> ● Late submission – no misadventure ● Assessment not submitted 	<p>0 Marks</p> <p>Parental notification</p>