



JOHN EDMONDSON HIGH SCHOOL

Assessment Notification

Faculty: PDHPE Course: CAFS Year: 12

Assessment Task: Assessment 1- Research Methodology

Assessment Weighting: 20% Due: Term 4 Week 9 Date: Wednesday 6th December

Task Type: Hand in Task In Class Task Practical Task

Outcomes assessed (NESA)

H4.1 Justifies and applies appropriate research methodologies
H4.2 Communicates ideas, debates issues and justifies opinions

Task Description/Overview

Project Diary: Hand in during class time on Wednesday 6th December- teacher will check each Friday

Final IRP: Wednesday 6th December (hand-in- submitted by 8.25am via Canvas)

In Class Task; Analysis and Discussion Wednesday 6th December period 3.

Students will be given some class time from Wednesday Week 2 until Tuesday Week 9 to work on their IRP.
Students can hand-in a draft version for written feedback up until Wednesday 29th November. After this date, verbal feedback will be provided during class-time only

Detailed Assessment Task Description

Your task is to complete an Independent Research Project (IRP). The focus of this project should be related to the course content of one or more of the following areas:

- Individuals, Groups, Families, Communities, Resource management

Research Question for the class:

“How does the use of technology in today’s society impact wellbeing in adolescents?”

The project consists of three parts:

- Project log book/ diary (done individually and submitted within IRP) **The Diary (Individual Component – 5 marks)**

The Project Diary is a record of ongoing progress. All specified entries are expected to refer to the class work, readings, conversations, problems encountered as well as feelings, attitudes and recommendations for the future work. Your comments should reflect the proposed timeline. 1 entry minimum per week is required.

- Project Product (Final IRP – Submitted via Canvas using “Turn-it-in”) **20 Marks**
- Analysis and Discussion- in class- **10 Marks**

Total = 35 Marks

Assessment guidelines

Your task will be assessed on your ability to:

- use appropriate research methodology to investigate a question
- 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

You will be required to show your progress throughout lessons to indicate the authenticity of your work. Failure to do so may result in a mark of zero. Failure to submit an Assessment task will also result in zero.

Final IRP (35 marks)

Present a complete picture of the research conducted and construct a critical analysis of the findings.

You need to include all of the following sections:

- a. Title page – Name, Subject, Due date, Research Question.
- b. Contents page – clearly identify where each section is throughout the project. All pages should be labelled and correlate with the information on the contents page.
- c. Acknowledgements - recognise specific 'sources of data' (refer to syllabus) that assisted in the research process and acknowledge the support given.
- d. Abstract – summary of the entire research project. (Overall picture of steps 1-6 in "Main Body of Report")
- e. Main Body of Report

1. Introduction – describe the intentions of the project and link to relevant syllabus content. (Include your research question). (individual)

2. Literature review – discuss the secondary data related to your research topic. (Show the information that already exists for/against your research topic) (individual)

3. Research methodologies – describe the primary research methods used to collect data. (Specify – who, what, when, why and how they were conducted. Include details of the sampling method/s used.) (Done in class together)

4. Results – present the data collected using graphs and/or tables and outline the significant points in writing (describe the data presented in the graphs/tables). It is suggested that you show both data representations. Note: do not give reasons for the data in this section. (Done in class together)

5. Analysis and discussion – *interpret research findings/results. Show any relationships between the primary and secondary data, present information that looks at both positives and negatives (if applicable), show links between the data and your question.* Individual- this will be done in class. You will be allowed to bring in some resources to assist you.

6. Conclusion & Future Recommendations – provide a summary of analysis and discussion (Determine the final outcome or conclusion to research, make a judgment based on your findings, outline any problems encountered during research, any issues of concern, and make relevant suggestions for improvement.). All conclusions should be supported with data and be based on evidence already discussed. There should be no new information in this section. (individual)

f. Bibliography – list all secondary sources of data (refer to the information given in the JEHS Assessment Policy regarding appropriate referencing)

g. Appendix – List all relevant materials utilised for the research but not needed in the main body of the report – e.g. original blank copy of your questionnaires, interview questions or other research methodologies records, secondary information materials, articles etc. (Completed questionnaires, interview transcripts and journal articles are to be signed off by your teacher prior to submitting your final product).

Assessment Criteria: Final Product (IRP)		
Grade	Description	Mark Range
Outstanding (O)	<ul style="list-style-type: none"> • Clearly describes the project focus and course content • Effectively acknowledges the relevant sources of support for the project • Provides an extensive description of the research process • Shows concise documentation of relevant secondary data (including appropriate referencing of information) • Displays superior understanding and application of research methodologies • Shows effective presentation of results with correct explanation • Successfully draws conclusions and makes recommendations relevant to the research • Presents an extensive and accurate bibliography • Collates a comprehensive appendix containing appropriate material • Effectively communicates the research process in a coherent, organised and logical manner, using appropriate terminology, for the final product • Includes all aspects of the IRP, completed in depth: Title page, abstract, introduction, acknowledgements, literature review, methodologies, summary, bibliography and appendix 	17-20
High (H)	<ul style="list-style-type: none"> • Describes the project focus and course content • Acknowledges the relevant sources of support for the project • Provides a thorough description of the research process • Shows a proficient documentation of relevant secondary data (including appropriate referencing of information) • Displays accomplished understanding and application of research methodologies • Shows thorough presentation of results and explanation of figures • Draws proficient conclusions and makes some recommendations • Presents an accurate bibliography • Collates a concise appendix containing appropriate material 	14-16

	<ul style="list-style-type: none"> • Competently communicates the research process in a clear and logical manner, using appropriate terminology, for the final product • Includes all aspects of the IRP: Title page, abstract, introduction, acknowledgements, literature review, methodologies, results, summary, bibliography and appendix. 	
Sound (S)	<ul style="list-style-type: none"> • Outlines the project • Lists some sources of support for the project • Provides a sound outline of the research process • Displays some references to secondary data (including appropriate referencing of information) • Displays sound understanding and application of research methodologies • Shows some results • Draws few conclusions and makes some recommendations • Presents a sound bibliography, with some errors • Attaches an appendix containing a few samples of supporting material • Communicates the research process in an organised way and/or uses some appropriate terminology for the final product • Includes most aspects of the IRP: Title page, abstract, introduction, acknowledgements, literature review, results, analysis and discussion, methodologies, summary, bibliography and appendix 	9-13
Basic (B)	<ul style="list-style-type: none"> • Restates project proposal • Few sources of support listed • Provides a basic outline of the research process • No references to secondary data • Displays basic understanding and inappropriate application of research methodologies • Shows few results • Contains an inadequate summary of the research data • Presents an incomplete / incorrect bibliography • Attaches appendix with irrelevant information • Communicates ideas in a basic form for the final product 	5-8
Limited (L)	<ul style="list-style-type: none"> • Restates project proposal • Uses only original allocated journal articles • Provides a limited outline of the research process • No references to secondary data • Displays limited understanding and inappropriate application of research methodologies • Contains an inadequate summary of the research data • Has missing aspects of the IRP: Title page, abstract, introduction, acknowledgements, ,methodologies, literature review, results, analysis and discussion, summary, bibliography and appendix • Presents an incomplete / incorrect bibliography • Attaches appendix and other aspects with irrelevant information 	1-4

	<ul style="list-style-type: none"> Communicates ideas in an elementary form for the final product 	
--	--	--

Assessment Criteria: Analysis and discussion- in class		
Grade	Description	Mark Range
Outstanding (O)	<ul style="list-style-type: none"> Extensive explanation and interpretation of data is demonstrated through introduction, main body and conclusion Extensive and relevant analysis of primary and secondary research with explicit links between the two types of data including in depth comparisons of differences and similarities of findings Explicit and relevant links are made between the data and the question Extensive use of relevant terminology and a variety of sources evident Response is consistently clear, balanced and logical 	9-10
High (H)	<ul style="list-style-type: none"> Thorough explanation and interpretation of data is demonstrated through introduction, main body and conclusion Thorough and relevant analysis of primary and secondary research with links between the two types of data including in depth comparisons of differences and similarities of findings Thorough and relevant links are made between the data and the question Thorough use of relevant terminology Response is clear and logical and attempts to have balance 	7-8
Sound (S)	<ul style="list-style-type: none"> Interpretation of data is demonstrated Sound analysis of primary and secondary research with links between the two types of data Sound links are made between the data and the question Sound use of relevant terminology Response is mostly clear and logical 	4-6
Basic (B)	<ul style="list-style-type: none"> Basic interpretation / outline of data is demonstrated Some links are made between primary and secondary data which may/may not be relevant Some links are made between the data and the question which may/may not be relevant Some use of relevant terminology Occasionally communicates ideas in a clear and/or logical manner 	2-3
Limited (L)	<ul style="list-style-type: none"> Limited outline of data Minimal links are made between primary and secondary data Minimal links are made between the data and the question Minimal/no use of terminology 	0-1

	<ul style="list-style-type: none"> Limited resources included Rarely communicates ideas in a clear and/or logical manner 	
--	--	--

Assessment Criteria: Project diary/logbook		
Grade	Description	Mark Range
Outstanding- (O)	<ul style="list-style-type: none"> Well documented evidence of project development Clearly documents relevant secondary sources and information Regular entries are made in line with appropriate time line Evidence of problem solving to resolve any issues arising Documents conversations, readings and relevant contacts in a logical and concise way Includes feelings, attitudes and recommendations for the future work. Reflects and adheres to the proposed timeline 	4-5
Sound (S)	<ul style="list-style-type: none"> Basic documented evidence of project development 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 relevant contacts Includes feelings, attitudes and recommendations for the future work. Reflects the proposed timeline 	2-3
Limited- (L)	<ul style="list-style-type: none"> Vague evidence of project development 1 or 2 references made to relevant secondary sources and information Irregular entries are made Little evidence of problem solving to resolve any issues arising Basic record of conversations and relevant contacts Limited or no diary entries handed in or ready for checking 	1

Satisfactory completion of courses

A course has been satisfactorily completed, when the student has:

- Followed the course developed/endorsed by the NSW Educational Standards Authority (NESA)
- Applied himself/herself with diligence and sustained effort to the set tasks and experiences provided in the course.
- Achieved some or all of the course outcomes