



MOUNT ANNAN HIGH SCHOOL ASSESSMENT TASK NOTIFICATION

FACULTY	HSIE	COURSE	Society and Culture	YEAR	11
TASK NUMBER	1	TASK NAME	Research Report		
TASK WEIGHT	30%	MARKS AWARDED	_____/30		
DATE OF NOTIFICATION	Tuesday 5 th March, 2024				
DUE DATE	Friday 22 nd March, 2024 – (To be submitted to Google Classroom before 11:59pm)				

TASK DESCRIPTION / INSTRUCTIONS

Purpose of Task:

Task provides students with the opportunity to deepen their understanding of Research Methods and Ethical considerations involved in social research.

Task Description:

The task is divided into TWO parts. Students must complete BOTH parts of this task using the scaffold provided via the Google Classroom.

PART A: SOCIAL ISSUE AND RELEVANCE TO COURSE CONCEPTS

- **Chosen topic:** Students are to choose a relevant social issue and develop a proposal. This proposal should include: Your hypothesis question, an introduction and outline of your chosen issue, and what you aim to do through your research. (100 - 200 words)
- **Table demonstrating the relationship of your chosen issue to the concepts.** Students need to connect their chosen issue to at **least THREE of the 'Fundamental Concepts', and TWO to THREE of the 'Additional/related Concepts'**. If you are unable to do this, then your chosen issue is considered an inappropriate area of study for the Society and Culture Course. (50 words each, max). (Use the provided table format to present the connection between your chosen social issue and the course concepts.)

CONCEPT	EXPLAIN HOW YOUR CHOSEN SOCIAL ISSUE RELATES TO THIS CONCEPT.



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PART B: RESEARCH

➤ **Secondary Research:**

- Students must only gather **TWO** secondary sources – one written/one reliable online source. You will need to include an analysis of each resource and the relevance to your understanding of the topic. This includes discussing: the importance of the source to your understanding of your topic of choice, reliability, validity, and potential bias. (200 words each). (*These secondary pieces must be attached in your appendix. Articles are to be no longer than 4 – 5 pages long.*)

➤ **Primary Research and Synthesis:**

- Students are to create a questionnaire (minimum 10 questions) that focuses on the relevant social issue. (*You are recommended to use Google Forms. A copy of your questionnaire must be attached in your appendix.*)
- Gather and organise results and explain the outcomes. Explain the results and what you found. This includes discussing: The process of developing your questionnaire, trends found within the results, possible bias and points that support or challenge your hypothesis. (400 words)
- Insert appropriate graphs that represents information gathered through the questionnaire.

➤ **Conclusions:**

- **What conclusions can you make about your topic?** After gathering and analysing all of your research and evidence, outline the conclusions you can make regarding your chosen social issue. (150 words)

TASK SUBMISSION INSTRUCTIONS

- **Must be completed and submitted via Google Classroom BEFORE 11:59pm on Friday 22nd March, 2024.**
- **Please use the provided scaffold/template to assist in the completion of your task.**
- Minimum size 12 font using Times New Roman, Arial or Calibri.
- 1.5 line spacing.
- Page Numbers are required at the bottom of your pages.
- Ensure to label all images and graphs appropriately.
- Ensure to include both the secondary materials (with references – APA 7th edition) and a blank copy of your questionnaire within the appendix.

SUPPORT MATERIAL

Suggested resources:

- Access to NSW State Library and National Library of Australia
- Classwork and various items provided to support learning, including various worksheets and PowerPoints
- Google Classroom: **bpn3mqc** – PPTs and Textbook chapters have been loaded for you here.
- Your own research on the topic
- Syllabus and YOUR syllabus summary notes



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HOW DOES THIS TASK LINK TO MY LEARNING

This task has been designed to assist students in developing their capabilities in responding to extended response style questions.

OUTCOMES

Outcomes to be assessed:

P1: Identifies and applies Social and Cultural concepts

P3: Identifies and describes relationships and interactions within and between Social and Cultural groups

P6: Differentiates between Social and Cultural Research Methods

P8: Plans and conducts ethical Social and Cultural Research

P10: Communicates information, ideas and issues using appropriate written, oral and graphic forms

FAILURE TO COMPLETE OR SUBMIT AN ASSESSMENT TASK

If you do not attend school on the Due Date of an Assessment Task to submit or complete the task in person you will be given a zero mark unless you comply with the following Assessment Guidelines:

- For Assessment Task completed at home – you must submit the assessment task before school on the next day you attend.
- For Assessment Tasks completed at school – you must report to the relevant Head Teacher before school the next day you attend and discuss when you will complete task missed or a substitute task.
- Complete a 'Misadventure Form' and provide relevant information and evidence to appeal the **zero mark** awarded. Other circumstances are outlined in the MAHS Assessment Booklet for the particular year. Evidence may include an in person medical certificate for illness or a letter outlining extenuating circumstances or other deemed reasonable reasons. An outcome of your 'Misadventure Form' will be provided by the Deputy Principal.

Students found guilty of **malpractice** which includes plagiarism will be awarded a **zero mark**. If a piece of work is incomplete at the time of submission, it should be submitted as is, and you will be given a mark on what has been completed.

As per our school Assessment Procedures outlined in the MAHS Assessment Booklet for the particular year, you must see your teacher and Head Teacher on the **first day you return** back to school. Please access our school website to access our assessment procedures for each year group and a 'misadventure form' - <https://mountannan-h.schools.nsw.gov.au/community/assessment-schedules.html>



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PART A: SOCIAL ISSUE AND RELEVANCE TO COURSE CONCEPTS

MARKING CRITERIA	
Performance Descriptors	Marks/Grade
<ul style="list-style-type: none">Comprehensively justifies a relevant social issue and develops a hypothesis of complexity. Proposal indicates thought.Clearly and concisely explains how chosen social issue relates to at least THREE fundamental concepts, and THREE additional concepts.Presents a sustained, logical and cohesive response	A 9 - 10
<ul style="list-style-type: none">Effectively justifies a relevant social issues and develops a hypothesis. Proposal indicates some thought.Clearly explains how chosen social issue relates to at least THREE fundamental concepts, and TWO to THREE additional concepts.Presents a logical and cohesive response	B 7 - 8
<ul style="list-style-type: none">Satisfactorily justifies a relevant social issue. May/may not identify a hypothesis. Proposal indicates thought at a sound level.Explains how chosen social issue relates to at least TWO fundamental concepts, and TWO to THREE additional concepts.Presents an organised response	C 5 - 6
<ul style="list-style-type: none">Describes a relevant social issue. May/may not identify a hypothesis. Proposal indicates some thought.Explains how chosen social issue relates to at least TWO fundamental concepts, and ONE additional concepts.Attempts to present a somewhat organised response	D 3 - 4
<ul style="list-style-type: none">Makes general statements about a social issue. Proposal indicates minimal thought.Makes general statements about course concepts that may/may not be relevantPresents a minimal attempt at task.Aspects of task not completed.	E 1 - 2
Non Attempt – Non Submission – Non Serious Attempt	0

Comments:



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PART B: RESEARCH

MARKING CRITERIA	
Performance Descriptors	Marks/Grade
<ul style="list-style-type: none"> • Chooses appropriate and useful secondary sources that are current and support the report. • Comprehensively highlights the relevance of each source to the topic, its reliability and potential bias. • Questionnaire is clear, structured, coherent and provides insightful questions of relevance to the topic. • Comprehensively communicates in a well organised and constructed written report integrating appropriate terminology. • Report explains the process of research. Clearly articulates how the hypothesis may/may not have been challenged by results. Includes graphs that aptly support writing. 	A 17 - 20
<ul style="list-style-type: none"> • Chooses useful secondary sources that are current and support the report. • Effectively highlights the relevance of each source to the topic, its reliability and potential bias. • Questionnaire is structured and provides insightful questions of relevance to the topic. • Effectively communicates and constructs a written report integrating appropriate terminology. • Report highlights the process of research. Articulates how the hypothesis may/may not have been challenged by results. Includes graph/s that aptly support writing. 	B 13 - 16
<ul style="list-style-type: none"> • Chooses secondary sources that are current and support the report. • Identifies the relevance of each source to the topic, its reliability and/or potential bias. • Questionnaire is structured and provides questions of some relevance to the topic. • Constructs a written report that integrates appropriate terminology to a satisfactory level. • Report may/may not highlight the process of research. Briefly states how the hypothesis may/may not have been challenged by results. Includes graph/s that aptly support writing. 	C 9 - 12
<ul style="list-style-type: none"> • Chooses secondary sources that are/are not current and may/may not support the report. • Makes general comments on the relevance, reliability and/or potential bias of the sources. • Questionnaire lacks structure and provides a limited amount of questions that may/may not connect to the topic. • Provides a written piece that may/may not follow report structure with limited terminology. • Report may/may not highlight the process of research. States how the hypothesis may/may not have been challenged by results to a sound level. Includes graph/s that aptly support writing. 	D 5 - 8
<ul style="list-style-type: none"> • May/may not choose a secondary source for the report. • Makes general comments about the source in general • Questionnaire is unmethodical and may not connect to the topic. • Presents a minimal attempt at task. • Aspects of task not completed. 	E 1 - 4
Non Attempt – Non Submission – Non Serious Attempt	0



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STUDENT REFLECTION

I FEEL MY STRENGTHS WITHIN THIS TASK WERE

I FEEL MY WEAKNESSES WITHIN THIS TASK WERE

FROM THE MARKING CRITERIA I WOULD MOST LIKE FEEDBACK ON



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