

# Coonabarabran High School

## TAKE HOME ASSESSMENT NOTIFICATION



Subject:	Community and Family Studies	Weighting:	20%
Teacher:	Miss Mulveney	Notification date:	17.03.25
Topic:	Research Methodology	Due date:	23.05.25

### Outcomes to be assessed:

**H4.1** justifies and applies appropriate research methodologies

**H4.2** communicates ideas, debates issues and justifies opinions.

### You will be assessed on how well you:

- Use appropriate research methodologies
- Analyse data in a cohesive and logical manner

### Task description:

Students will complete an Individual Research Project comprising collaborative and individual tasks (as set out by this notification). They will be required to also produce a Project Plan and Project Diary to detail the planning and work that went into creating their Individual Research Project.

Students will develop a group research question or hypothesis based on the following question:

***Did the banning of mobile phones in schools benefit student wellbeing?***

Students will conduct primary and secondary research in order to collect evidence and results that may prove or disprove their research question or hypothesis.

*Read the following instructions and marking criteria CAREFULLY to ensure success.*

Students will have their entire project marked, however, their overall result will come from the individual components which amounts to a **total mark of 25**.

### **Submission:**

Students will submit a **printed** copy of their assessment task to their teacher **before 9am Friday 23rd May Week 4 Term 2**. Students only need to submit **one copy** per grouping with both student numbers on the front cover.

Students will submit the **Project Plan** as a **printed** copy to be handed to their teacher **before 9am Friday 4th April Week 10 Term 1**.

### **Feedback (during and after task completion):**

Students will have ongoing meeting schedules throughout the process to check in with their teacher to ensure they are on track with their progress. Students will also receive written feedback throughout the process on a shared document with their teacher.

Students will receive written feedback after they have submitted the task in full.

Students will receive feedback as a group on the collaborative sections of the task. They will then receive individual feedback based on the sections they completed themselves (outlined by the use of their student number throughout the report).

*NOTE: This is a compulsory assessment task. You are to make a genuine attempt at the task, and all protocols relating to plagiarism, collusion, and malpractice apply. You are required to submit on the above stated date. Failing to do so may result in the awarding of the grade of 0%. If students are unable to submit by the due date, they must provide a doctor's certificate and/or an Illness & Misadventure Form. All assessment submission protocols, found in the Assessment Handbook, will be followed.*

Students will contribute **collaboratively** and **individually** towards a research project and will present it as a report. The report will be built on primary and secondary research conducted as a group. It will contain the following sections (those highlighted in yellow require individual work):

### IRP REPORT GUIDELINES

Section	To be included in the section
Cover / title page <b>2 marks</b>	<ul style="list-style-type: none"><li>• Title of the report</li><li>• Student names (all group members)</li><li>• Name of the school and subject</li></ul>
Table of contents <b>2 marks</b>	<ul style="list-style-type: none"><li>• Needs to include a list of all sections and their page number in the report</li><li>• <b>Sections should be listed and handed in, in the same order as this table</b></li></ul>
Abstract (400 words) <b>5 marks</b>	<ul style="list-style-type: none"><li>• General description of the objectives of the project</li><li>• Brief description of the methods used</li><li>• Outline of the main findings</li></ul>
Acknowledgments (200 words) <b>2 marks</b>	<ul style="list-style-type: none"><li>• Thank and acknowledge individuals who helped throughout the project</li><li>• Can include individuals or organisations</li><li>• Can recognise individuals without using their name if confidentiality is required</li></ul>
Introduction (250 words) <b>5 marks</b>	<ul style="list-style-type: none"><li>• Description of the objectives of the project</li><li>• States how the project relates specifically to syllabus content areas</li></ul>
Literature review (2 sources each) <b>5 marks</b>	<ul style="list-style-type: none"><li>• Each student must analyse a secondary source related to the topic</li><li>• Discuss how this material logically links to the research topic</li><li>• Include student numbers before the individual work of each student and/or use different text colours to identify different students</li></ul>
Methodology (300 words) <b>5 marks</b>	<ul style="list-style-type: none"><li>• Describe the methods used to collect primary data and how they were conducted</li><li>• Should provide a reader with a complete understanding of the research process - <b>must include methodologies, sampling, ethical procedures etc.</b></li></ul>

<b>Results and findings</b> <b>(600 words)</b>  <b>5 marks</b>	<ul style="list-style-type: none"> <li>• Data is to be equally distributed to group members to present <i>e.g. 15 questionnaire questions among 3 group members would be 5 questions to present each</i></li> <li>• Communicate what was found in the research process</li> <li>• Use graphs, tables, charts, and images to visually assist readers in understanding research findings</li> <li>• All items must be correctly labelled and numbered with a brief statement outlining the findings in words to compliment the visual</li> <li>• Include student numbers before the individual work of each student and/or use different text colours to identify different students</li> </ul>
<b>Analysis and discussion</b> <b>(500 words)</b>  <b>10 marks</b>	<ul style="list-style-type: none"> <li>• Reiterate the research question/hypothesis</li> <li>• Outline how the findings answered/proved/disproved the research question/hypothesis</li> <li>• Any difficulties and obstacles encountered in the research process</li> <li>• Highlight the recommendations and implications that can be concluded from your findings</li> </ul>
<b>Summary and conclusion</b> <b>(300 words)</b>  <b>5 marks</b>	<ul style="list-style-type: none"> <li>• Brief summary of the conclusions that can be made with the findings</li> <li>• How does the evidence collected in the project lead you to a conclusion?</li> <li>• Secondary data should be revisited briefly to justify these points</li> </ul>
<b>Bibliography</b>  <b>2 marks</b>	<ul style="list-style-type: none"> <li>• Use APA 7th style (scaffold on google classroom and in IRP booklet)</li> <li>• Listed in alphabetical order of Author Last Name</li> <li>• Any material accessed, referred to, or used to guide the report must be listed</li> </ul>
<b>Appendices</b>  <b>2 marks</b>	<ul style="list-style-type: none"> <li>• All items must be numbered and labelled</li> <li>• Copies of all questionnaires, evidence of correspondence with individuals or groups, interview schedules, interview transcripts, and any other items of evidence must be included</li> <li>• All items that provide <b><i>reliability and validity</i></b> need to be included here</li> </ul>
<b>List of primary data representations</b> <b>2 marks</b>	<ul style="list-style-type: none"> <li>• This section must list - <b>by page</b> - where all tables, graphs, diagrams, charts, etc. of primary data is located within the report</li> </ul>

\*\*\*Please see your **IRP BOOKLET** for more information on how to complete each section\*\*\*  
 \*\*\*Your **Research Methodology content** from Term 4 will also assist you throughout your research.\*\*\*

## Marking criteria: Collaborative components

### *Project Plan*

***DUE DATE: FRIDAY 9AM WEEK 10***

Students are to **collaboratively** complete the online template provided (see class Google Classroom). The project plan will provide an initial summary and overview of the research process to come. When filling out the template students should make sure that they clearly include:

- A research proposal
- An explanation of the relationship between the focus of the project and where it fits in with the selected course content area
- A description of the primary methodologies to be used, including sampling
- An outline of possible sources of secondary data that will be used
- A timeline indicating the management of resources

Criteria:	Marks:
<ul style="list-style-type: none"><li>• All weeks of the scaffold (3-8) have been filled and completed</li><li>• Students have accounted for primary methodologies to be used</li><li>• Students have outlined possible sources of secondary data</li><li>• Completed scaffold provides a realistic timeline for completing each section of the research process</li></ul>	<b>5-3 COMPLETE</b>
<ul style="list-style-type: none"><li>• Scaffold has not been filled in for each week and in each section</li><li>• Students have not accounted for all primary methodologies to be used</li><li>• Students have not mentioned secondary data</li><li>• Students have created an unrealistic timetable</li></ul>	<b>2-0 INCOMPLETE</b>

**Teacher comments:**

## Marking criteria: collaborative components

Criteria: Title page	Marks:
<ul style="list-style-type: none"><li>Report has been given a title related to the hypothesis/research question that is clearly displayed</li><li>All student names and numbers are clearly displayed</li><li>School name and name of the subject are clearly displayed</li><li>Page is aesthetically pleasing and inviting, it includes colours and images related to the topic</li></ul>	<b>2 COMPLETE</b>
<ul style="list-style-type: none"><li>Report title is not included, not clearly displayed, or has been given a title unrelated to the hypothesis/research question</li><li>Student names and numbers are not clearly displayed or not included</li><li>School name and name of the subject are not clearly displayed or not included</li><li>Page is not aesthetically pleasing or inviting, it does not use colours and images, or images used are not related to the topic</li></ul>	<b>1-0 INCOMPLETE</b>

Criteria: Contents	Marks:
<ul style="list-style-type: none"><li>All sections of the report are listed with the corresponding page number clearly displayed</li><li>Contents must include the following sections in the following order: abstract, acknowledgements, introduction, literature review, methodology, results and findings, analysis and discussion, summary and conclusion, bibliography, appendix, list of primary data representations</li></ul>	<b>2 COMPLETE</b>
<ul style="list-style-type: none"><li>All sections of the report are not listed</li><li>All sections do not have the correct page number listed or the page number is not clearly displayed with its corresponding section</li><li>Contents does not include one or more of the following sections in the following order: abstract, acknowledgements, introduction, literature review, methodology, results and findings, analysis and discussion, summary and conclusion, bibliography, appendix, list of primary data representations</li></ul>	<b>1-0 INCOMPLETE</b>

Criteria: Abstract	Marks:
<ul style="list-style-type: none"><li>Provides an accurate general description of the objectives of the project</li><li>Provides a clear description of the research methods used (primary and secondary)</li><li>Provides a clear outline of the main results and findings</li><li>Is at least 1 paragraph (8-10 sentences) long</li></ul>	<b>2 COMPLETE</b>
<ul style="list-style-type: none"><li>Provides a general description of research objectives that do not align with the overall project</li><li>Provides a brief and limited description of research methods</li><li>Does not mention all research methods used (primary and secondary)</li><li>Is lacking of or provides a brief and limited outline of main results and findings</li><li>Is shorter than 1 paragraph (less than 8 sentences long)</li></ul>	<b>1-0 INCOMPLETE</b>

Criteria: Acknowledgements	Marks:
<ul style="list-style-type: none"> <li>Thanks and acknowledges all individuals that contributed to the project or assisted in the research process</li> <li>Provides detailed descriptions of how these individuals or groups made a contribution to the research process</li> <li>Remains confidential where necessary</li> </ul>	<b>2 COMPLETE</b>
<ul style="list-style-type: none"> <li>Does not thank or acknowledge all individuals that contributed to the project or assisted in the research process</li> <li>Does not provide details or provides limited detail as to how individuals mentioned made a contribution to the research process</li> <li>Ignores confidentiality needs for some or all individuals</li> </ul>	<b>1-0 INCOMPLETE</b>

Criteria: Introduction	Marks:
<ul style="list-style-type: none"> <li>Provides a clear and detailed description of the objectives of the project</li> <li>Clearly states the research question or hypothesis</li> <li>Provides a clear outline of how the project relates to a specific area of the Community and Family Studies Stage 6 syllabus</li> <li>Provides a clear outline of the direction of the report (this can include methodologies or sampling methods)</li> <li>Clearly describes the research topic and defines key terms used across the report</li> <li>Provides a clear and detailed outline of how this research will fill gaps left by existing research</li> <li>Is at least 1 paragraph (8-10 sentences)</li> </ul>	<b>5-3 COMPLETE</b>
<ul style="list-style-type: none"> <li>Provides limited or no detail on the objectives of the project</li> <li>Does not include a research question or hypothesis</li> <li>Provides limited or no detail as to how the project relates to the Community and Family Studies Stage 6 syllabus</li> <li>Provides limited or no detail as to the direction of the report</li> <li>Provides limited or no detail as to how the report fills gaps left by existing research</li> <li>Is shorter than 1 paragraph (less than 8 sentences)</li> </ul>	<b>2-0 INCOMPLETE</b>

Criteria: Methodology	Marks:
<ul style="list-style-type: none"> <li>Clear and detailed description of the characteristics of the research question or hypothesis</li> <li>Clear and detailed description of the methods used to collect primary data in relation to the research question/hypothesis and how they were conducted</li> <li>Extensive explanation of decisions made in regard to sampling methods, sample size, data collection, and ethical procedures</li> <li>Brief outline on how data was processed and analysed</li> <li>Clear and detailed justification of the suitability of all methods in the research process</li> </ul>	<b>5-3 COMPLETE</b>
<ul style="list-style-type: none"> <li>Limited or no detail on the characteristics of the research question or hypothesis</li> <li>Limited or no detail on the methods used to collect primary data and how they were conducted</li> <li>No connection between methods used to collect primary data and research question/hypothesis</li> <li>Limited or no detail on how decisions were made regarding sampling methods, sample size, data collection, and ethical procedures</li> <li>Limited or no detail on how data was processed and analysed</li> <li>Limited or no justification of the suitability of any mentioned methods</li> </ul>	<b>2-0 INCOMPLETE</b>

<b>Criteria: Bibliography</b>	<b>Marks:</b>
<ul style="list-style-type: none"> <li>• Bibliography follows APA 7th style</li> <li>• In-text referencing is correct and reflects APA 7th style</li> <li>• All secondary material used to assist the research process is noted</li> </ul>	<p><b>2</b> <b>COMPLETE</b></p>
<ul style="list-style-type: none"> <li>• Bibliography does not follow APA 7th style</li> <li>• In-text referencing is either not used or is not used correctly according to APA 7th</li> <li>• One or more secondary materials used are not noted</li> </ul>	<p><b>1-0</b> <b>INCOMPLETE</b></p>

<b>Criteria: Appendix</b>	<b>Marks:</b>
<ul style="list-style-type: none"> <li>• All items are numbered and labelled. When referred to within the report, these labels correlate with the correct</li> <li>• Copies of all questionnaires, evidence of correspondence, interview schedules, interview transcripts, and any other items evidencing primary data collection are included</li> </ul>	<p><b>2</b> <b>COMPLETE</b></p>
<ul style="list-style-type: none"> <li>• Items are numbered and labelled but when mentioned in the reports, the references do not correlate with the correct item</li> <li>• Items of primary data collection mentioned in the report are not included</li> </ul>	<p><b>1-0</b> <b>INCOMPLETE</b></p>

<b>Criteria: List of data representations</b>	<b>Marks:</b>
<ul style="list-style-type: none"> <li>• Items are listed in order by the page where they can be found within the report</li> <li>• Items are listed using the same labels that are used within the report</li> </ul>	<p><b>2</b> <b>COMPLETE</b></p>
<ul style="list-style-type: none"> <li>• Items are not listed in order of the page where they are found within the report</li> <li>• Items are listed using different labels than what is used within the report</li> </ul>	<p><b>1-0</b> <b>INCOMPLETE</b></p>

**Teacher comments:**

## Marking criteria: Individual components

### *Project Diary*

***DUE DATE: FRIDAY 9AM WEEK 4***

Students are to **individually** complete a hand written Project Diary. The Project Diary provides a record of values, thoughts, conversations, and decisions made throughout the research process. Students will complete **at least 10 entries** across their research process. These entries should detail:

- Records of values, attitudes, and feelings
- Honest reflections on problems encountered and how they were solved
- Records of conversations, contacts (including emails), readings, and sources of secondary data
- Minimum of 10 entries over the period of the project (around 2 per week)
- Reflection of the proposed timeline

Criteria:	Marks:
<ul style="list-style-type: none"><li>• Student provide at least 10 entries from across the research process</li><li>• Student provides an honest account of their contribution to the project</li><li>• Student provides details of all communication regarding the project, secondary data used, and their feelings and attitudes towards this</li><li>• The diary reflects the timeline proposed in the <b>Project Plan</b></li></ul>	<b>5-3 COMPLETE</b>
<ul style="list-style-type: none"><li>• Student provides less than 10 entries from across the research process</li><li>• Student provides accounts that does not honestly reflect their contribution to the project</li><li>• Student does not provide or provides limited detail of any communication regarding the project, secondary data used, and feelings and attitudes toward this</li><li>• The diary does not reflect the timeline proposed in the <b>Project Plan</b></li></ul>	<b>2-0 INCOMPLETE</b>

**Teacher comments:**

## Marking criteria: individual components

Criteria: Literature review	Marks:
<ul style="list-style-type: none"><li>At least 2 paragraphs that analyses at least 2 different secondary sources related to the research question/hypothesis and topic of the report</li><li>Student numbers are used as a subheading to clearly differentiate individual work</li><li>Extensive discussion and summary of the themes present in the sources that relates to the research topic</li><li>Clear and detailed interpretation of the findings within the literature and their relation to the research topic</li><li>Critically evaluates the implication these sources have on further research and the gaps they leave in research</li></ul>	5
<ul style="list-style-type: none"><li>At least 2 paragraphs that analyses at least 2 different secondary sources related to the research question/hypothesis and topic of the report</li><li>Thorough discussion and summary of the themes present in the sources that relates to the research topic</li><li>Student numbers are used as a subheading to clearly differentiate individual work</li><li>Clear interpretation of the findings within the literature and their relation to the research topic</li><li>Evaluates the implication these sources have on further research and the gaps they leave in research</li></ul>	4-3
<ul style="list-style-type: none"><li>1 or less paragraphs that analyses 1 or less different secondary sources</li><li>Brief discussion and summary of the themes present in the sources</li><li>Student numbers are used as a subheading to clearly differentiate individual work</li><li>Brief interpretation of the findings within the literature</li><li>Brief description of the implications these sources have on further research</li></ul>	2-1

Criteria: Results and findings	Marks:
<ul style="list-style-type: none"><li>Student numbers are used as a subheading to clearly differentiate individual work</li><li>Clear and detailed written statement outlines findings to accompany each visual representation</li><li>Uses graphs, or tables, or charts, or images to visually represent findings</li><li>Visual representations are correctly labelled and numbered, and can be clearly interpreted by readers</li><li>Is set out logically (from broader to more specific data)</li></ul>	5
<ul style="list-style-type: none"><li>Student numbers are used as a subheading to clearly differentiate individual work</li><li>Clear and brief written statement outlines findings to accompany each visual representation</li><li>Uses graphs, or tables, or charts, or images to visually represent findings</li><li>Visual representations are correctly labelled and numbered, and can be interpreted by readers</li><li>Is set out logically (from broader to more specific data)</li></ul>	4-3
<ul style="list-style-type: none"><li>Student numbers are used as a subheading to clearly differentiate individual work</li><li>Limited or no written statement outlining findings to accompany each visual representation</li><li>Uses graphs, or tables, or charts, or images to visually represent findings</li><li>Visual representations are incorrectly or not labelled and numbered</li><li>Is not set out logically (from broader to more specific data)</li></ul>	2-1

Criteria: Analysis and discussion	Marks:
<ul style="list-style-type: none"> <li>• Hypothesis or research question is clearly reiterated</li> <li>• Extensive interpretation of key findings and results that identifies relationships to the research topic</li> <li>• Clearly outlines how the key findings and results answer the hypothesis or research question</li> <li>• Substantial explanation as to how these key findings and results are relevant and contribute to current research (relate to secondary sources)</li> <li>• Clear and detailed evaluation of the validity of key results and findings despite limitations on research</li> </ul>	10-9
<ul style="list-style-type: none"> <li>• Hypothesis or research question is clearly reiterated</li> <li>• Thorough interpretation of key findings and results that identifies relationships to the research topic</li> <li>• Clearly outlines how the key findings and results answer the hypothesis or research question</li> <li>• Detailed explanation as to how these key findings and results are relevant and contribute to current research (relate to secondary sources)</li> <li>• Evaluates of the validity of key results and findings despite limitations on research</li> </ul>	8-6
<ul style="list-style-type: none"> <li>• Hypothesis or research question is clearly reiterated</li> <li>• Sound interpretation of key findings and results that identifies relationships to the research topic</li> <li>• Outlines how the key findings and results answer the hypothesis or research question</li> <li>• Detailed description as to how these key findings and results are relevant and contribute to current research (relate to secondary sources)</li> <li>• Attempts to evaluate the validity of key results and findings despite limitations on research</li> </ul>	5-4
<ul style="list-style-type: none"> <li>• Hypothesis or research question is reiterated</li> <li>• Basic attempt at interpreting key findings and results</li> <li>• Basic outline of how the key findings and results answer the hypothesis or research question</li> <li>• Brief description as to how these key findings and results are relevant and contribute to current research (relate to secondary sources)</li> <li>• Outlines the validity of key results and findings despite limitations on research</li> </ul>	3-2
<ul style="list-style-type: none"> <li>• Hypothesis or research question is not reiterated</li> <li>• Limited attempt at interpreting key findings and results</li> <li>• Brief outline of how the key findings and results answer the hypothesis or research question</li> <li>• Limited outline as to how these key findings and results are relevant and contribute to current research (relate to secondary sources)</li> <li>• Brief detail on the validity of key results and findings despite limitations on research</li> </ul>	1-0

Criteria: Summary and conclusion	Marks:
<ul style="list-style-type: none"> <li>Clearly restates the research question or hypothesis, phrased as an answer shaped by the key results and findings</li> <li>Concise summary of the overall findings which clearly links a conclusion to the research question or hypothesis</li> <li>Secondary data is revisited to provide an extensive justification for conclusive statements</li> <li>Detailed discussion of the broader implications of this research on future research</li> <li>Evaluates implications and provides clear and well-thought out recommendations for future research on this topic</li> </ul>	5
<ul style="list-style-type: none"> <li>Restates the research question or hypothesis, phrased as an answer shaped by the key findings and results</li> <li>Summarises the overall findings and attempts to create a link with the conclusion of the research question or hypothesis</li> <li>Secondary data is revisited to provide a justification for conclusive statements</li> <li>Evaluates implications and provides clear recommendations for future research</li> </ul>	4-3
<ul style="list-style-type: none"> <li>Restates the research question or hypothesis</li> <li>Provides limited or no detail on the overall findings</li> <li>Secondary data is not mentioned or used incorrectly</li> <li>Limited or no justification for conclusive statements</li> <li>Limited or no detail on implications of this research</li> <li>Brief or no recommendations are made for future research</li> </ul>	2-1

**Teacher comments:**