PICTON HIGH SCHOOL

PRELIMINARY SOCIETY AND CULTURE

PERSONAL AND SOCIAL IDENTITY

Due Date: Thursday 27th June, 2024 (Week 9) submission by 9am via CANVAS.	**Assessment Name:** Personal and Social Identity Research Task (Mini PIP)
Grade: A-E	**Weighting:** 40%

SYLLABUS OUTCOMES TO BE ASSESSED:

P3 – A student identifies and describes relationships and interactions within and between social and cultural groups.

P7 – Selects, organises and considers information from a variety of sources for usefulness, validity and bias.

P8 – Plans and conducts ethical social and cultural research.

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

DIRECTIVES TO BE ASSESSED:	**TEXT TYPE:**
Discuss	Report

TASK DESCRIPTION:

You are to conduct a **comparative cross-generational study into how one aspect of the process of socialisation has changed over time within your own cultural context.** This task will give you the opportunity to select the area of socialisation that most interests you and conduct in-depth research into that area using the research method of questionnaire, plus one other primary method, as well as secondary research.

1. **Select a different generational group** that you will be able to have access to in your research. An obvious choice may be Generation X, which may be the generation of your parents. You should select a generation older than your own, as this will make it easier to conduct your research.

2. **Using personal reflection, develop a research topic or question** (remembering that the smaller your question, the more likely it is that you will be able to answer it). It should seek to **address differences in the processes of socialisation across the two generations.** You should include a consideration of the role of at least one of the following agents of socialisation:

- Family and kinship

- Ethnicity and culture

- Gender

- Sexuality

- Beliefs

- Location, Class & Status

- Peers

- School

- Media, including contemporary communication technologies

Basically, it should be an **area you are interested in**, and you should discuss your idea with Mrs Dunn to help you develop it into a manageable project. You might choose to compare the influence of ethnicity and culture on your generation and the generation of your parents, particularly if your parents moved to Australia from another country. Alternatively, you could investigate the role of media as a socialisation agent, in particular looking at how the development of the social media landscape has changed socialisation processes for your generation compared with your parents.

3. **Complete a research proposal for your topic (on CANVAS)**, which will state what you hope to achieve and how you plan to do so; for this task, you *MUST* conduct a questionnaire (with members of each generation), plus *ONE* other primary research method chosen from:

- Content analysis

- Interview

- Focus Group

Your questionnaire *MUST* include both open and close-ended questions, allowing you to collect quantitative AND qualitative data.

Your proposal is due by **Monday 27th May (Week 5).** You may submit this earlier so that you can start on your research methods with teacher feedback.

4. **Implement** your research methods and collect data.

5. **Analyse and interpret the results of your research**. You must complete some statistical analysis of your quantitative data.

6. **Produce a mini-PIP report** to present the findings of your research which includes analysis of your qualitative data and statistical analysis.

7. **Review and evaluate** the process of the research which you undertook to determine how effective your process was.

Components to be handed in:

- *Proposal and log* (on CANVAS)

Structure of the final report:

- *Introduction (500 words)*

The introduction will be a brief description of **what the topic is about, why this topic was chosen and in what ways it contributes to a better understanding of Society and Culture.** The choice of **methods should be explained and justified**, and the **cross-cultural component specified**. Much of the information in your introduction will be drawn from your proposal which you would have handed in earlier.

- *Central Material (800-1200 words)*

The Central Material should contain a report to the reader on what you have discovered in your research. It should be between **800**-**1200** words. It **may be** accompanied by **photographs**, **tables**, **graphs** and/or **diagrams** that should be **labelled** and **incorporated** into the text through discussion.

The Central Material should contain **description and analysis of the research carried out in investigation of your focus question or hypothesis**. This section must contain a **cross-cultural perspective**, that is, a perspective different from your own. This may involve some knowledge and understanding of viewpoints that differ over space and/or time. The cross-cultural perspective should be **integrated** in the central material of the Personal Interest Project.

Though it should be your own work, **published material should be consulted** to provide background material and/or comparative data. All sources of secondary information need to be **acknowledged** by using a method such as the Harvard system. Using a "chapter" format may help you organise your information more effectively and set short-term progress goals.

- *Conclusion (500 words)*

The conclusion will be a statement of what you **learned** from the Personal Interest Project, including how it has influenced your **social and cultural literacy**. It is a **review and evaluation** of your research process to determine usefulness, validity and bias. In your conclusion you are expected to look back at what you have done in your project and determine whether or not it worked, and why or why not.

- *Appendix*

The appendix should include **a selection of your research methods**. You should include 6 copies of your questionnaire (3 from each generation) as well as an interview transcript, for example.

- *Annotated Resource List*

The annotated resource list is basically, a bibliography where you write a couple of lines after each entry about how you used this source, for example, films, Internet-sites or video programs. The references should be **accurate**, publication/production details included, and in the case of internet sites, the URL, access date and a short annotation added, **outlining their usefulness** to the Mini-Personal Interest Project.

Checklist:

To create a very well annotated reference list, adhere to this checklist:

- Explain to me the context of the source (Who wrote it, why?)

- Explain what it was about (What was the content of the source?)

- Identify why you used that particular source (Did it assist in your overall understanding?)

- How was it useful? (Could you trust the source?)

- Is this a reliable source? (Is it subject to bias? How might this have affected your data?)

- Have you used varied sources? (e.g. More than just websites)

ASSESSMENT CRITERIA:

You will be assessed on how well you:

- Demonstrate your understanding of, and apply, the fundamental concepts and other concepts of the course.

- Plan and conduct research methods and make informed judgements on their usefulness, validity and bias.

- Effectively communicate your ideas, incorporating appropriate language and visual aids, referencing your work correctly.

Assessment Policy – This is only a brief outline, you must check your assessment booklet for further details.

Assessment tasks must be submitted at 9am on the due date. A zero mark will be awarded for work submitted late. If you know that you will be absent on the day of an assessment task, and have a valid reason, eg. Compulsory work placement, representative sport, you must advise your teacher, **IN WRITING**, before the task is due. If the absence is unexpected due to illness, a doctor's certificate will be required. Other absences due to exceptional circumstances may be deemed acceptable by the principal. Where an absence is considered justified, your teacher, in consultation with the Head Teacher, may decide
    a) to let you do the task at the first opportunity when you return or
    b) to give you an alternative task or
    c) to give you an estimate based on your performance in similar tasks.
* Students who are absent due to participation in school representational activities must follow the above procedures or risk a zero mark.

CHECKLIST:

Use this checklist to make sure that you have included all elements of the assignment:

□ Proposal and journal completed in detail throughout the process.

□ Primary and secondary research completed and analysed.

□ Report comprises each of the following sections, Introduction, Central Material, Conclusion, Appendix, Annotated Bibliography

ASSESSMENT MARKING CRITERIA

MARKING CRITERIA – PROPOSAL AND JOURNAL

Guideline	Mark
● Journal and proposal are extensive and demonstrate consistent progress towards the completion of the task. ● Research question demonstrates an outstanding ability to plan and conduct ethical social and cultural research. ● Outstanding level of planning and collaboration is evident in both the proposal and journal. ● All sections of the journal and proposal have been completed by both student and teacher with a high level of detail.	A - 5
● Journal and proposal are thorough and demonstrate consistent progress towards the competition of the task. ● Research question demonstrates a high ability to plan and conduct ethical social and cultural research. ● High level of planning and collaboration is evident in both the proposal and journal. ● All sections of the journal and proposal have been completed by both student and teacher.	B - 4
● Journal and proposal are detailed and demonstrate progress towards the completion of the task. ● Research question demonstrates a sound ability to plan and conduct ethical research. ● Sound level of planning and collaboration is evident in both the proposal and journal. ● Majority of the journal and proposal have been completed by both student and teacher.	C - 3
● Journal and proposal is inconsistent and demonstrates minimal progress towards the competition of the task. ● Research question demonstrates a basic ability to plan and conduct research. Student attempts to form a relevant social and cultural question. ● Basic level of planning and collaboration may be evident in both the proposal and/or journal.	D - 2

● Some sections of the journal and proposal have been completed by both student and teacher.	
● Journal and proposal is incomplete. ● Research question demonstrates little ability to plan and conduct ethical social and cultural research. ● Elementary level of planning and collaboration may be evident in both the proposal and/or journal. ● Little or no sections of the journal and proposal have been completed by both student and teacher.	E - 1

MARKING CRITERIA - REPORT	
Guideline	**Mark**
● Demonstrates an extensive understanding of relationships and interactions within and between social and cultural groups. ● Effectively applies social and cultural research methods and makes informed judgements about their usefulness, validity and bias. ● Presents a clear and well-structured mini-PIP that effectively communicates the student's ideas, incorporating appropriate language and visual aids. ● Correctly references work, using an appendix and a bibliography.	A 17-20
● Demonstrates a thorough understanding of relationships and interactions within and between social and cultural groups. ● Applies social and cultural research methods and makes appropriate judgements about their usefulness, validity and bias. ● Presents a clear mini-PIP that communicates the student's ideas, incorporating appropriate language and visual aids. ● Correctly references work, using an appendix and a bibliography. May be some referencing errors or inconsistencies.	B 13-16

Guideline	Mark/Grade
● Demonstrates a sound understanding of relationships and interactions within and between social and cultural groups. ● Uses social and cultural research methods and makes some judgements about their usefulness, validity and bias. ● Presents a mini-PIP that communicates the student's ideas, includes some appropriate language and where applicable, visual aids. ● Attempts to reference work correctly, with an appendix and a bibliography.	C 9-12
● Shows a basic understanding of relationships and interactions within and between social and cultural groups. ● Uses at least one social and cultural research method and may make some judgements about their usefulness, validity and bias. ● Presents a mini-PIP that communicates ideas, may include some appropriate language and where applicable, some visual aids may have some problems. ● Some attempt to reference work correctly.	D 5-8
● Uses at least one social and cultural research method. ● Presents a mini-PIP that attempts to communicate some ideas, may include some use of visual aids, with some genuine problems. ● Little or no attempt to reference correctly.	E 1 -4
● Non-attempt or completely irrelevant.	0

MARKING CRITERIA – ANNOTATED RESOURCE LIST	
Guideline	**Mark/Grade**
● Extensively annotates all sources for their usefulness in the completion of the mini-PIP. ● Student demonstrates a comprehensive ability to select, organise and consider information from a variety of sources for usefulness, validity and bias. ● A sophisticated, well-structured and well-written annotated bibliography that is presented in alphabetical order. Sources are correctly referenced.	A - 5

● Thoroughly annotates sources for their usefulness in the completion of the mini-PIP. ● Student demonstrates a high ability to select, organise and consider information from a variety of sources for usefulness, validity and bias. ● A well-structured and well-written annotated bibliography that is presented in alphabetical order. Sources are correctly referenced.	B - 4
● Satisfactorily annotates sources for their usefulness to the completion of the mini-PIP. ● Student demonstrates a sound ability to select, organise and consider information from a variety of sources for usefulness, validity and bias. ● Annotated bibliography that is presented in alphabetical order.	C - 3
● Student demonstrates a basic attempt to annotate sources for their usefulness to the completion of the mini-PIP. ● Student attempts to select, organise and consider information from a variety of sources. May not consider usefulness, validity and bias.	D - 2
● Bibliography is included. None of the sources have been annotated.	E - 1
● No bibliography is included	0