

### Community and Family Studies sample program

The following program does not represent exemplar programs in Community and Family Studies (CAFS). It has been developed by teachers to provide a starting point for teachers of the HSC course in CAFS.

### HSC Course: Research Methodology

#### Outcomes:

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

**Duration:** 8-8 1/2 weeks, which includes 1-2 periods per week for IRP work and teachers/student consultation.

#### Resources

- Hayler, B. & Veal, T. (1996) *Pathways to research*, Rigby, Heinemann, Melbourne.
- Doherty, F. Stallard, R. Stuart, R. & Hallyer, B. (1995). *Life Management Studies 1*. Melbourne: Rigby Heinemann.
- Turnbull, M-C. Chapman, S. Czajowski, R. & Martin, S. (1996). *Studies in Life Management*. Milton, Qld: Jacaranda Wiley.
- Booth, Angela. (1998). *Fast & easy research*. Sydney: Prentice Hall.

Students learn about:	Students learn to:	Suggested strategies
<p><b>Research methodology methodologies</b></p> <ul style="list-style-type: none"> <li>• quantitative and qualitative</li> </ul> <p><i>conducting research</i></p> <ul style="list-style-type: none"> <li>• formulating a research proposal</li> <li>• research methodology                             <ul style="list-style-type: none"> <li>- survey, using interview (structured/unstructured), questionnaire (oral/written)</li> <li>- case study</li> <li>- observation</li> <li>- literature review</li> </ul> </li> <li>• planning</li> </ul>	<ul style="list-style-type: none"> <li>• conduct research by:                             <ul style="list-style-type: none"> <li>– developing a suitable question</li> <li>– selecting appropriate research methodology for specific research settings</li> </ul> </li> </ul>	<p>Introduction to the IRP. (Refer to information on p.53 of CAFS syllabus).</p> <ul style="list-style-type: none"> <li>– Examine sample IRP's; evaluate best practice and record notes.</li> <li>• Brainstorm research methodologies undertaken in preliminary course. Review and classify as quantitative or qualitative methods. Represent this in a table including a description, examples of uses, positives and negatives of method.</li> <li>• Brainstorm ideas for possible IRP focus areas and the final IRP product. Use a fishbone organiser. See the CAFS statewide workshop materials, pp. 22 of booklet on the New HSC web site at <a href="http://www.newhsc.schools.nsw.edu.au">http://www.newhsc.schools.nsw.edu.au</a></li> <li>• Explore the various components and timing for each of the components for the IRP (e.g. diary, research question, bibliography) using the activity on pp. 23 and 24 of the CAFS workshop booklet.</li> <li>• Analyse a sample research report to help identify the skills required in the research process, e.g. The NRMA Open Road Report found on pp. 26-27 of CAFS workshop booklet.</li> <li>• Distribute the IRP assessment task. Discuss the criteria for the assessing each part of the project. Parts of discuss include:                             <ul style="list-style-type: none"> <li>– research proposal</li> <li>– research methodology</li> <li>– primary and secondary sources of data.</li> </ul> </li> </ul>

Students learn about:	Students learn to:	Suggested strategies
<p><i>ethics in research</i></p> <ul style="list-style-type: none"> <li>• privacy</li> <li>• respect for subjects of research</li> <li>• integrity of researcher</li> <li>• integrity of data</li> <li>• HSC regulations</li> </ul> <p><i>sources of data</i></p> <ul style="list-style-type: none"> <li>• people/individuals</li> <li>• organisations/groups</li> <li>• electronic sources</li> <li>• libraries</li> <li>• print sources</li> </ul>	<ul style="list-style-type: none"> <li>• conduct research by:</li> <li>• including an account of positive and negative experiences</li>   <li>• conduct research by: <ul style="list-style-type: none"> <li>– following ethical procedures in their research</li> </ul> </li>   <li>• examine the limitation of data and its use to support particular views</li> </ul>	<ul style="list-style-type: none"> <li>• Model what to include in the process diary and how to make diary entries including evidence of research and selection and listing of resources. Examine diaries which recount positive or negative experiences, e.g. problems encountered such as a lack of information, a change in thinking as a result of early research findings or solutions to problems. Where the work of past students is not available, it may be helpful to interview past students about the diary process or develop examples of diary entries. <ul style="list-style-type: none"> <li>– Discuss the importance of the process diary in the IRP.</li> </ul> </li>   <li>• Discuss the meaning of ethics and ethical research. Provide a handout of the HSC regulations for the project.</li> <li>• Develop examples of scenarios in which the students are required to make decisions about the integrity of the researcher, data or if HSC regulations are being followed.</li>   <li>• Investigate different sources of data (primary and secondary) and issues related to access, e.g. texts, CD ROMs, references, Internet, individuals within the community, community groups, contact details.</li> <li>• In groups, examine examples of research questions and discuss the following questions: <ul style="list-style-type: none"> <li>– Are some sources of data more suitable and reliable for particular research questions?</li> <li>– How do you ensure data is reliable and valid?</li> </ul> </li>   <li>– Working in pairs, ask the students to decide on an area of interest for the IRP, try and arrive at a specific area of research and check that the topic meets the HSC requirements of the IRP.</li> </ul>

Students learn about:	Students learn to:	Suggested strategies
<p><i>research terminology</i></p> <ul style="list-style-type: none"> <li>• hypothesis/question</li> <li>• sampling</li> <li>• reliability</li> <li>• bias</li> <li>• validity</li> </ul> <p><i>presenting data</i> graphs, tables, presenting key data</p>	<ul style="list-style-type: none"> <li>• conduct research (cont) by: <ul style="list-style-type: none"> <li>– taking into account issues of bias and sampling</li> </ul> </li> <li>• explore the relationship between sampling and reliable research outcomes collecting and recording from primary and secondary sources of data</li> </ul> <p>– analysing and interpreting data collected for research purposes</p>	<ul style="list-style-type: none"> <li>– Suggest a mind map to develop ideas around the research topic including: <ul style="list-style-type: none"> <li>– useful sources of information and help (i.e. secondary and primary data sources)</li> <li>– data that needs to be collected immediately</li> <li>– the types of research methods that could be used (e.g. observation, interviews, surveys).</li> </ul> </li> <li>• Plan the timeline for the IRP project based on the timing of the project plan, diary and final product for the assessment task. Share with another person and justify timing decisions. Refine personal timelines to meet individual needs. (Refer to <i>Studies in Life Management</i>, p.331, or <i>Life Management Studies 2</i>, p.6.)</li> <li>• Provide time for the students to develop their draft proposal. Working in small groups, ask the students to share their draft proposal. Group members ask critical inquiry questions to clarify methodology, sources of data and timelines. Suggestions for improvement may be offered.</li> <li>• Working in groups of four, (home groups), undertake a jigsaw activity to revise terminology. Set up work-stations with one research terminology at each station, i.e. bias, sampling, reliability and validity. Each home group member goes to a station and reads and discusses related information with their new group. They must develop examples of their application. Each “expert” returns to the home group and shares what they have learnt. Conclude by discussing major issues associated with research. Discuss the criteria for the assessment of data collection and presentation.</li> <li>• Investigate sources of secondary data; read and evaluate; refine research proposal, if necessary, and discuss issues arising from research.</li> <li>• Design research methods to collect data. Conduct a test run (pilot) of material and evaluate and redesign, if necessary.</li> <li>• Conduct the primary research, collect and record data.</li> <li>• Analyse the data. Explore a variety of methods for presenting data using a PMI activity. That is, examine the positives, negatives and interesting of each method.</li> <li>• Graph or present the data for inclusion in the final product.</li> </ul>

Students learn about:	Students learn to:	Suggested strategies
<ul style="list-style-type: none"> <li>• report writing and presentation</li>   <li>• bibliography</li> <li>• appendix</li> </ul>	<ul style="list-style-type: none"> <li>• conduct research (cont) by: <ul style="list-style-type: none"> <li>– crediting sources of data by means of bibliography and appendix</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Discuss different “mediums” (e.g. powerpoint, video, written) and how this may look for different projects.</li> <li>• Ask the students to develop draft project product. Discuss the criteria for the assessment of the completed product and diary. Analyse the draft product to see if the assessment criteria is being met.</li>   <li>• Brainstorm qualities of an extensive and well-presented bibliography. Provide the students with an example of a well-presented and comprehensive bibliography. Use a similar process for the appendix.</li> <li>• Examine a bibliography that is poorly constructed and presented. Ask the students to edit the bibliography. Discuss changes which would be made and why.</li> <li>• Illustrate differences in the way video, books, magazine or newspaper articles are presented.</li> <li>• Ask the students to finalise their bibliography and appendix and their project product and presentation.</li> <li>• Complete and submit whole product and diary.</li>   <li>• Evaluate the IRP process. Do this as an <i>alter ego</i> activity. That is, discuss these with a partner. Partner listens and shares what they have heard with the class. (Alter ego). <ul style="list-style-type: none"> <li>– Discuss the positives and negatives of the project.</li> <li>– Identify the knowledge, skills and attitudes developed as result of undertaking the research.</li> <li>– Acknowledge those things that would be done differently.</li> </ul> </li> </ul> <p>The following questions might help students in their reflection:</p> <ul style="list-style-type: none"> <li>• Has my own knowledge/attitude towards the topic, issue or task changed?</li> <li>• How do I feel about the topic, issue or task now?</li> <li>• What are the implications of, for example, my actions or community expectations, for now and the future?</li> <li>• What helped me to succeed? What hindered my success?</li> <li>• How effective or efficient was the processes of “understand, plan, act, reflect”?</li> </ul> <ul style="list-style-type: none"> <li>• Develop a list of suggestions for students completing the IRP project in the future. Discussion could be recorded on video to use as a resource with a future class.</li> </ul>

## A focus on the Independent Research Project (IRP)

The assessment for *Research Methodology* including the IRP contributes 25 percent to school-based assessment. This has been clarified in the amended syllabus on the Board of Studies (BOS) web site. However, the weighting for each part of the IRP, i.e. the project plan, the project diary and the product, has not been specified. It is advised that the weightings for each part should reflect school and BOS' policies, as well as the time and effort devoted to each part of the IRP. The following sample assessment task gives the IRP a total weighting of 20%. It also breaks the project into parts and sets dates by which the students must complete each part.

The major change to the IRP is that it can now be presented as a product. Previously, students were required to produce a written report. Now students may choose from a range of mediums including using a video, multimedia presentations, electronic forms or an oral presentation. They can also continue to present the IRP as a written report. The method of presentation needs to be negotiated between the teacher and student at the time of submission of the project plan.

The focus of the IRP has also changed. The IRP should relate to the course content of one or more of the following areas:

- individuals
- groups
- families
- communities
- resource management.

It is important to conduct student/teacher conferences on a regular basis to discuss their progress in the IRP. This helps the students to stay on track and meet their proposed time-lines. It also allows them to address issues and concerns as they arise.

The following sample assessment task and marking guidelines may assist you in the process of making judgements about the range of products that your students produce in their IRP. They may also be useful in providing information about what students are expected to demonstrate in the task. Another way to clarify task expectations is to provide students with examples of other students' projects, demonstrating the standard expected in project plans, diaries and the final product.

### IRP assessment task: Sample 1

**Task:** IRP                      **IRP Weighting:** 20%

#### Outcomes to be assessed

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

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#### Task description

Complete an Independent Research Project which will consist of two phases:

Part A - The project plan (5 marks) due Week 5 Term 4.

Part B - The project diary (5 marks) due Week 9 Term 1.

Part C - The project product (10 marks) due Week 9 Term 1.

**Part A: The project plan (5 marks)**

Present a plan for the Independent Research Project that provides an initial summary of the project and an outline of the research process to be undertaken.

It needs to include:

- a research proposal
- an explanation of the relationship between the focus of the project and the selected course content area/s
- a description of the primary research methodologies to be used, including the sampling process
- an outline of possible secondary sources of data
- guidelines to address issues such as bias and ethics
- a timeline indicating how and when resources will be used
- a description of the proposed project product.

**Part B: The project diary (5 marks)**

Your diary should include:

- a record of thoughts and feelings as your project ideas take shape
- any options for the final presentation of the product
- evidence of contacts, conversations, readings and sources of secondary data
- an honest reflection on problems and concerns
- a regular series of diary entries reflecting the timeline.

**Part C: The project product (10 marks)**

Your product should include:

- Introduction- brief description of the intentions of the project and the relevant syllabus content.
- Acknowledgments –a recognition of specific sources of support.
- Description of how the research was carried out and the sample group used.
- Documentation of relevant secondary data.
- Analysis and discussion of data collected (e.g. statistics, overview of evidence/feelings/ideas found through data collection) including graphical representation of statistics.
- Summary / conclusions / recommendations.
- Bibliography.
- Appendix including:
  - finished copies of primary research questions and responses
  - supporting material.

**Assessment criteria**

Your task will be assessed on your ability to:

- use appropriate research methodology to investigate a hypothesis
- 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.

## Marking guidelines

Part A: The project plan	Criteria	Mark
<ul style="list-style-type: none"> <li>• Clearly defines the research proposal.</li> <li>• Effectively communicates the relationship between the focus of the project and the course content area.</li> <li>• Describes the primary and secondary research methodologies in detail.</li> <li>• Demonstrates thorough understanding of bias and ethics in research.</li> <li>• Displays expertise in developing a timeline for the management of the project.</li> <li>• Shows a clear understanding of the requirements for the project product.</li> </ul>		5-4
<ul style="list-style-type: none"> <li>• Outlines the research proposal.</li> <li>• Identifies the relationship between the focus of the project and the course content area.</li> <li>• Describes the primary and secondary research methodologies.</li> <li>• Demonstrates a sound understanding of bias and ethics in research.</li> <li>• Displays satisfactory skill in developing a timeline for the management of the project.</li> <li>• Shows an adequate understanding of the requirements for the project product.</li> </ul>		3-2
<ul style="list-style-type: none"> <li>• The research proposal lacks clarity.</li> <li>• Establishes a tenuous relationship between the focus of the project and the course content area.</li> <li>• Lists a limited range of primary and secondary research methodologies.</li> <li>• Identifies some basic issues related to bias and ethics in research.</li> <li>• Displays an elementary timeline for the management of the project.</li> <li>• Shows little understanding of the requirements for the project product.</li> </ul>		1

Part B: The project diary	Criteria	Mark
<ul style="list-style-type: none"> <li>• Well documented evidence of project development.</li> <li>• Clearly identifies and explains the process for determining the nature of the product.</li> <li>• Critically documents relevant secondary sources and information.</li> <li>• Regular entries are made in line with appropriate time line.</li> <li>• Evidence of problem-solving to resolve any issues arising.</li> <li>• Documents conversations, readings and relevant contacts in a logical and concise way.</li> </ul>		5 - 4
<ul style="list-style-type: none"> <li>• Basic documented evidence of project development.</li> <li>• Identifies a range of possible product options.</li> <li>• Documents relevant secondary sources and information with basic explanations.</li> <li>• Regular entries are made.</li> <li>• Evidence of problem-solving to resolve any issues arising.</li> <li>• Records descriptive accounts of mostly relevant conversations, readings and contacts.</li> </ul>		3 - 2
<ul style="list-style-type: none"> <li>• Vague evidence of project development.</li> <li>• Limited (1 or 2) possible product options.</li> <li>• One or two references made to relevant secondary sources and information.</li> <li>• Irregular entries are made.</li> <li>• Little evidence of problem-solving to resolve any issues arising.</li> <li>• Incomplete record of conversations and relevant contacts.</li> </ul>		1

## Marking guidelines (continued)

Part C: The product	Criteria	Mark
	<ul style="list-style-type: none"> <li>• The collection of data is highly appropriate to the research proposal.</li> <li>• Product presentation clearly communicates central ideas.</li> <li>• Clearly articulates the intentions of the project and relates specifically to syllabus content area/s.</li> <li>• Effectively acknowledges the relevant sources of support for the completion of the project.</li> <li>• Logical and coherent primary research methodologies are used and are evident in samples provided.</li> <li>• Research data is accurately represented in a clear and concise manner.</li> <li>• Secondary data is analysed, interpreted and interrelated in conjunction with primary research data.</li> <li>• Superior analysis and interpretation of data is demonstrated which effectively communicates relevant information.</li> <li>• Research data is critically analysed to provide a detailed summary and conclusion.</li> <li>• Recommendations demonstrate direct correlation to the purpose of the project.</li> <li>• A comprehensive and extensive bibliography is presented (contains a range of sources).</li> <li>• An appendix contains samples of primary research responses and other relevant information.</li> </ul>	10-9
	<ul style="list-style-type: none"> <li>• The collection of data is appropriate to the research proposal.</li> <li>• Product presentation communicates central ideas.</li> <li>• Outlines the intentions of the project and relates specifically to syllabus content area/s.</li> <li>• Acknowledges the relevant sources of support for the completion of the project.</li> <li>• Satisfactory primary research methodologies are used and are evident in samples provided.</li> <li>• Research data is represented in a clear manner.</li> <li>• Secondary data is discussed in relation to project topic.</li> <li>• Sound analysis and interpretation of data is demonstrated and communicates relevant information.</li> <li>• Research data is analysed and a summary and conclusion is provided.</li> <li>• Some recommendations demonstrate a direct correlation to the purpose of the project.</li> <li>• A bibliography is relatively extensive.</li> <li>• An appendix contains samples of primary research responses and other relevant information.</li> </ul>	8-6
	<ul style="list-style-type: none"> <li>• Most of the collection of data is appropriate to the research proposal.</li> <li>• Product presentation communicates one or two central ideas.</li> <li>• Limited discussion of aims of the project and relationship to syllabus content area/s.</li> <li>• Acknowledges some of the relevant sources of support for the completion of the project.</li> <li>• Primary research methodologies demonstrate poor structure, little relevance to the research proposal.</li> <li>• Research data is not clearly presented or is limited in presentation.</li> <li>• Secondary data is discussed with little depth and understanding with no interrelation to primary research data.</li> <li>• Limited analysis and interpretation of data is demonstrated.</li> <li>• A brief summary and conclusion of one or two relevant points.</li> <li>• Limited number of valid recommendations.</li> <li>• A basic or limited bibliography is presented (contains few sources).</li> </ul>	5-3

<ul style="list-style-type: none"> <li>• An appendix contains little or no evidence of primary research.</li> </ul>	
<ul style="list-style-type: none"> <li>• Inappropriate collection of data.</li> <li>• Poor communication of central ideas.</li> <li>• Introduction poor or not included.</li> <li>• Acknowledges some of the relevant sources of support for the completion of the project.</li> <li>• Poor or no evidence of primary research methodologies.</li> <li>• Research data is not presented or has little relevance.</li> <li>• Superficial discussion of one or two sources of secondary data with no interrelationship to primary research data.</li> <li>• Limited or no analysis and interpretation of data.</li> <li>• Basic summary and narrow conclusion with little relevance to the topic.</li> <li>• Limited recommendations or recommendations not validated.</li> <li>• Limited bibliography with incomplete references and inaccurate details.</li> <li>• Appendix contains irrelevant information.</li> </ul>	<p>2-1</p>