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**COWRA HIGH SCHOOL**

**ASSESSMENT TASK COVER SHEET**

This sheet **must** be attached to the front of your Assessment Task and submitted to your class teacher on or before the due date.

Student’s Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Course: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Assessment Task: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date Due: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date Received: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

🞏 Extension granted \_\_\_\_\_ days

🞏 Other circumstances ~ documents attached

I certify:

1. This assignment is entirely my own work and all borrowed material has been acknowledged
2. The material contained in this assignment has not previously been submitted for assessment in any formal course of study
3. I retain in my possession a copy of this assignment
4. I understand that late assignments will be penalised unless an extension has been granted by Deputy Principal - Curriculum

Student’s Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**COWRA HIGH SCHOOL**

**Assessment Task (Student’s Copy)**

Student’s Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Course: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Teacher: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Assessment Task received by: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Time: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Please detach this if the Assessment Task has been handed in**

**to the office and give to student to keep for their own records.**

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| Cowra High School | | | | | | | | | | | | | |
| YEAR 11 ASSESSMENT TASK | | | | | | | | | | | | | |
| **NAME :** |  | | | | | **CLASS :** | | Yr 11 | | **TEACHER :** | | | Miss Barrett |
| **COURSE :** | | Society and Culture | | | **TASK NO :** | | 2 | | **UNIT :** | | Personal and Social Identity | | |
| **DATE DUE :** | | | Week 8, Monday 7th June | | | **TIME DUE :** | | | Term 2, Monday 7 June 3:15pm | | | | |
| **MARK :** | /35 | | | **WEIGHT :** | 35% | **PRESENTATION:** Typed essay. | | | | | |  | |

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| **SYLLABUS OUTCOMES: A student:**  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  P9 uses appropriate course language and concepts suitable for different audiences and contexts  P10 communicates information, ideas and issues using appropriate written, oral and graphic forms |
| **DESCRIPTION OF TASK:**  As a part of your HSC Course you are to complete a Personal Interest Project (PIP), which is a research project of your own choice that must be connected to the Society and Culture course.  To assist you in the completion of your major work for the HSC, you are required to complete a Mini-PIP in your Preliminary year. The format follows the same as your HSC PIP but requires a **2000 word essay and the use of TWO research methods.**  **THE MINI-PIP**  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 method.  To undertake this task:   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 in 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** (REMEMBER the smaller the 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 and Status, Peers, School, Media.   Your question should be an **area you are interested in** and you MUST run your idea by your teacher to help you develop it into a manageable project. For example, you might choose to compare the influence of beliefs on your generation and the generation of your parents, particularly if your parents are more or less religious than yourself. 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 the socialisation processes for your generation compared with your parents.   1. **Complete a research proposal for your topic**. This 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 research method: Content Analysis; Interview OR 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 the **beginning of Week 4**, you may submit this earlier so that you can start on your research methods with teacher feedback.   1. Publish your essay using double spacing, using **Times New Roman**. Every page must be numbered. 2. Hand in your published draft to Miss Barrett to receive feedback 3. Edit and make changes if required 4. Submit the completed Mini-Pip.   **Structure of Your Mini-PIP**   * **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 methodology 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 (800-1000 words)**   The Central Material should contain a report to the reader on what you have discovered in your research. 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 the investigation of your focus question or hypothesis. This section MUST contain a cross-cultural perspective, that is, a perspective different from the student’s own. This may involve some knowledge and understanding of viewpoints that differ over space and/or time. The cross-cultural perspective should be integrate in the central material of the Mini-PIP.   * **Conclusion (300-500 words)**   The conclusion reinforces how your research and information you have discovered has impacted your own understanding of the cultural group you belong to and how socialisation has experienced features of continuity and change   * **Bibliography**  **(Harvard Referencing)**   All primary and secondary sources need to be acknowledged in the form of an alphabetical bibliography.  **To be made up of:**  Author/editor.  Year of publication (in round brackets).  Title (in italics).  Edition (only include the edition number if it is not the first edition).  Place of publication: publisher.  Series and volume number (where relevant).  **Example**  **In-text citation**:  Lifeson (1981) noted the key research…  **Bibliography**:  Lifeson, A. (1981) Select bibliography of Canadian autobiographies. Toronto: University of Toronto, School of Librarianship. |

**Marking Criteria**

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| **Essay Criteria** | **Marks** |
| * Demonstrates a thorough understanding of social and cultural concepts. * 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. * Adheres to word limit (+/- 10%) | 27-30 |
| * Demonstrates a sound understanding and application of social and cultural concepts over time. * 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. * Adheres to word limit (+/- 10%) | page3image2756364320page3image2756364704  21–26 |
| * Identifies and attempts to apply social and cultural concepts over time. * 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. * Adheres to word limit (+/- 10%) | page3image2756388832page3image2756389216  15–20 |
| * Identifies some social and cultural concepts over time. * 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. * May or may not adhere to word limit | page3image2756403648page3image2756404032  7-14 |
| * Identifies at least one social and/or cultural concept. * 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. * Has not adhered to word limit | 1-6 |



**COWRA HIGH SCHOOL**

**Assessment Task Submission Policy**

Submission of assessment tasks by students must follow faculty guidelines. There are basically four types of assessment tasks:

1. **In Class Assessment Tasks** ~ these tasks are supervised by the class teacher and collected by the class teacher at the conclusion of the assessment task. It is the responsible of the student who miss in class assessment tasks to contact the Head Teacher of that faculty.
2. **Formal Examinations** ~ at the conclusion of any formal examination the assessment task papers are to be collected and returned to the relevant faculty teacher.
3. **Major Projects / Pieces of Work** ~ these items, due to their size, are usually kept in the appropriate faculty location. Major works and projects should be kept in safe locations that minimises the risk of damage. Any assessment task would be submitted directly to the teacher. A receipt for the task will be issued to students.
4. **Take Home Assessment Tasks** ~ these are tasks that students are required to complete by a due date. Students should follow faculty submission guidelines regarding submission of these tasks.

**Guidelines for the Submission of Assessment Tasks**

1. When an assessment task is issued, the information provided to students will include:

* a clear statement of what the task involves and what the expectations of the student are
* an explanation of the marking criteria / outcomes to be assessed
* the due date of submission
* an assessment task submission cover sheet ~ see attached

1. Teachers should record the names of all students issued with the assessment task on a roll/class list and have the student acknowledge receipt of the assessment task by getting them to sign next to their name.
2. Students **must** take their assessment task to the class teacher. They must be signed in on the class roll and keep their receipt
3. All students **must keep a copy** of their assessment task.

**Illness and Misadventure Appeals**

If a student fails to submit an assessment task by the due date and has a legitimate reason than normal illness and misadventure procedures will apply.

**REQUEST FOR ASSESSMENT EXTENSION PROCEDURE**

Assessment extensions will only be granted in exceptional circumstances. All requests need to be made in writing using the extension request form. In seeking an extension discuss your request with your teacher/Head Teacher at least three (3) days before the due date with work already completed.

**Forms for Illness/Misadventure and Extension can be accessed on the**

**Cowra High School Website.**