

Task 2: Mini Personal Interest Project

Task Name: Mini Personal Interest Project	Unit: Personal and Social Identity
Task Distributed: Week 6	Task Due: Thursday 12 th June 2025
Task Type: Research Project	Syllabus Outcomes: P1, P2, P3, P4, P9, P10
Task Weighting: 40%	Task number for Course: 2

Task Description:

Students are to conduct a comparative cross-generational study of how the agents of socialisation have changed over time. Students must choose a generation *different to your own* which you will be able to access. You will need to choose an agent of socialisation from the list below and conduct research about how the socialisation process is different across two generations.

Agents of Socialisation:

- Family and kinship
- Ethnicity and culture
- Gender
- Sexuality
- Beliefs
- Location, class and status
- Peers
- School
- Media, including contemporary communication technologies

Formative Task 1: Proposal (300 words)

Your proposal must be written in paragraph format and include:

- Focus question and hypothesis
- Generations to be compared
- Agent/s of socialisation to be examined
- Brief explanation of why this topic was chosen and why it interests you.
- Explain how the chosen topic contributes to a better understanding of social and cultural literacy and the fundamental and additional concepts.
- Justify the choice of research methods and explain how you will ensure your research remains ethically sound.

Formative Task 2: Secondary Research (300 words)

Students must research and annotate TWO secondary articles relevant to their focus question (150 words each).

Each annotation must include:

- A Harvard reference
- Summary of the key themes and ideas (apply the course concepts)
- Explanation of why this article is relevant to your research
- Assessment of the article's reliability and validity

Formative Task 3: Primary Research (300 words)

Students must conduct a content analysis and a focus group. You must present your findings to the content analysis in a table and your findings to the focus group as a transcript. Each submission must also include:

- An analysis of the main trends found where you compare similarities and differences between the findings of the two methods and whether you have answered your focus question (max 300 words)
- A selection of three quotes from your research, which exemplify the trends identified as relevant to your focus question

Assessment Submission: Final Report (1200 words) 40 marks

Your findings will be written in the Personal Interest Project style and must answer your chosen focus question, using primary and secondary research. Your report should:

- Be structured in report format with an introduction, body paragraphs and conclusion.
- Your introduction should outline your focus question, and hypothesis. Connect your question to the syllabus and concepts and justify your interest in the topic.
- Your body should be written in PEEEL format and synthesise secondary and primary research to answer your hypothesis. You should use direct quotes, compare similarities and differences between research methods and discuss the cross generational component of your research by explaining how the agent of socialisation has changed over time.
- Your conclusion should summarise your overall findings and provide a final judgment on the accuracy of your hypothesis. You should also include a statement about what you have learnt in undertaking the research process and how your social and cultural literacy has improved. You should also be critical of your research and comment on any changes or improvements you would make next time.
- Include a bibliography (Harvard referenced). Four sources must be annotated in the style outlined in Part II.

NESA Glossary of Key Words

- **Analyse:** Identify components and the relationship between them; draw out and relate implications
- **Explain:** Relate cause and effect; make the relationships between things evident; provide why and/or how
- **Justify:** Support an argument or conclusion
- **Understand the verb associated with the task.** The verb will provide an understanding of the detail needed to successfully answer the question.

Details of Submission:

Part One is due on **Sunday 6th April** by 5pm and is to be submitted online in the appropriate section (labelled Part One: Proposal) of the "Mini Pip" folder on the year 11 Society and Culture Google Classroom.

Part Two is due on **Sunday 18th May** by 5pm and is to be submitted online in the appropriate section (labelled Part Two: Secondary Research) of the "Mini Pip" folder on the year 11 Society and Culture Google Classroom

Part Three is due on **Sunday 25th May** by 5pm and is to be submitted online in the appropriate section (labelled Part Three: Primary Research) of the "Mini Pip" folder on the year 11 Society and Culture Google Classroom

Part Four is due on **Thursday 12th June** by 5pm and is to be submitted online in the appropriate section (labelled Part Four: Final Submission) of the "Mini Pip" folder on the year 11 Society and Culture Google Classroom

Assessment Procedures

All students should be fully aware of the school assessment procedures. Students should access their 2025 Assessment Guide for more information.

Feedback provided

- The task will be typically returned to students within two school weeks of the submission date.
- At this time feedback including information on how to improve will be delivered through mechanisms such as marking criteria, and/or written comments.
- Students can clarify or seek further feedback by arranging to meet with their teacher.

Self-Reflection Component

Students will be required to complete a self-reflection worksheet at the time students receive their assessment mark and teacher feedback. Self-reflection is an important part of the learning process as it provides an opportunity to reflect on the strength of your performance, as well as areas that have been identified to strengthen in future tasks.

What Areas of Learning will this Assessment Task Report On?

- Students will learn about the socialisation process and develop their understanding of the Personal and Social Identity syllabus.
- Students will achieve a sound understanding of the research process, critical thinking skills and analysis of data. This will ensure students are prepared for the undertaking of their major personal interest project in year 12.
- This task is designed to facilitate student's development of social and cultural literacy, continuity and change, and cross-cultural understanding.

Criteria	Marks
<ul style="list-style-type: none"> • Demonstrates thorough and sustained synthesis of relevant ideas, issues and information relating personal experience and public knowledge • Effectively applies social and cultural research methods to the mini Personal Interest Project • Makes informed judgements on the usefulness, validity and bias of information that contributed to the mini Personal Interest Project • Effectively applies and integrates social and cultural terms and concepts throughout the Personal Interest Project • Comprehensively addresses cross-cultural perspectives and continuity and/or change • Presents a clear, coherent and well-structured mini Personal Interest Project that demonstrates highly effective communication, incorporating accurate and appropriate language and, where applicable, graphic forms 	33 – 40
<ul style="list-style-type: none"> • Demonstrates synthesis of ideas, issues and information relating personal experience and public knowledge • Applies social and cultural research methods to the mini Personal Interest Project • Makes appropriate judgements on the usefulness, validity and bias of information that contributed to the mini Personal Interest Project • Applies social and cultural terms and concepts throughout the mini Personal Interest Project • Effectively addresses cross-cultural perspectives and continuity and/or change • Presents a well-structured mini Personal Interest Project that demonstrates effective communication, incorporating accurate and appropriate language and, where applicable, graphic forms 	25 – 32
<ul style="list-style-type: none"> • Presents ideas, issues and/or information relating some personal and/or public knowledge • Uses social and cultural research methods in the mini Personal Interest Project • Makes some judgements on the usefulness, validity and/or bias of information that contributed to the mini Personal Interest Project • Uses social and cultural terms and concepts within the mini Personal Interest Project • Includes cross-cultural perspectives and continuity and/or change • Presents a structured mini Personal Interest Project that demonstrates sound communication, using appropriate language and, where applicable, graphic forms 	17 – 24
<ul style="list-style-type: none"> • Presents some ideas, issues and/or information which relates to personal and/or public knowledge • Uses at least one social and cultural research method in the mini Personal Interest Project • Attempts some judgement on the usefulness, validity and/or bias of information that contributed to the mini Personal Interest Project • Uses some social and/or cultural terms and concepts within the mini Personal Interest Project • Refers to cross-cultural perspectives and/or continuity and/or change • Presents a mini Personal Interest Project that demonstrates basic communication skills and includes some use of appropriate language and, where applicable, some use of graphic forms 	9 – 16
<ul style="list-style-type: none"> • States issues and/or information which relates to personal and/or public knowledge • Limited use of social and/or cultural terms and/or concepts in the mini Personal Interest Project • Minimal reference to cross-cultural perspectives and/or continuity and/or change • Presents a mini Personal Interest Project that demonstrates limited communication skills and, where applicable, may include some use of graphic forms 	1 – 8